Practicum is the Heart
of Social Work Education!

PRACTICUM EDUCATION MANUAL
2025 – 2026

UNIVERSITY *of* MARYLAND
SCHOOL OF SOCIAL WORK

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A Message from the Dean

Practicum education has been an important and vital part of social work education since the beginning of our profession. Your experiences in practicum will leave an indelible footprint in your experiences as a social worker. I distinctly remember my two practicum placement experiences at the YWCA and Catholic Family Services in Miami, FL from over 30 years ago! Something so important needs your intense attention and commitment.

We are committed to providing a high-quality practicum experience to all of our students. The many agencies who partner with the School of Social Work provide the opportunity for you to integrate the knowledge, skills, and values taught in the classroom. They, like us, place a very high priority on providing a practicum experience that helps achieve our school's strategic goal of aligning all aspects of SSW policy, programs and practices with the goals of advancing racial, social, and economic justice by combating racism and all other forms of oppression.

At the University of Maryland School of Social Work, we deeply value those practicum instructors who give their time and talents to you. Our practicum instructors undergo significant preparation and training to ensure they are ready and willing to work with you. We expect that you will learn and grow from your practicum placements and graduate from our program as ambassadors of the School of Social Work. We encourage you to let us know how we can improve our practicum education program and are always open to hearing from you. Thank you for sharing your time, skills, and commitment to joining our social work profession and making a difference in the lives of individuals, families, and communities.

With deep gratitude and warm regards,

Judy L. Postmus, PhD, ACSW
Dean and Professor

A Message from the Director for Practicum Education

Welcome to practicum education at the University of Maryland School of Social Work (UMSSW)! We are so pleased to have you join our MSW program and begin the journey to becoming social work professionals. Your practicum will be one of the most, if not THE most memorable part of your MSW experience. Practicum is called the "signature pedagogy of social work education" for a very good reason – it is where you will build on developing skills and discover what you still must learn to effect change for people in need.

This manual provides information critical to your successful completion of practicum education, including information about our program, curriculum, standards, and requirements, and alignment with the Educational Policy and Accreditation Standards required by our governing body, the Council on Social Work Education. We encourage you to review this manual and refer to it when questions arise.

The Office of Practicum Education (OPE) is also available for assistance. We are a team of professional social workers and staff with extensive experience in various areas of practice, and we LOVE what we do! Learning to become a social worker is thrilling and challenging. The OPE team is available to support you as you navigate the ups and downs of emerging social work practice, and we look forward to working closely with all stakeholders -- students, instructors, agencies, and communities -- this academic year.

Finally, a significant part of the foundation year practicum includes a monthly seminar centered on anti-racist, anti-oppressive practice and the necessary process of critical self-reflection. Your practicum will give you the opportunity to experience real-world problems in a real-world setting and will position you to be able to do something about it. We encourage you to embrace this opportunity fully and with humility.

With warm regards and best wishes for a successful year,

Laura Loessner, MSW, LICSW, LCSW-C
Director of Practicum Education

Section I: INTRODUCTION

A. Practicum Education at the School of Social Work

Practicum Education is the signature pedagogy of social work education. Practicum experience is more than an internship or career training; it is said to be the heart of social work education. The practicum experience students engage in becomes the foundation on which a professional career in social work is built. Learning experiences at practicum sites provide opportunities for students to integrate classroom theory into their practice and to try developing skills in a structured, supportive environment.

The University of Maryland School of Social Work Office of Practicum Education is committed to facilitating hands on learning experiences in the context of critical self-reflection so that students may develop professional identities as social workers. We believe the process of critical self-reflection and awareness is central to best practices for anti-oppressive social work intervention and is essential for every student in our program.

This manual contains information for all stakeholders to understand the practicum education program. A description of our practicum education model is provided, as well as the standards, policies, and procedures used in the selection of placement sites and practicum instructors, the placement of students, and the assessment of the students' progress toward meeting professional competencies. It also outlines the requirements for a successful practicum experience.

B. Administration of the Office of Practicum Education

The Office of Practicum Education (OPE) places students in a variety of social work agencies in the Baltimore/Washington DC metro regions. While there are SSW practicum coordinators located at two campus locations (University of Maryland, Baltimore campus and the Universities at Shady Grove campus in Rockville, Maryland) there is one practicum education program with identical policies and procedures.

The practicum education program has dynamic partnerships with community agencies and practicum instructors who are committed to educating our students. The OPE is responsible for the curriculum, as well as recruitment of practicum instructors and placement sites; coordination of student placements; and the orientation, training, and monitoring of students, instructors, and faculty liaisons.

The OPE offices are on the 5th floors of the Baltimore and Shady Grove campuses. Our contact information is: practicum@ssw.umaryland.edu or call 410-706-7187.

The OPE Team

Laura Loessner, MSW, LICSW, LCSW-C
Clinical Associate Professor and Director, Practicum Education

It is my pleasure to be on the practicum education team at UMSSW since January 2014. My expertise is in clinical intervention and supervision, program and professional development, non-profit management, and practicum education for students of social work. I was a practicum instructor for 18 years in five different schools of social work, and have taught "Advanced Practicum Instruction and Integrative Seminar I & II – Combined Concentration" -- a two-semester course designed to help advanced year master-level (MSW) students integrate clinical/theoretical content with macro-level practice in their advanced practicum work experiences, including examining issues related to mental health, social work values and ethics, diversity, social welfare policy and practice, social and economic justice, populations at risk, human behavior and social environment, and research in the context of student practicum experiences. I have also helped develop practicum curriculum for the MSW combined concentration, was a practicum liaison and academic advisor for 15-20 MSW students and served on the Bachelor of Social Work (BSW) advisory board in other schools of social work before coming to UM SSW. In my various leadership positions in non-profits, I provided clinical supervision and administrative leadership to social work professionals; clinical intervention to clients; and either developed or enhanced competitive, rigorous placement opportunities for MSW students interested in clinical or macro intervention. As a non-profit leader and consultant, I cultivated numerous strategic partnerships in the non-profit, public and private sector social service arenas. I have been a licensed clinical social worker for nearly 30 years and am a Board-certified Supervisor in the State of Maryland.

Esther Carlson, LCSW-C (she/her)
Assistant School of Social Work Professor & Faculty Practicum Coordinator

Esther Carlson has over a decade of social work experience. These experiences include program management, providing clinical services within public schools in Maryland, and working with foster youth and foster parents within treatment foster care programs. Mrs. Carlson holds a Master of Science in Social Work and a Bachelor of Science in Biology from The University of Texas at Arlington. She is a Licensed Clinical Social Worker and Board Approved Supervisor in the state of Maryland.

Caron Cox Branch, MSW, LCSW-C
Assistant School of Social Work Professor & Faculty Practicum Coordinator

Caron Cox-Branch has nearly two decades of clinical experience working with children and families in school-based and private practice settings. Prior to joining the University of Maryland School of Social Work's OPE in 2019 as a Practicum Coordinator, she served as a Faculty liaison for the University for four years. Mrs. Cox-Branch holds a Master of Social Work from the University of Pennsylvania and a Bachelor of Arts in Psychology from Duke University.

Denise Chop, MSW, LCSW-C
Associate School of Social Work Professor & Faculty Practicum Coordinator

Denise Chop has 30 years of social work experience. Prior to joining OPE in December 2013, Mrs. Chop dedicated nearly 20 years to her career in public child welfare. In addition to her work in child welfare, Mrs. Chop served as Student Development Coordinator and Practicum Instructor for undergraduate BSW students and UMD SSW graduate students for seven years. She is a Licensed Certified Social Worker - Clinical (LCSW-C) and a BSWE Approved Supervisor in Maryland. Mrs. Chop is an alum of UMBSSW and received a Bachelor of Arts in Criminal Justice from The American University.

Donna Earling, BS
Office Manager

I have served in various administrative roles at UMB for over 30 years. As office manager for the OPE, I have joined a dynamic team of professionals who are committed to excellence in developing a premiere program for our students. I enjoy working with my colleagues, as well as engaging with students, practicum instructors, and liaisons.

Gisele Ferretto, MSW, LCSW-C
Associate School of Social Work Professor
Director of Public Policy & Manager of Training

Ms. Ferretto has over 35 years of social work experience in both clinical and macro practice areas. Her areas of expertise include: policy practice, supervision and leadership development, practicum education, child welfare practice, professional ethics, confidentiality, and curriculum development. She is a Licensed Certified Social Worker-Clinical (LCSW-C) and a BSWE Approved Supervisor in Maryland. Currently, Ms. Ferretto is the Manager for Practicum Education Training and also supports the instruction of students in the Child Welfare Fellowship Program. Her work at the SSW over the past 20 years included administrative positions in the Child Welfare Fellowship Program, Child Welfare Academy, and Social Work Community Outreach Service (SWCOS). Prior to coming to the SSW, she served as administrator at the Maryland Department of Human Resources for 11 years in the following programs: Child Protective Services, Office of Equal Opportunity, and Office of Staff Development and Training. Ms. Ferretto also provides consultation and training for private and public agencies. Ms. Ferretto earned her MSW from the University of Maryland School of Social Work and her Bachelor of Arts in Sociology from Loyola College in Baltimore, Maryland.

Madge Henderson, MSW, LCSW-C
Assistant School of Social Work Professor & Faculty Practicum Coordinator

Madge Henderson has over 19 years of medical social work experience. Madge's professional experiences span the healthcare industry, including work in hospitals, hospice care, HIV/AIDS clinics, and dialysis centers. She is an Advanced Certified Hospice and Palliative Social Worker (ACHP-SW) and a Licensed Certified Social Worker- Clinical (LCSW-C) in the state of Maryland, with expertise in healthcare, HIV/AIDS, renal care, and hospice practice. Madge teaches Foundation Practicum Seminar at UMSSW and is interested in developing simulation-based training for students. She earned her Bachelor of Social Work degree from Morgan State University in Baltimore, Maryland and her Master of Social Work degree from Fordham University, in New York.

Angela Jachelski, MSW, LMSW
Assistant School of Social Work Professor & Faculty Practicum Coordinator

Angela Jachelski joined the OPE in August 2017 as a Coordinator for Macro Practicum Education. She earned her MSW from Florida State University with a concentration in Social Policy and Administration. Angela has been with UMBSSW since July 2009, originally joining the school as a Training and Implementation Specialist in the Child Welfare Training Academy. Angela also served as the Lead Curriculum Writer of Partnering for Success for the National Center for Evidenced Based Practice in Child Welfare, providing training, coaching and consultation to child welfare systems nationally with the goal of improving mental health outcomes for children in out of home care. Angela's areas of specialty and interest are: Child Welfare systems improvement, community engagement and volunteerism. Angela is a Baltimore native and currently enjoys living in East Baltimore.

Claire Meringolo, LCSW-C
Director and Clinical Assistant Professor
The Child Welfare Fellowship Program

Claire Meringolo, MSW, LCSW-C has devoted her social work career in child welfare and early childhood practice starting as a proud graduate of the Child Welfare Fellowship Program (formerly known as The Title IV-E Education for Public Child Welfare Program) at The University of Maryland School of Social Work in 2008. She is currently the Acting Director of the Child Welfare Fellowship Program and has served as the Faculty Practicum Instructor for BSW and MSW Students at the Anne Arundel County Department of Social Services since 2017. Claire has been committed to the co-creation of the Urban Child Welfare Fellowship Program with former Assistant Director, Don Vince, as well as Baltimore City Department of Social Services as well as the Center for Restorative Change. This program has focused around the preparation of anti-racist child welfare social workers and retention support during the transition to employment. This program proudly recognizes 10 graduates entering the BCDSS workforce. Throughout this academic year, the Child Welfare Fellowship Team has had the opportunity to develop new training initiatives around authentic partnerships with families with the Maryland Coalition for Families and the Healing Youth Alliance. Claire remains committed to keeping an anti-racist lens while partnering with human service systems to further the transformation of social work practice.

Lynn Murphy Michalopoulos, AM, PhD
Director of Global Initiatives, Associate Professor

Dr. Lynn Murphy Michalopoulos is an Associate Professor at the University of Maryland School of Social and the Director of Global Initiatives. Her work began with trauma-affected populations in Zambia over 10 years ago. Inspired by her work there, she developed the Global Post Trauma Symptom-Item Bank, in partnership with Johns Hopkins University, which has been validated in multiple non-Western contexts. Building off of her clinical experience working with trauma survivors in the United States, she developed a research program focused on understanding the lives of migrant populations in Zambia. From there, she expanded her work to other parts of sub-Saharan Africa, including South Africa, Malawi, and Zimbabwe which contributed to formative research indicating the complex risk environment among both labor and forced migrants in sub-Saharan Africa. Throughout her academic career at Columbia University and her role as the Senior Resilience Monitoring and Evaluation Advisor at USAID, Lynn has sharpened her focus on the measurement of mental health outcomes and adaptation of evidence-based health and mental health programs among trauma-affected populations. In addition, the extensive relationships she has built and maintained with stakeholders at the community, national, and international level has contributed to her success. She has a Bachelors in Psychology from Williams College, a Masters from the University of Chicago in Social Service Administration and a PhD from the University of Maryland in Social Work.

Rosalind Munyiri-Wilson, LCSW-C
Assistant School of Social Work Professor/SSW practicum coordinator
BHWISE-SUDWE Fellowship

Rosalind Munyiri-Wilson received a BSW degree from Morgan State University and an MSW from the University of Maryland School of Social Work. Rosalind is an LCSW-C who has provided services to individuals in a variety of community-based programs. Rosalind has extensive experience providing services to individuals and families experiencing financial insecurity through her work with the Department of Human Resources. Rosalind has provided behavioral health services to individuals and families experiencing behavioral health crises as a clinician in a Walk- In Crisis Center and on Mobile Crisis Teams. Most recently, Rosalind provided integrated behavioral health services as part of an interprofessional care management team comprised of primary care providers, nurses, and pharmacists. The social work team assessed the impact of social determinants of health on patient well-being, identified major social and behavioral threats to health, engaged and motivated patients to develop treatment options and goals that were congruent with their identified psychosocial needs.

C. Practicum Education Committees

The following committees are responsible for enhancing the quality of the practicum education experience for students.

Practicum Education Curriculum Committee

Membership on the Practicum Education Curriculum Committee includes five faculty members elected by the faculty body who have staggered 2-year terms. One voting student may also be a member. This committee reviews practicum education policies and procedures; recommends to the Masters' Program Committee policies, procedures, and changes in the curriculum that will strengthen practicum education; and consults with the director on practicum education matters. Other responsibilities of this committee include approving the practicum education syllabi; assisting in the integration of classroom content and Practicum assignments; monitoring classroom assignments, which are implemented at practicum sites; and providing suggestions for faculty speakers and content for practicum instructor workshops.

Practicum Education Advisory Council

The Practicum Education Advisory Council (PEAC) is comprised of practicum instructors, faculty liaisons, students, and other stakeholders who are committed to maintaining excellence in all aspects of practicum education. The primary objective of the PEAC is to strengthen practicum education through action planning, recruiting of high-quality placement sites, and identifying innovations and best practices in practicum education that could be implemented in the school's MSW program. Meetings are held four times during the academic year, at which times members make recommendations to the director of OPE to expand program capacity, enhance quality in practicum education, and contribute to the development of competent social work professionals.

Section II: OVERVIEW OF PRACTICUM EDUCATION

A. School of Social Work Mission Statement and Goals

All educational programs and activities at the UMSSW are informed by our mission, which is as follows:

The mission at the UMSSW is to develop practitioners, leaders, and scholars to advance the well-being of people and communities and to promote social justice. As national leaders, we create and use knowledge for education, service, innovation, and policy development.

Goals of the MSW Program

Our goals are to prepare students to:

- use a person-in-environment framework and a strengths-based perspective that recognizes the multiple and intersecting causes of personal problems: psychological, biological, familial, organizational, community, political, economic and social;

- embrace social work's fundamental mission to promote social, economic, and environmental justice, which requires practice with and on behalf of vulnerable and oppressed populations, people of diverse backgrounds and needs, and within multiple systems, domestically and internationally;

- practice competently, working across the spectrum of social work with individuals, families, groups, organizations, communities, and society and build upon this strong foundation to practice at an advanced level in a method of concentration (clinical or macro social work);

- practice in a manner that reflects the values and principles underlying the *Code of Ethics* of the National Association of Social Workers (NASW);

- critically assess, implement and inform evidence-based and best practices in social work;

- understand the critical influence of social policy on social work practice and to engage in advocacy for socially just policies at all levels of society; and

- pursue ongoing professional development to become highly skilled practitioners and the next generation of social work leaders.

B. Role of Practicum Education in the Masters' Program

Practicum education is a critical component of the Masters' curriculum, with specific social work competencies and associated behaviors that each student must demonstrate. It is through the integration of theoretical, research, and practice-oriented material presented in the classroom, and the opportunity for guided practice experiences available through practicum education that students are prepared for professional practice. Through practicum education, students are provided the opportunity to demonstrate the integration of knowledge, values, skills, and cognitive and affective processes learned in the classroom to real people and real situations, facilitated by the agency practicum instructor, the faculty liaison/seminar instructor, and course assignments that draw upon practicum education content.

The central goal of practicum education is to prepare competent professional social workers. To that end, the practicum education program is guided by the Council on Social Work Education (CSWE) competencies which students acquire in the program. Each social work competency identifies the behavior(s) students develop and practice at their practicum.

The CSWE Social Work Competencies are:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

C. Practicum Education Model

The school model of practicum education requires students to take classroom Methods courses either concurrently while in practicum or prerequisite to practicum. Included in a student's plan of study will be two different practicum placements: foundation and advanced (first and second year). These placements are in social service agencies, departments, or other service delivery systems throughout the Baltimore and Washington DC metro region. Practicum usually takes place during traditional workday hours and begins in the fall and continues through the spring semester. The OPE cannot arrange placements that are exclusively during evening and/or weekend hours. See Appendix for course syllabi.

Online MSW Program: The UMSSW offers a three-year, clinically focused online MSW program (OMSW). Students in the OMSW will participate in practicum in the Fall and Spring semesters of the second and third years of the program. The process, experience and expectations for students in the OMSW program are the same as for students in the traditional, in-person program. **The OPE cannot offer any students fully online practicum experiences or practicums that take place exclusively during evening and weekend hours**. **Students in the OMSW should plan for in-person availability on at least two weekdays during business hours for both Foundation and Advanced practicums, unless engaged in employment-based placements.**

C. 1. Foundation Practicum and Seminar

Foundation placements are arranged by the OPE with the goal of developing generalist skills in an agency that expands the student's experience. Since the development of competence is a lengthy and complex process, students must be able to work with different client systems and in agency settings to develop a solid base for practice. An agency may screen students in the same manner it screens employees. Students may be required to have an additional health examination, be tested for drug use, be fingerprinted for criminal background clearance, and/or meet other agency requirements before beginning placement. Foundation students are in practicum typically two days a week (usually Tuesdays and Thursdays) for 16 hours. Placements are within a fifty (50) mile radius of the student's home.

Foundation Practicum Seminar is an opportunity for Foundation students to meet in small groups to discuss their experiences and learn how to bridge material and concepts learned in the classroom with their practice experiences. Students in the foundation practicum will participate in monthly small group seminars designed to not only cover these essential elements of learning in the practicum, but also intentionally include conversations about difference, anti-oppression, privilege, and cultural humility.

These seminars are led by faculty liaison instructors who are responsible for ensuring students exercise critical self-reflection and awareness as they move through their practicum experiences. In Seminar students will:

1. Become oriented to the principles and practice of social work.
2. Practice critical self-reflection to improve self-awareness, and awareness of the impact of self on developing professional identity.
3. Discuss issues of oppression, privilege, and cultural humility, and integrate the practice of critical self-reflection within an anti-oppression, culturally humble framework.
4. Bridge material learned in class with the practical application of that material and other practices in practicum.
5. Discuss experiences and troubleshoot issues in practicum.

Foundation Practicum Seminar is a mandatory, 1 credit course that meets virtually once per month for 90 minutes. Seminar counts towards accumulated time in practicum. Seminar may occur on, or outside of, a regular practicum day. Attendance and participation are mandatory. If a student is unable to attend a seminar, they must inform their seminar instructor. Students are allowed two absences from Seminar for the year; additional absences will result in a failing grade and students will be required to retake the course.

Course Requirements to Support the Foundation Practicum
Students must enroll in consecutive semesters of the Foundation practicum (SOWK 635, SOWK 637, SOWK 636, and SOWK 638) for a total of six (6) credits. In conjunction with these practicum courses, students are required to enroll in the following three methods courses which provide the theoretical and conceptual framework for foundation practice: SOWK 630 and SOWK 631 (must be taken in the fall semester) and SOWK 632 (required in the spring semester). A grade of "C" or better is required in the fall practice courses to proceed to the second semester. In addition, an overall grade point average of 3.0 or better for all foundation curriculum courses is required to proceed to the advanced curriculum. A grade of "Pass" is required in the first semester to proceed to the second semester and from the foundation to the advanced practicum.

Fall Semester:
SOWK 635 (*Foundation Practicum Practicum*)
SOWK 637 (*Practicum Seminar I*)
SOWK 630 (*Social Work Practice with Individuals*)
SOWK 631 (*Social Work Practice with Communities and Organizations*)

Spring Semester:
SOWK 636 (*Foundation Practicum Practicum*)
SOWK 638 (*Practicum Seminar II*)
SOWK 632 (*Social Work Practice with Groups and Families*)

C.2. Advanced Practicum
Advanced placements support the concentration that the student chooses as the focus for their advanced study as described below. Advanced year practicum placements are typically three full days a week (Tuesdays, Wednesdays, and Thursdays) for 24 hours. A student's preference for a particular placement site is considered when arranging the placement. There is a course syllabus, student learning agreement, and student assessment for each of the two concentrations.

Course Requirements to Support the Advanced Practicum
Advanced practicum builds on the foundation curriculum. Students must take two (2) consecutive semesters of advanced practicum for a total of twelve (12) credits. In conjunction with practicum education, students are required to take a Methods course each semester. The methods course requirements are specific to the concentrations and specializations. Students should consult the curriculum overview (https://www.ssw.umaryland.edu/academics/curriculum-overviews/) and meet with the academic advisor (sswadvising@ssw.umaryland.edu) to be certain that the requirements of their concentration will be fulfilled. Students must receive a grade of "Pass" in their advanced practicum and have a grade point average of 3.0 to graduate.

Fall Semester:	SWCL/SWOA 794 Advanced Practicum I
	Advanced Methods Course
Spring Semester:	SWCL/SWOA 795 Advanced Practicum II
	Advanced Methods Course

Advanced Extended Practicum Placement

A student applying for an Advanced practicum may request an extended placement which requires them to be at their placement two days a week from the beginning of the fall semester to the end of July. The request is made to and must be approved by the OPE. The competencies and associated behaviors for the extended placement students remain the same. Students who choose this practicum placement model follow a different schedule (see the Practicum Calendar in the Appendix). Grading, for example, is on a different timetable. The extended student receives both the fall and spring semester grades later than the other students and will receive their diploma in August rather than May. Once a student has begun a placement based upon this model, they will not be allowed to shift to the three-day a week model without explicitly requesting the change and receiving written permission from their practicum instructor and agency, in collaboration with their liaison and coordinator in the OPE. Students who accrue extra time to conclude an extended practicum placement prior to the specified end date on the practicum calendar must create a plan for practicum attendance towards the agreed-upon last day of practicum and submit this plan to their practicum instructor and liaison for approval.

The availability of an extended placement is dependent upon agency resources. Some agencies will not accept an advanced student who is requesting an extended placement because the nature of their service delivery model and the needs of their clients require the student to be in the placement three days per week.

D. Concentrations

Advanced students are placed in settings that support their choice of primary concentration. The following concentrations are offered:

Clinical

The Clinical concentration prepares students to provide direct service to individuals, families, and small groups to improve quality of life and enhance social functioning and to work with organizations and/or aspects of the community that have a direct impact on client's lives. Clinical social workers are active in the promotion, restoration, maintenance, and enhancement of the functioning of their clients and client systems, and the prevention of distress and provision of resources.

Leadership, Policy and Social Change (formerly MACRO Concentration)
The LPSC concentration prepares students for a wide and diverse range of positions in social planning, grassroots and non-profit administration, employee assistance, community organization, community economic development, political and social action, and policy implementation and analysis. Both classroom courses and practicum education combine social work practice principles, value bases, ethical concerns and skills with technologies and concepts drawn from related disciplines. LPSC practitioners work at an organizational and inter-organizational level to plan, develop, organize, administer, and evaluate programs of social services on behalf of populations in need.

Secondary Concentration Option: "Clinical/LPSC" or "LPSC/Clinical"
Students may select a secondary concentration in conjunction with a primary one. Students who select a primary and secondary concentration (i.e., "Clinical/LPSC") are placed in their advanced practicum based upon their primary concentration. For example, a student who chooses "Clinical/LPSC" would be placed in a clinical placement. A secondary concentration will expose the student to some of the content from the other concentration through study in two classroom courses.

A student interested in this educational plan would satisfy all the requirements for either Clinical or LPSC concentration, including the diversity requirement. The student would also complete two courses from the other concentration. Thirty-six (36) advanced credits are required at a minimum.

Students who choose a secondary concentration must develop their plan of study carefully. For more information, please visit the curriculum overview (https://www.ssw.umaryland.edu/academics/curriculum-overviews/).

Section III: STANDARDS AND REQUIREMENTS

A. Standards

Practicum education takes place only in approved practice sites with an approved practicum instructor. It is the responsibility of the OPE to approve both the placement sites and the practicum instructors. This approval process occurs prior to the placement of the student. Our practicum education model does not provide summer placements or weekend-only placements.

The primary criterion for agency affiliation with the SSW is commitment to active participation as a partner in professional education for social work. This involves an

acceptance of the basic mission and competencies of the School of Social Work's educational program and a readiness to invest staff time and other agency resources in student education.

Students are expected to have practicum assignments appropriate for graduate social work practice to develop the competencies and behaviors of the practicum education course. The Foundation practicum and Seminar have distinct syllabi (see Appendix). In Advanced practicum, there is a different syllabus for each concentration. Emphasis is placed on the teaching aspect of supervision for practicum education, and seminar participation by foundation students. Documentation is a critical part of the practice experience and must be submitted in a timely fashion. The specific requirements for documentation are listed under "Requirements of the Student" in the following section. The practicum instructor or the faculty liaison or seminar instructor may require additional documentation from the student. The OPE's electronic platform, the electronic practicum notebook (EPN), provides the learning agreement, process recordings, monthly reports, and timesheets that are to be completed by the student.

The practicum education calendar identifies important events and establishes the dates that specific assignments are due. The student, practicum instructor, and faculty liaison are expected to work together to complete the required student assessments by the deadlines (See Appendix for Practicum Calendar).

Practicum education involves close cooperation between the agency, practicum instructor, faculty liaison/seminar instructor, OPE, and the student. Each has a share in the development and on-going assessment of the practicum education experience. The following statements summarize the mutual expectations and responsibilities of each of the partners in practicum education.

A. 1. Standards for Approved Practicum Sites
Selection of practicum agencies emphasizes the importance of ensuring agencies can provide generalist practice opportunities for foundation students, concentrated clinical experiences for advanced clinical OR macro social work for advanced LPSC. When recruiting agencies, the program ensures that practicum sites:

- Provide services which offer students the variety, quality, and quantity of learning experiences with individuals, families, groups, organizations, and communities commensurate with the program's objectives and goals for generalist and/or advanced clinical or advanced LPSC practicum instruction.

- Demonstrate commitment to the agency's participation in professional social work education, where the agency's executive director or, in the case of large

organizations, the director of a large department identifies a staff member who will serve as the agency coordinator to work with the School of Social Work.

- Agree to provide opportunities for students to demonstrate competencies and identify behaviors that are an integration of knowledge, values, skills, and cognitive and affective processes.

- Ensure the availability of case materials and projects for instructional use by students, subject to the guidelines of confidentiality.

- Adjust the practicum instructor's workload to assure adequate time to meet student's learning needs and to attend seminars and other meetings related to practicum education (i.e., one hour of direct supervision per student per week; attending orientations and trainings at the SSW, on-going availability to students, etc.).

- Orient students to both the service delivery system and the population served. The agency's student orientation will include a personal safety plan for the student.

Identification of a New Potential Site:
- An employee of a practice site contacts the OPE and enquires about the process of becoming an approved site. The inquirer will be given the information listed below.
- SSW practicum coordinators from the SSW recruit new sites by participating in career fairs, training programs, and learning of new practice sites in the community from colleagues.
- Students, alumni, members of the Practicum Advisory Counsel, faculty, practicum education liaisons, and other agencies can suggest practice sites that are interested in accepting students for practicum education.

New Site Approval Process:
- The interested practice site must submit an agency application electronically https://www.ssw.umaryland.edu/practicum/agency-partners/. It can be submitted by the agency administrator, a social worker employed at the site, or the practice site coordinator. The application requires that the practice site have a social worker who is interested in working with a student. The social worker must:

   a. Have an MSW from a CSWE accredited program.
   b. Have three (3) years of post MSW experience*.
   c. If clinical, be licensed in the state in which they practice (LMSW, LCSW, LCSW-C)*.

d. Have worked at the practice site for six (6) months*.
e. Be on site at least fifty percent (50%) of the time that the student is in placement at the agency* and/or, ensure an appropriately assigned task supervisor is available for the student when the practicum instructor is unavailable.

*For pilot demonstrations in practicum education, requirements for licensure and the amount of time in the position and at the placement agency may vary if they are approved by the Director of Practicum Education.

- If the above requirements are met, an SSW practicum coordinator will contact the practice site to arrange a visit. The SSW practicum coordinator assesses the physical environment, the range and depth of available experiences for foundation and advanced students, and the practicum instructor's ability, willingness, and time to take on a teaching role, and to meet the orientation and training requirements of the School of Social Work. The goals and competencies of the school are shared with the practicum instructor as well as the practicum assessment tools. For placements taking foundation students, the SSW practicum coordinator will also assess the site for internet access and appropriate space for students to participate in Seminar, or secure agreement from the agency that foundation students may leave the site to find an appropriate place to participate in Seminar.

- The SSW practicum coordinator completes a "Practicum Education Site Visit Form" with their recommendation to approve or not to approve the practice site.

- If the agency is approved, the SSW practicum coordinator submits the site visit form and agency application to the OPE and informs the practice site that they have been approved.

- The practice site receives an email with an Affiliation Agreement. The practice site must return the signed Affiliation Agreement. The OPE signs the agreement and the practice site receives a copy.

- The practice site is approved in the OPE electronic system. A student cannot be placed until the Affiliation Agreement has been signed by both parties.

- The practice site is provided with the expectations of practicum sites – See B. Requirements. This information is available on our web page at: https://www.ssw.umaryland.edu/practicum/agency-partners/.

A.2. Standards for Approved Practicum Instructors

Identification of a New Potential Practicum Instructor
- A social worker can be recruited to be a practicum instructor if the practice site where they work is an approved site by the SSW. The social worker can be recommended by a SSW practicum coordinator, faculty, staff, students, or practice site personnel.
- A social worker can contact the OPE directly requesting information on how to become a practicum instructor for the school. The social worker must receive approval from the agency director/supervisor, or the practice site student coordinator. If the practice site is not an approved site, an application by the practice site and the potential practicum instructor needs to be completed and submitted.
- Approved practice sites can designate a practicum instructor, or a social worker can volunteer to provide practicum education for a student.

Approval Process of a New Potential Practicum Instructor

- The potential practicum instructor must go to the OPE's website and fill out an application. The requirements for becoming a practicum instructor are on the website.

- A SSW practicum coordinator checks the application for accuracy, the resume, and that the credentials and time requirements meet the SSW criteria. If the application is not complete, it remains in pending status and the social worker is asked to complete the application process. A deadline for pending status is set by the SSW practicum coordinator reviewing the application.

- When the application is complete and the required criteria are met, the SSW practicum coordinator accepts the application.

- The OPE is notified, and the new practicum instructor receives a letter confirming their status. A password and username are provided to the new instructor to access the EPN (electronic practicum notebook).

- New practicum instructors attend an orientation.

- Practicum instructors who supervise advanced students are expected to have expertise in the student's concentration or specialization.

B. Requirements

B.1. Requirements of the Agency

1) The agency's executive director is committed to participating in professional social work education. They should identify a staff member who will serve as the agency coordinator to work with the SSW. The agency coordinator may also be the practicum instructor.

2) The agency and SSW will enter into an agreement regarding the mutual expectations for affiliation prior to a student's placement.

3) The agency should provide the variety, quality, and quantity of learning experiences appropriate for the type and level of practicum education: foundation/advanced clinical or macro.

4) The agency will ensure the availability of case materials and projects for instructional use by students, subject to the guidelines of confidentiality.

5) The agency will provide the physical facilities necessary to accommodate students, including internet access and space for Seminar for Foundation students, or release from practicum for students who must relocate to participate in Seminar.

6) The agency will reimburse students for agency-related expenses (i.e., travel expenses from the agency to home visits, etc.).

7) The agency should provide the opportunity for students to attend staff meetings and have other appropriate collegial and professional exchanges.

8) The agency must have an approved practicum instructor available at least 50% of the time that the student is assigned to be there, or ensure an appropriately assigned task supervisor is available for the student when the practicum instructor is unavailable. A student should not be alone at an agency site without a staff member present.

9) The agency will adjust the practicum instructor's workload to ensure adequate time to meet student's learning needs, attend seminars and meetings related to practicum education (i.e., one hour of direct supervision per student per week; attend orientations and trainings at the SSW, on-going availability to students).

10) The agency will orient students to both the service delivery system and the population served. The agency's student orientation will include a personal safety plan for the student.

For more information, go to
https://www.ssw.umaryland.edu/practicum/agency-partners/

B.2. Requirements of the Practicum Instructor

This is an instructional role with the student; the practicum instructor is part of the teaching team, along with the faculty liaison and the SSW practicum coordinators.

1) Practicum instructors must have:
   a) An MSW from a CSWE accredited program.
   b) Three (3) years of post MSW experience.*
   c) Licensure in the state in which they practice (LMSW, LCSW, LCSW-C)*.
   d) Worked at the practice site for six (6) months*.
   e) Availability at least fifty percent (50%) of the time that the student is in placement at the agency* and/or ensure an appropriately assigned task supervisor is available for the student when the practicum instructor is unavailable.

*For pilot demonstrations in practicum education, requirements for length of experience, licensure, time in the position and at the placement agency, and on-site presence may vary if approved by the Director for Practicum Education.

2) New practicum instructors are required to attend a new practicum instructor orientation held prior to the beginning of the academic year, or as otherwise scheduled. Practicum instructors may receive additional training for continuing education purposes during the academic year where Continuing Education Units (CEUs) are earned at no cost for attendance.

3) The practicum instructor should become familiar with the CSWE Social Work Competencies and consistently use the appropriate practicum education curriculum to develop clear expectations of student performance. The course behaviors for each level of placement are contained in the practicum education course syllabi (See Appendix).

4) The practicum instructor will develop learning opportunities for each identified social work competency in relation to the curriculum, and make specific assignments in consultation, as needed, with the faculty liaison. If the practicum instructor has trouble developing opportunities for students to achieve each of the social work competencies, they should contact the liaison for assistance.

5) The practicum instructor must provide weekly 1:1 educational supervision of at least one hour.

6) The practicum instructor must review and approve student timesheets.

7) The practicum instructor must provide timely review and approval of all student

materials. For instance, the student will prepare materials for review by the practicum instructor (i.e., learning agreement, process recordings, case presentations, client documentation and projects, monthly reports, and timesheets.)

8) The practicum instructor will provide clear constructive feedback to the student on an ongoing basis about their performance using assessment tools, such as process recordings, minutes of meetings, and other assessments specified in the Learning Agreement.

9) The practicum instructor and student will collaborate and develop an individual Learning Agreement within the first month of the student's placement. A copy of this agreement will be submitted to the OPE electronic system (the EPN) for approval.

10) The practicum instructor must follow school guidelines in recommending grades by assessing performance relative to the CSWE Social Work competencies and behaviors as outlined in the syllabus and identified in the Student Assessment/Evaluation. Recommended grades are not based on effort or potential, but on actual performance.

11) The practicum instructor should include the student when preparing the mid-semester and end-of-semester assessments. The student is expected to indicate in the OPE electronic system that they read the assessment and had the opportunity to make comments.

12) The practicum instructor must submit the student assessment/evaluation to the OPE electronic system on or before the required due date for the faculty liaison to review the ratings and assign the grade for the student.

13) The practicum instructor may act as a resource for students as they complete agency-based class assignments. Students are expected to have consulted their practicum instructor concerning confidentiality of agency and client information prior to completing classroom assignments that include agency or client information.

14) The practicum instructor should provide early and on-going feedback on the student's progress to the faculty liaison and meet with the faculty liaison at the time of the liaison's site visit.

15) The practicum instructor is expected to inform the faculty liaison promptly of any concern or problem with the student's performance or change in the agency's ability to meet the expectations for providing a practicum placement for the

student, including the practicum instructor's extended leave of absence from the agency. For additional information, please visit: https://www.ssw.umaryland.edu/practicum/practicum-instructor-notebook/

B.3. Requirements of the Task Supervisor

Some agencies will utilize a task supervisor model. A task supervisor may be designated by the practicum instructor to assist with the instruction of the student. Task supervisors typically assist practicum instructors with day-to-day operations that include but are not limited to assigning daily projects or tasks, assisting with agency orientation procedures, and assisting students with client interactions.

1) Task supervisors work under the immediate supervision of the practicum instructor.

2) Task supervisors may be, or may not be, a licensed MSW social worker.

3) Task supervisors are not required to attend a New Practicum Instructor Orientation offered by the SSW, but are welcome to do so if desired, or if requested by the practicum instructor.

4) Task supervisors must provide on-going feedback on the student's performance to the practicum instructor.

5) Task supervisors may act as a resource for students as they complete agency-based class assignments.

B.4. Requirements of the School

1) The SSW will maintain on-going communication with the agency through the faculty liaison who is considered the primary source of support and consultation to the practicum instructor and student.

2) The SSW will provide a Student Practicum Education Orientation for all new students prior to their first practicum placement. The orientation will include a discussion of the requirements and roles of the agency, practicum instructor, faculty liaison, SSW, and student; as well as an overview of CSWE Social Work competencies and behaviors, a review of mandatory reporting requirements, the NASW Code of Ethics, Practicum Education Code of Conduct, a discussion of the creation of a personal safety plan, and use of universal precautions.

B.4. Requirements of SSW Practicum Coordinator

1) The SSW practicum coordinator will approve all agency applications to determine the agency's appropriateness for MSW students.

2) The SSW practicum coordinator approves all new practicum instructor applications to determine the social worker's eligibility to become a practicum instructor.

3) The SSW practicum coordinator conducts periodic site visits to ensure the requirements of the SSW are continually met.

4) The SSW practicum coordinator reviews student practicum applications and assigns students to practicum placements.

5) The SSW practicum coordinator and/or training manager will provide an orientation for all new practicum instructors at the beginning of their first year as a practicum instructor.

6) The SSW practicum coordinator will assist the faculty liaison with resolving problems or critical situations that arise in the practicum, as needed, and will meet with the student, practicum instructor, and faculty liaison as appropriate.

7) The SSW practicum coordinator conducts site visits to screen for new agency placements.

B.6. Requirements of the Faculty liaison

1) The faculty liaison will become familiar with the nature of the practicum experiences within each agency they monitor.

2) The faculty liaison will contact the practicum instructor and their assigned students within the first month of the academic year and be available on an as needed basis. If a faculty liaison is not available for an extended period, they are required to inform, in writing, both the student and their assigned SSW practicum coordinator. During this period, the SSW practicum coordinator will serve as backup.

3) The faculty liaison is required to meet with the student and practicum instructor at least one time each semester for a minimum of two meetings in the academic year. Liaison visits should take place in person at the agency but may happen virtually, if necessary, using a platform such as Zoom. In person meetings are encouraged in the Fall semester when first getting to know the agency and

student, especially if the agency or practicum instructor is new to the faculty liaison. Liaison meetings, either in person or virtual, should involve the practicum instructor and student and should include an individual discussion with the student and practicum instructor separately followed by a joint meeting with all parties.

If the placement is fully virtual or if the practicum instructor requests a virtual meeting, both fall and spring semester liaison meetings may take place virtually. Should there be a need for additional liaison meetings due to placement issues, student or practicum instructor concerns, these meetings should take place in person whenever possible.

4) The faculty liaison will review the student's work prior to the time of the agency meeting. This can be in the form of process recordings, monthly reports and any other relevant agency projects or documents.

5) The faculty liaison will read and provide timely comments on the student's process recordings in the OPE electronic system.

6) The faculty liaison will facilitate discussion regarding integration between class and practicum; and will provide consultation on educational matters and assistance in dealing with concerns the agency may have in relation to the student's performance.

7) Upon review of the instructor's written assessment and recommendation, the faculty liaison assigns the semester grade.

8) The faculty liaison should acknowledge receipt of, respond to and follow up as needed to any student report of concern about the practicum placement. This includes concerns students have identified in the monthly report as well as concerns raised by the student to the practicum instructor via email, in person or through phone contact. Students are encouraged to discuss concerns with faculty liaisons as soon as they arise and not to wait until a monthly report is due to document concerns.

9) The faculty liaison will provide prompt consultation to both the agency and the student in critical situations (See Section VII.C.2). "Procedures for Resolution of Practicum Education Problems") and will meet with the student and the practicum instructor prior to recommending a resolution.

10) The faculty liaison will provide, and encourage the student to provide, ongoing feedback to the practicum instructor about the student's evaluation of the practicum experience.

11) The faculty liaison will advise the OPE of any problems that the agency or practicum instructor is experiencing which have (or are likely to have) an impact upon the ability of either to provide practicum education consistent with the standards, competencies, and behaviors established by the SSW. If the student is at risk of failing practicum or is having trouble, a Performance Improvement Plan (PIP) may be completed in collaboration with the practicum instructor and submitted to the OPE (see Section VII.B.2). If necessary, the PIP will incorporate extended time, for the student to complete the requirements of practicum education.

12) For Foundation students, the faculty liaison is also the seminar instructor for 90-minute, online Seminars each month of the academic year (eight seminars total). Faculty liaison seminar instructors will engage in initial, and on-going training to be fully prepared to navigate sensitive discussions about student experiences in practicum, especially regarding cultural humility, difference, privilege, and anti-oppression.

B.7. Requirements of the Student

1) The student is expected to meet the course competencies for each level of practicum education.

2) The student will adhere to the Practicum Education Code of Conduct that serves as a guide for everyday professional conduct of students in a practicum. The student is expected to read the Code of Conduct during the first week of practicum placement and is expected to adhere to ethical behavior in all contacts with and on behalf of clients. The Code of Conduct is completed on the OPE electronic system and a copy can be obtained in the Student Practicum Education Orientation handouts. Any questions the student has about the Code of Conduct should be discussed with the practicum instructor, the faculty liaison and/or SSW practicum coordinator. Failure to adhere to the Code of Conduct may result in a hearing before the Student Review Committee for professional misconduct and dismissal from the practicum and/or the MSW program.

3) The student must observe the confidentiality of agency information and records, as well as other confidentiality practices of the agency.

4) The student is expected to abide by all rules and regulations of the agency where they are placed and obtain written permission from the agency before submitting any agency material for publication or public dissemination.

5) The student shall neither accept, nor complete, a practicum placement in an agency where certain prior relationships exist, such as if a student:

a) is a prior or current client of the agency;
b) is a prior or present employee of the agency (except in the case of an employment-based practicum placement that has been approved in writing by the OPE);
c) is a recent or current volunteer of the agency;
d) has a relative or other close relationship among the staff in the agency.

The student is expected to inform the SSW practicum coordinator about any such relationship during the placement process. If the student is unaware of the prior relationship until after the placement has begun, the student is expected to notify the SSW practicum coordinator immediately.

6) The student must abide by agency on-boarding requirements that may include an additional health examination, testing for drug use, fingerprinting for a criminal background clearance, and/or meeting other agency requirements before beginning placement. Students must ask agencies about such requirements during the placement interview and ensure all requirements are completed prior to the beginning of their placement experience. Students may be responsible for any costs associated with these on-boarding requirements.

7) The student is not to begin employment with their practicum placement agency during the course of the academic year.

8) The student must submit, in advance of the regular weekly supervision meeting, an agenda and documentation of their performance. This documentation can include process recordings, case summaries, etc. At some agencies, foundation and clinical students must also complete psychosocial assessments for the practicum instructor's review.

9) The student, in collaboration with the practicum instructor, shall develop a Learning Agreement and submit it in the OPE's electronic system within the first month of the practicum. See the Practicum Calendar (Appendix) for the due date.

10) The student shall submit a minimum of three (3) monthly reports and a minimum of three (3) process recordings in the OPE's electronic system each semester. Practicum instructors and/or faculty liaisons may require additional process recordings. For foundation students, one of the six process recordings must be a macro process recording. If process recordings are not completed, no grade will be assigned. Students may not submit a process recording for an

event or interview which took place more than 30 days prior to submitting the reflection.

11) The student shall participate in monthly, online seminars during the foundation year. These seminars are a required part of the foundation practicum curriculum. Students may be granted two (2) excused absences. Students who miss seminar must notify the liaison seminar instructor in advance of the absence whenever possible.

12) The beginning of the spring semester practicum is designated on the Practicum Education calendar (See Appendix) and begins before the start of other spring semester courses.

13) The student will not alter their practicum placement schedule without explicit request and the consent of the faculty liaison and practicum instructor and knowledge of practicum coordinator and the director of Practicum Education.

14) The student will adhere to the dress code established by the placement agency.

15) The student is expected to be in practicum for the duration of the agency day unless an alternative schedule is previously agreed upon between the student, agency, practicum liaison and SSW practicum coordinator.

16) The student is required to keep and submit an accurate record of their completed and missed practicum days. The format of the timesheet is determined by the OPE and is required in addition to any secondary time record requested by the agency. Practicum time is recorded in the student's electronic notebook, the EFN. The student's reporting of time is reviewed by the faculty liaison and practicum instructor.

17) The student is responsible for transportation costs to and from the agency.

18) A student is required to have malpractice insurance for each year they are registered for a practicum education course. The cost of insurance is included in the payment for regular school tuition and fees and is secured by the school. At the beginning of the academic year, the OPE distributes an insurance certificate to approved agencies where students are placed.

19) All students must read and respond to their UMB emails during the placement referral process and after they are placed in an agency for the duration of the academic year.

Section IV: INTERNATIONAL PLACEMENT PROGRAM

The international practicum placement program provides social work students the opportunity to spend a semester abroad. Students are immersed in a cross- culture experience and gain a unique perspective on social work practices while completing an advanced practicum placement and coursework. This opportunity focuses on the students engaged in different ways of knowing and approaching social challenges. Currently our international practicum placements are at either the University of Greenwich in London, England or at the Rajagiri College of Social Sciences located in Kalamassery, Cochin, India. Students are required to live in campus housing with our partnering universities.

Students must meet the minimum requirements for an international practicum placement:

- Currently enrolled at the SSW
- Fulfilled all foundation year requirements
- Complete at least one additional semester at the SSW after the semester abroad
- Have a minimum 3.3 GPA in the foundation MSW program
- Have a declared concentration that fits the program's offerings
- Have a U.S. passport with at least one year remaining on his/her passport
- Meet all program timelines
- Have no history of referrals to the Student Review Committee
- Provide two letters of reference: one from a current or former practicum instructor, along with a second professional reference
- Complete an interview with program staff and be accepted

Students complete their entire advanced practicum placement and take two classes, one of which must be a methods class that matches their concentration and one of which is generally an elective. Practicum placements vary from year to year and have included a variety of projects focusing on child rights, micro-credit and entrepreneurship, natural resource management, women's empowerment, homelessness, substance use, mental health, community development, and health.

While in placement in India or London, students must complete all required SSW learning agreements, weekly reports, and process recordings, and submit these through the OPE's electronic system and as scheduled by their faculty liaison. Students also must complete all assignments as directed by their practicum instructor. Practicum grades (Pass/Fail) will be assigned by the practicum liaison in consultation with the practicum instructors after a review of course evaluations.

Additionally, students must complete all course assignments as required by their India or London classroom faculty. Course grades (Pass/Fail) will be submitted to the Office of Records and Registration at the SSW after documentation has been received from Rajagiri College and the University of Greenwich that all course requirements have been satisfactorily met.

Since the entire advanced placement is completed during the international program, students will only be enrolled in the courses needed for graduation during their final semester(s) at UMB. Typically, this will be a total of four courses. Students are required to consult with the SSW Academic Advisor to complete a Plan of Study.

Section V: FACULTY PRACTICUM PLACEMENTS

A faculty practicum placement is a placement where the assigned practicum instructor is a clinical instructor employed by the UMSSW. Students complete their practicum in a community-based agency under the direct supervision of a dedicated faculty member. The faculty practicum instructor assists the SSW to develop models for practicum education while informing the curriculum and serving the community. Faculty-based programs focus on three core outcomes: (1) service to the community, (2) instruction of students on evidence-based and evidence- informed services which incorporate elements of best-practice models, and (3) enhancing social work research. These faculty-based programs provide placements for foundation, advanced clinical and advanced LPSC students.

In addition to the requirements for all practicum instructors, the faculty practicum instructors may develop and lead educational seminars to develop enhanced skills, participate in research projects, create instructional materials, and serve on various SSW committees. For more detailed information for each site, refer to the agency profiles in the OPE's electronic system. From time to time, pilot demonstrations in addition to the program listed below, will be implemented to advance practicum education.

A. Social Work Community Outreach Service (SWCOS)

SWCOS is a program housed within The Center for Restorative Change. The Center's mission is to advance social justice through mutually transformative community-university partnerships. The vision of The Center for Restorative Change is that all communities will be equitable and promote well-being, self-determination, individual and collective power. SWCOS is the Center's hub for student learning and social work education. Each year, SWCOS provides practicum

instruction for students placed in one of The Center for Restorative Change's key programs. These Baltimore City programs include:

Promise Heights: Promise Heights is a place-based strategy designed to improve educational outcomes for youth and ensure families are healthy and successful in the West Baltimore community of Upton/Druid Heights. In 2012, Promise Heights became a U.S. Department of Education Promise Neighborhood grantee—to create a comprehensive community building model that supports residents of Upton/Druid Heights with educational, social, physical, and economic opportunities, which provide them with the necessary tools to thrive in their schools, families, and careers.

B'more for Healthy Babies: An innovative initiative to reduce infant mortality in Baltimore City through programs emphasizing policy change, service improvements, community mobilization, and behavior change. This program works to decrease the leading causes of infant death: premature birth, low birth weight birth, and unsafe sleep.

The Rise Family Support Center: The Center provides a safe and welcoming space where families can come together and access resources, as well as strategize to push for system-level change. The center supports and partners with families at every stage of life, bringing them together in community to make plans, receive support, and fix things together using principles of community organizing.

Family Connections: Family Connections Baltimore develops and implements trauma informed community-based family strengthening services that support vulnerable families to achieve well-being. The program is committed to educating social workers and other professionals to use evidence-based models of practice. Practice principles guide interventions: community outreach; individualized family assessment; tailored interventions; helping alliance; empowerment approaches; strengths perspective; developmental appropriateness; outcome- driven service plans, and trauma responsive intervention based on the SHARP framework.

Positive Schools Center: The goal of the Positive Schools Center is to promote positive, supportive and mindful learning communities where k-12 students and school staff can connect, develop and grow. The Positive Schools Center aims to partner with school districts to identify and collaborate around issues related to school climate and punitive discipline, especially when those issues result in high rates of suspensions and expulsions. The Positive Schools Center is also the lead for 12 Community Schools in Baltimore City. Community Schools provide a range of support for children and their families from health and mental health services to after- school enrichment and parent programming.

Neighborhood Fellows: By placing SWCOS interns into emerging neighborhoods, CRC helps rebuild the social fabric of communities through collaboration with grassroot and nonprofit organizations. These strategic partnership efforts enhance capacity, sustain membership participation, support coordination of block projects, strengthen the housing market, reduce the risk of predatory lending and support undocumented families in accessing information on home ownership opportunities.

Fellowship for School Based Mental Health: FSBMH supports graduate students placed in approved local school, non-public, and expanded school-based mental health settings. The program aims to improve the mental health provider workforce shortage in high-need school districts through five key program areas: 1) mitigating financial barriers with over $25,000 of higher education dept elimination for participating graduates, including tuition remission and living allowances; 2) creating new pathways for students from the Bachelors to Master's program to include mentorship and training; 3) immersive learning experiences for graduate students serving in school-based mental health settings; 4) intensive support in building an anti-racist, anti-oppressive, and restorative analysis to school-based service delivery; and 5) job coaching which contributes to building the workforce pipeline with highly qualified talent that reflects the diversity of residents in the community.

B. Child Welfare Fellowship Program (*formerly Title IV-E Education for Public Child Welfare*)

The Child Welfare Fellowship program is a partnership between the SSW and the Maryland Department of Human Services that prepares BSW/MSW candidates in gaining clinical skills and experience working directly with families and children involved with public child welfare services. Students are placed in a Maryland Local Department of Social Services where they have opportunities to provide trauma-responsive services for families and children with a goal of maintaining children safely with their family whenever possible through Family Preservation Services and Child Protective Services, connect families and children to supportive community services, and work with families to achieve permanency through Foster Care, Kinship Care, or Adoption Programs.

Child Welfare Fellows also participate in specialized coursework and training workshops designed to teach the historical context of public child welfare services and best practice in the delivery of anti-racist/anti-oppressive public child welfare services, including but not limited to the SHARP Framework and Motivational Interviewing. Child Welfare Fellows receive tuition assistance and are guaranteed employment with competitive salaries and benefits in Maryland's public child welfare service programs after graduation.

Section VI: DUAL DEGREE PROGRAMS AND PLACEMENTS

The SSW participates in five dual-degree programs. Applicants to any dual degree program must apply separately to each program. Admission to one program does not guarantee admission to the other. The dual degree programs are:

- MSW and Leadership in Jewish Education and Communal Service
- MSW and Juris Doctor
- MSW and Master of Business Administration
- MSW and Master of Public Health
- MSW and Master of Public Policy

Section VII: OPERATIONAL POLICIES

A. Policies

A.1. Placement Policies and Process

All practicum placements are developed and approved by the OPE. Arrangements made between students and placement sites that have not been approved by the OPE do not meet the definition of a practicum placement and thus will not be eligible for academic credit. According to the CSWE Standard 4.1.5, "The School does not grant social work course credit for life experience or previous work experience."

1) All three parts of the student practicum application must be submitted to the OPE before a student will be referred to a practice site for a placement interview.

2) Students MUST monitor their UMB email for all communication about practicum questions, referrals, follow-ups, etc.

3) There are four phases to the placement referral process. Each phase has specific time- frames and dates when completed applications are due. The specific timetable for a placement cycle is communicated by the OPE.

Phase 1: Applications
The OPE surveys and recruits practice sites for participation in the practicum education program. These agency profiles are available for students to review in the OPE's electronic system. Students may seek assistance from the OPE to complete applications and make decisions about placement interests.

Phase 2: Placement of Currently Enrolled Students
Applications from currently enrolled students are due in January.

Phase 3: Placement of Newly Admitted Students
Upon acceptance and confirmation to the SSW, newly admitted students will be given information about applying to practicum education.

Phase 4: Final Preparation for the Fall Semester
Placements are adjusted as required. Last minute changes at practice sites sometimes require a replacement before the semester begins. The OPE provides orientations for students and new practicum instructors. The OPE sends confirmation of students' malpractice insurance coverage directly to participating agencies.

An agency may screen students in the same way it screens employees. Students may be required to have an additional health examination, be tested for drug use, be fingerprinted for criminal background clearance, and/or meet other agency requirements before beginning placement. Students must ask agencies about such requirements during the placement interview and ensure all requirements are completed prior to the beginning of their placement experience. Students may be responsible for any costs associated with these on-boarding requirements.

A.1(a). Foundation Practicum
All students who are requesting a foundation placement are required to submit an electronic practicum application, two narratives, and a resume to provide information about their interests, previous social service experiences and social work educational goals. Foundation students are referred to placement sites that can provide them with generalist social work practicum experience. Please review the Foundation Practicum Section II.C.1 of this manual.

A.1(b). Advanced Practicum
All students who are requesting an advanced practicum are required to submit a practicum application, two narratives, and a resume (which includes their foundation year placement) to provide information about their interests, previous social service experiences and social work educational goals. Advanced level students select a concentration and may also indicate their preferences for placement sites. Please review the Advanced Practicum section of this manual (Section II, C.2) for a more complete description of advanced practicum.

1) Referrals of students to placement sites occur during phases two and three of the placement process. Both the agency/placement site and student receive an email notice of the referral, and the student must contact the agency to schedule an interview within two (2) weeks.

2) Agencies may require additional screenings and/or information from students such as previous evaluations, references, drug screening, and criminal background checks. Such requests and costs will be handled between the agency and the student.

3) After the interview, the agency coordinator accepts or declines the referral in the electronic system.

4) If at any point, after filing an application, the student determines they will not be going into a practicum as planned, the student is expected to notify the OPE at (410) 706-7187 or practicum@ssw.umaryland.edu, as well as the placement site to which the referral was made.

5) Faculty liaison assignments are made to students and practice sites in late August. The faculty liaison's contact information can be obtained in the OPE's electronic system. Faculty liaisons should not be contacted before the start of the fall semester.

6) All students new to practicum education (e.g. Advanced Standing students) at UMB are required to attend one of the scheduled student practicum education orientations held in August and may not begin their practicum until this requirement is met.

7) Sometimes agencies may require students to attend an orientation prior to the first day of practicum. In these cases, students must consult with their SSW practicum coordinators for approval.

A.2. Unsuccessful Placement Interviews

As part of the placement process, students are required to successfully interview and be officially accepted by a placement site. If a student is not accepted for placement after the initial interview, the student will meet with the SSW practicum coordinator to review the interview experience and prepare for a second interview. However, if the student is not accepted subsequently for a second practicum placement site, the student may be required to meet with the director of Practicum Education to review their interview experiences and determine if a placement can be made for the current semester. If a student is turned down by a third placement site, the determination will be made that the student is not prepared to participate in practicum for the current academic year. (If students have three unsuccessful attempts at practicum in one academic year, they will not be referred for a fourth placement interview.)

A.3. Employment-Based Practicum Education Policy

An employment-based practicum option is available for students who would like to have a placement at the agency where they are employed. To be eligible for this option:

- The student must have successfully completed the agency's new hire probationary period by the start of practicum.

- The placement must meet the same criteria set for non-employment-based sites.

- The agency must be willing to establish an affiliation agreement with SSW, if one does not already exist.

- The agency practicum instructor must meet all appropriate program requirements and qualifications. The OPE encourages students to identify a practicum instructor who is not their employment supervisor.

- Any modifications to this policy must be approved by the Director of OPE.

A.3(a). Employment-Based (EB) Practicum Application Process

- The student submits a screening form for an employment-based practicum education placement with their practicum application. After reviewing the pre-screening form, an SSW practicum coordinator will notify the student if they are eligible to apply for an employment-based placement.

- If eligible, a student must submit a proposal for employment-based practicum education through the OPE electronic system, in addition to other documentation as requested by the OPE for employment-based placement.

Copies of the Employment-Based (EB) Screen and EB Proposal Form are available in the OPE's electronic system and website: https://www.ssw.umaryland.edu/practicum/employment-based-placements/

The Council on Social Work Education (CSWE) allows under its Educational Policy and Accreditation Standards (EPAS) students to use their paid employment hours to count as practicum time if the student's current employment responsibilities meet the nine Social Work Competencies and identified Behaviors for their selected concentration. For an EB proposal to be approved, the agency and the student's supervisor must agree to allow the student to use paid employment hours as practicum time and/or agree to a schedule in which the student can complete

practicum time in addition to their paid employment. The plan for practicum must be educationally focused, not centered solely on agency services and must meet the criteria applicable to all the school's practicum placements.

Foundation and advanced extended students are required to spend two agency days per week/16 hours in practicum. Advanced students are required to spend three agency days per week/24 hours in practicum.

Students who are recipients of grant-based fellowships and are completing their practicum placement at their place of employment must follow all requirements of those fellowships in addition to the general requirements for employment-based practicum placement.

Students are not permitted to complete both foundation and advanced year in the same employment-based placement unless the focus and tasks of the experience in the foundation year are completely different than the focus and tasks of the advanced year. For example, organizations with multiple divisions that can demonstrate their capacity to permit the student to work in a diverse practice setting and to achieve the competencies may be able to accommodate the same student two years in a row. This can be accomplished, in part, through reassignment of the student to another unit, division, or department, which may or may not be in the same physical location.

Students are encouraged to have a practicum instructor who is different from their work supervisor. The practicum instructor must meet the practicum instructor requirements of the SSW. Practicum instructors and assignments within the agency must be approved by the OPE prior to the student being referred to the agency for an employment-based practicum education placement. Supervision time for practicum education learning must be separate from supervision time for employment.

A.4. Liability Insurance

Each year, the SSW provides professional liability insurance to cover its students at their placement sites. At the beginning of the academic year, Certificates of Insurance are distributed by mail to each approved agency where students are placed. Questions regarding this matter should be directed to the director for Practicum Education.

A.5. Practicum Schedule and Time Requirements

Purpose:
This policy outlines the guidelines for students regarding practicum requirements for hours, leave, and attendance to ensure successful completion of practicum requirements.

Time Requirement:

All MSW students completing both the foundation generalist and advanced curriculum at either the Baltimore or the Universities at Shady Grove campus must complete a minimum of **400 hours of foundation and 600 hours of advanced** practicum to graduate.

The above number of hours are required for graduation by all students, including those in employment-based placements, advanced extended schedule, dual-degree programs, international placements, the Online MSW program and entering the program part-time.

Students should complete about half of these hours in the fall semester and the remaining hours in the spring semester. Students cannot complete extra hours in the fall semester to facilitate an early departure from practicum in the spring semester. There is flexibility built into the schedule to accommodate a reasonable number of absences.

Scheduling and Attendance:

- Students must collaborate with their practicum instructor to establish a mutually agreed upon schedule. This schedule will be entered in the electronic practicum notebook (EPN) and is approved by the faculty liaison.

- The foundation practicum is typically completed in 16 hours each week, usually Tuesdays and Thursdays. Foundation students must also complete mandatory monthly practicum seminars.

- Advanced year practicums are typically completed in 24 hours a week (usually Tuesdays, Wednesdays, and Thursdays). There is no required practicum seminar for advanced students.

- Students are responsible for tracking all completed hours on the OPE timesheet housed in the electronic notebook.

- Practicum time should be accrued and recorded on the timesheet in increments of 30 minutes (.5 hours).

- If students are in practicum on additional days to make up missed time or attend practicum related events, the minimum number of hours recorded on the timesheet should be no less than 2 hours.

- The OPE will post on their website a practicum education calendar (see Appendix) for each academic year. Students are expected to follow the practicum calendar, including start and end dates for the fall and spring semester as well as holidays observed by the SSW.

A.5(a). Leave and Absences

- Flexible leave days are built into the practicum calendar rather than a set number of days. The expectation is that students will take reasonable time off if needed while meeting their responsibilities and requirements for practicum. (See the Practicum Calendar in the Appendix).

- Students may take leave as needed for illness, emergency, personal needs or observance of religious holidays, as approved.

- Leave days must be approved by the practicum instructor and liaison and requested in accordance with the student's agency policy.

- If a student knows in advance that they will be absent on a scheduled practicum day, they must follow the agency's protocol to request a day off in advance and get approval from the practicum instructor and liaison.

- In the case of an unexpected absence (e.g., sudden illness or emergency), students must follow the agency's procedure for notifying their practicum instructor or task supervisor as soon as possible on the day of the absence.

Making Up Missed Time
Students are not required to make up leave days if they are on track to complete the hour requirement by the end of the academic year.

Students should collaborate with their practicum instructor and liaison to make up any missed opportunities or task assignments missed during an absence and when using a leave day.

Extended Absence
If a student has the need for an extended absence, an appropriate written plan must be developed with the practicum instructor in consultation with the liaison for making up the time and work resulting from a prolonged absence. In the case of frequent absences from the agency, the practicum instructor should seek the advice of the faculty liaison to resolve the matter.

Monitoring Progress
Students should regularly assess their progress towards meeting hour requirements in collaboration with their practicum instructor and liaison to ensure timely completion of hours.

Practicum instructors, liaisons and practicum coordinators may provide guidance if students fall behind or need support in managing time and responsibilities.

Students should continue working consistently towards the total hour requirement and may surpass the minimum requirement. Students may not end practicum before the posted last day of practicum. Students cannot end practicum when the minimum requirement for hours is met if that requirement is met before the last posted day of practicum without a planned ending of the practicum experience that is agree upon by the agency, liaison and practicum supervisor.

Final Note:
Consistent communication and professionalism are essential. Students are expected to demonstrate responsibility by adhering to scheduling agreements and agency protocols regarding leave and attendance.

A.5(b). Practicum Orientation Attendance

All students new to practicum education at SSW are required to attend a virtual Student Practicum Orientation prior to beginning their practicum. The Practicum Orientation occurs prior to the start of the practicum experience and does not count towards practicum hours. New students who do not attend this orientation cannot start practicum.

A.5(c). Learning Lab Attendance

Learning Lab is a two-day program designed to prepare Foundation students for their first year of practicum. Attendance is required by all Foundation students.

A.5(d). Foundation Seminar Attendance

Foundation seminars will be held online for 90 minutes every month during the academic year. This time may be counted towards accumulated time in practicum. Seminar times will occur the same daytime each month. Seminar times should not interfere with class schedules and may occur on or outside of a regular practicum day.

Attendance and participation are mandatory – students may NOT schedule a class during seminar time during either the fall or spring semesters. Students are responsible for planning Seminar into their schedules, notifying their practicum instructors of seminar times in advance (where applicable), and appropriately planning to ensure attendance. If a student is unable to attend their assigned seminar, they must inform their seminar instructor immediately to find a resolution. Students cannot miss more than two seminars for the year; additional absences will result in a failing grade and students will be required to retake the course.

Students participating in the Child Welfare Fellowship Program will participate in the seminars developed by the Child Welfare Fellowship Program and should follow relative attendance and make up policies as well.

A.5(e). Attendance at Learning Experiences

During the practicum, a student may have an opportunity to attend or participate in an event that will provide additional learning opportunities to develop behaviors for specific social work competencies that are outside their assigned practicum experience or agency.

If such events are to be approved as practicum learning activities and count as practicum time on the approved timesheet, ALL the following criteria must be met:

1) The student will identify for consideration by the Practicum Instructor via email or in supervision, a description of the learning event and activities and the specific competency and competency behaviors addressed in the learning activity.

2) The event and learning activities must be approved by the practicum instructor prior to the event. *

3) After the practicum instructor approval is received the student must email the faculty liaison describing the event, learning activities, and corresponding competency and competency behaviors addressed in the learning activity. This documentation is considered part of the learning agreement.

4) Students who attend other learning events for practicum credit are expected to write a reflection of their experience and discuss it with their practicum instructor in supervision. (Please Note: This reflection does not satisfy the requirement for the macro process recording. The student may choose to also complete a macro process recording, in addition to the reflection, if they were involved in planning the event and processed their skills applied to the task(s) they were leading.)

Examples of learning experiences may include, but are not limited to:

- Attendance at a local, state, or federal legislative advocacy day. Such events provide learning activities in the areas of Policy Practice (CSWE Competency 5) and Advancing Human Rights and Social, Racial, Economic, and Environmental Justice (CSWE Competency 2).

- Participation in any UMB sponsored Interprofessional Education (IPE) clinic or experience. These experiences provide learning activities for Demonstrate Ethical and Professional Behaviors (CSWE Competency 1) and Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in practice (CSWE Competency 3.)

*Please note: Approval to attend an event for a practicum education learning activity does NOT imply that the SSW or placement agency will cover financial costs associated with the event: registration fees, travel costs, parking fees, etcetera.

Participation in UMB's Career Fair is not considered a learning experience. Students are encouraged to participate in the career fair but cannot document it as a day of practicum on their timesheet.

A.6. School of Social Work (SSW) Committees

Student representation on curriculum committees is essential to ensuring student perspectives in our program. Students who are appointed as representatives to organizational meetings at the SSW, including but not limited to the Masters' Program Committee, concentration sequences, Foundation, Search, Student Affairs, Practicum Advisory Council, and the Practicum Education Curriculum Committee, participate in these decision-making bodies as a service to the School of Social Work, and do so with the understanding that they will not be compensated or receive practicum credit for their service. Absences from practicum to attend a committee meeting must be requested by the student and approved by the placement site practicum instructor prior to leaving the site. Students may be able to integrate the committee experience with practicum practice through feedback to the practicum instructor in supervision.

A.7. Holidays and Spring Break

- The SSW observes the following holidays: Labor Day, Thanksgiving Day, Native American Heritage Day, Martin Luther King, Jr.'s Birthday, Spring Break, Juneteenth, and Independence Day.

- Students are not expected to attend practicum or engage in practicum activity on SSW observed holidays. Students should make instructors aware of all SSW observed holidays in advance.

- Students at placements that observe spring break different from UMB's spring break must attend practicum during UMB's spring break and take spring break during the practicum site's spring break.

- Students who miss time in practicum to observe a holiday not observed by the SSW should discuss this planned absence with their practicum instructor and liaison in accordance with the agency and SSW policy. Students should use a leave day to observe the holiday. Students are not required to make up leave days if they are on track to meet the hour requirements by the end of the semester.

- If the agency is closed for observance of a holiday that is not observed by the SSW, the student may take that day off or plan with the practicum instructor to be engaged in a remote practicum day during the agency closure. Please see the policy on remote education (VII.A.12).

A.8. Inclement Weather

If the agency is open during inclement weather, such as storms, extreme cold, snow, flooding, etc., the student is expected to be in the agency if it is a scheduled practicum day. If the student is unable to travel to the practicum site and is not granted remote work for the day the student should follow the agency and SSW absence policy.

During inclement weather, practicum instructors may grant flexibility for remote practicum activity. Please see the Office of Practicum Education policy on remote work (VII.A.12)

A.9. Grading

A mid-semester assessment is completed for all students for the fall and spring semesters. If a student's performance is unsatisfactory or if they are at risk of receiving a failing grade in practicum, the practicum instructor and faculty liaison may jointly prepare a Performance Improvement Plan (see Appendix).

Students are graded on a "PASS/FAIL" basis, using the assessment format that is consistent with the course competencies and behaviors for each level of practicum education. At the end of each semester, the practicum instructor, with advice and consultation of the faculty liaison, reviews the student's performance with the student, documents the student's level of performance and recommends a grade of "PASS" or "FAIL." The assessment must be submitted to the OPE electronic system on the required date. The faculty liaison, upon review of the assessment, assigns and submits the grade.

A.10. Incomplete Grade Policy

An incomplete grade is given under exceptional circumstances to a student who has made satisfactory progress in the course and because of illness or circumstances beyond the student's control is unable to complete the course requirements by the end of the semester. The incomplete grade is not designed to accommodate an illness or circumstance that is long in duration where the student misses most of a course. More appropriate avenues for such long illnesses or circumstances are to withdraw from the course, retake the course, take a leave of absence from the program, or to withdraw from the program.

The student is only eligible to receive an incomplete ("I") grade when there is a reasonable expectation that all course requirements can be completed with a passing grade. The grade of "I" may be considered only for a student who has completed at least half of the course, completed approximately half of all coursework assignments (if assigned) with at least a grade of "Pass", and, in the judgment of the practicum instructor, is performing at a passing level. If the course in which an incomplete grade is assigned is a prerequisite for another course, the student cannot attend the other course until a final grade for the prerequisite course is entered.

In cases where there is not enough time between semesters to make up missed time and assignments, the student, practicum instructor and faculty liaison will develop a written plan for completion of missed time and assignments (see Appendix for Incomplete Grade Request form). This plan may extend beyond the usual 10-day limit for all classes but may not exceed 4 weeks from the last day of the semester. The OPE must approve the plan in writing.

It is the student's responsibility to complete and submit the remaining coursework before the assigned deadline. The liaison will submit the grade change to the OPE, converting the "I" to a Pass or Fail grade, no more than one week after receiving the student's completed work. Faculty liaisons must submit all grade changes to the OPE using the Incomplete Grade Form. The OPE will then submit the grade change to the Office of Records and Registration using the Supplemental Grade Form.

If the student does not meet the deadline, the "I" will automatically convert to an "F". Faculty liaisons may not issue a terminal "I" grade.

A copy of the Request for an Incomplete Grade Form is provided in the Appendix.

A.11. Educational Stipends

There are a limited number of practicum placements that offer educational stipends. For example, the school administers educational stipends for Child Welfare Fellowship Program (formerly Title IV-E Education for Public Child Welfare) and BHWISE Fellows. All other educational stipends are offered by placement sites directly to the student by arrangement between the agency and the student. These educational stipends may be awarded yearly, at the discretion of the practice site and are generally agreed upon prior to placement. The SSW policy on educational stipends complies with the CSWE Statement on Paid Practicum Placements issued May 2022:

 "*CSWE accredited programs are required to vet, develop, and monitor practicum opportunities where students can observe and practice social work under an experienced, and often licensed, social worker. During these courses, students do not yet meet the job-related training, competency, and educational requirements of professional and licensed social work positions. Therefore, practicum placements afford students the opportunity to engage with clients and communities as a component of their educational program and without a social work license, similarly to other educational, medical, or other health professional accredited programs. These educational experiences are structured as learning and not labor, and comply with the U.S. Department of Labor Wage and Hour Division, Internship Programs Under the Fair Labor Standards Act.*"

A.12. Remote Practicum Education

We expect most students in the MSW program will complete in-person practicum activities, including students in the Online MSW program. However, we will also allow students to complete a portion of their practicum experiences remotely as well. Many organizations have moved to a hybrid model of work, where all staff are not on-site full-time. Additionally, agencies are continuing to innovate and create increased client access through tele-behavioral health options. Remote practicum activities can include engagement such as practicum-related assignments, training, and virtual meetings. Students understand that client-related virtual meetings should be conducted in accordance with practicum site policies for secure communications.

Remote practicum experiences and time will take place at the discretion of the agency and practicum instructor in partnership with the student, prioritizing the needs of

the clients. If remote practicum activities are part of the placement experience, all remote activities will be a planned part of the student's schedule, documented on the student timesheet and include opportunities for live contact and feedback from the practicum instructor or task supervisor.

Unplanned remote practicum experiences may be approved by the practicum instructor or task supervisor due to extreme weather conditions, practicum instructor absence, or unexpected agency closure.

Any agency that offers a fully-remote practicum experience must be approved by the OPE in accordance with the requirements applied to all approved placements.

B. Procedures for Resolution of Problems

Should problems in the practicum placement impact the student's ability to learn or the agency's ability to provide services, the student, instructor and liaison share responsibility for addressing the issues as soon as issues become evident.

If the student's personal safety is thought to be at risk, or if there has been alleged unethical behavior on the part of the student or practicum instructor, the student and/or practicum instructor must immediately verbally contact the faculty liaison, practicum coordinator, or Director for Practicum Education verbally for direction. The faculty liaison, in consultation with the practicum coordinator, will provide a written description of the situation within five (5) working days to the Director for OPE.

Information on the SSW's Student Grievance Committee may be found in the Student Handbook and Academic Catalog, Appendix A.

B.1. Practicum Problems—UMB Resources

In case of sexual harassment, discrimination, or disability related issues, the University of Maryland, Baltimore campus policies will apply.

B.1(a). Sexual Harassment Policy

The University of Maryland, Baltimore (UMB) is accredited by the Middle States Association of Colleges and Schools. The UMB is an equal opportunity institution with respect to both education and employment. In educational programs, UMB does not discriminate on the basis of race, color, religion, age, ancestry or national origin, gender, sexual orientation, physical or mental disability, marital status, or veteran status. Exceptions are made as allowed by law; for example, due to bona fide occupational qualifications or lack of accommodations for disabilities that

fundamentally alter the nature of an academic program. UMB is committed to fostering an environment in which its students, faculty and staff are free from sexual harassment and violence or illegal discriminatory practices. These behaviors impede learning and positive working conditions and, therefore, are not tolerated. The policies and procedures outlined below have been developed to ensure the safety and well-being of all members of the University community.

Sexual harassment may involve one or more of the following:

- Unwelcome sexual advances, unwelcome requests for sexual favors, and other behavior of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment by UMB or an individual's participation in a UMB educational program, or;

- Submission to, or rejection of, such conduct by an individual is used as the basis for academic or employment decisions affecting that individual, or;

- Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or working environment.

For more information, refer to the Policy on Sexual Misconduct.

REPORT SEXUAL MISCONDUCT: A student who believes they have been sexually harassed by a practicum instructor, or other personnel within the practicum placement site, is encouraged to report an incident of sexual misconduct by contacting their faculty liaison. The faculty liaison shall report this situation to the Director of the OPE who is required by university policy to report the situation to the UMB Title IX coordinator. Students may also contact the UMB Hotline. To access the UMB Hotline via telephone, call 866-594-5220.

Procedures for Reporting Known or Suspected Violations of Law, Policy or Misconduct through the UMB Hotline For more information on policies, please go to the UMB Office of Accountability and Compliance.

In case of emergency, please contact the local police at 911 or Campus Police at 711 (internal) or 410-706-3333 (external). Please refer to the Student Handbook for additional information on this matter if you feel you have been sexually harassed by SSW faculty, staff, or fellow students.

B.1(b). Policy on Non-Discrimination

Title IX prohibits discrimination on the basis of sex in UMB's programs and activities. A list of the Nondiscrimination Policies can be found at the Office of Accountability and Compliance website.

REPORT DISCRIMINATION: UMB does not tolerate discrimination in any form. All discrimination should be reported promptly. A student who believes they have experienced discrimination by a practicum instructor, or other personnel, within the practicum placement site should report the matter to their faculty liaison. The faculty liaison shall report this situation to the OPE who is required by university policy to report the situation to the UMB Title IX coordinator.

Students may also contact the UMB Hotline. To access the UMB Hotline via telephone, call 866-594-5220.

For more information on policies, please go to the UMB Office of Accountability and Compliance.

B.1(c). Policy on Americans with Disabilities Act (ADA) Disclosures and Accommodation Requests

If you are requesting accommodations under the ADA for practicum education, please contact the Director for Student Affairs (sswstudentaffairs@ssw.umaryland.edu) as soon as possible. The Director for Student Affairs is the liaison to the Educational Support and Disability Services (ESDS) office (https://www.umaryland.edu/disabilityservices/) and can assist you in applying for the support you need.

Taking these steps will enable the OPE to work closely with you to ensure your needs for accommodation are met. Disability accommodations are not retroactive nor provided until approval has been completed with this office. UMB is committed to the principles of equal access and opportunity for persons with disabilities in compliance with the Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA) and the ADA Amendments Act (ADAAA) of 2008.

UMB will not discriminate against a qualified person with a disability in regard to application, acceptance, grading, advancement, training, discipline, graduation, or other aspects related to a student's participation in an academic program of UMB.

While a student's request for accommodation is always considered, the Office of Educational Support and Disability Services (ESDS) engages in an interactive process to devise a plan that is acceptable to the University, the School, and the

student. Determination of whether accommodation is reasonable is made by ESDS in consultation with School Liaison and other appropriate campus personnel. In keeping with the provisions of the ADA, an accommodation will not be approved: (1) that is incompatible with the technical standards for admission to, and completion of, the program; (2) that alters the fundamental nature of the academic program; (3) that would result in a risk to the health or safety of the student or another individual; or (4) that would result in undue hardship to the University.

A decision that an accommodation would result in undue hardship due to its cost must be approved by the Assistant Vice President of Student and Academic Affairs. Proposed accommodation will also incorporate any school specific practices for the handling of disabilities. UMB may offer alternative accommodations that differ from those suggested by the student.

UMB students and applicants may allege violations of this policy by following the Guidelines and Process for UMB Student Grievances. However, students and applicants are encouraged to resolve alleged violations and complaints informally by contacting ESDS.

B.1(d). Policy Related to the Legalization of Cannabis in Maryland

The Maryland General Assembly passed a law that develops a framework that makes it legal for the adult usage and possession of cannabis in the state effective July 1, 2023. The law allows individuals 21 and older to legally purchase and use cannabis not to exceed the personal use amount established by the law.

While cannabis became legal in Maryland on July 1, 2023, the use and possession of cannabis in any form on University of Maryland, Baltimore (UMB) property, which includes UMB Housing, remains illegal under federal law. This means that UMB students and employees must continue to follow any existing laws and workplace policies on substance or cannabis use. Students remain subject to any applicable substance abuse policies and testing requirements of the practicum site.

Please be advised that cannabis (and hemp) smoking is prohibited in public places or motor vehicles. A public place includes, but is not limited to, campus outdoor spaces and indoor spaces open to the public, streets and sidewalks, public transportation, and indoor places of study and employment.

As a reminder, per the UMB Substance Abuse Policy, "*All employees and students must report to work, on all premises owned, operated, or controlled by the USM and its institutions in a fit condition to perform. Reporting to work or working while impaired by*

drugs or alcohol is a violation of this policy and shall subject the employee or student to the appropriate disciplinary or rehabilitative action."

Please visit the *UMB Substance Abuse Policy* and the *USM Policy on a Drug and Alcohol-Free Workplace for Employees* for additional information about these policies. In addition, up-to-date information on this law can be found on the *Maryland Cannabis Administration* website.

Students who have concerns about their own cannabis use can contact the Student Counseling Center (SCC) at 410-328-8404 and schedule a phone triage to consult with a clinician. Students can also find resources for substance use treatment on the *SCC website under Self-Help Resources*. For all health-related needs, please contact University of Maryland Campus Health (Student Health) at 667-214-2233 to schedule an appointment. Student Health offers same-day appointments and telehealth appointments for all students Monday through Friday, 7 a.m. to 4:45 p.m.

UMB Scholars for Recovery is a student organization committed to promoting activities and providing resources that promote the health and wellness of students, especially students who are recovering from substance use disorders. If you are interested in learning more or becoming involved, please visit the *UMB Scholars for Recovery website*.

Students who have questions can contact UMB Student Affairs at 410-706-5433 or *umbstudentaffairs@umaryland.edu,* or your Student Affairs dean in your school.

B.2. Resolution of Practicum Problems—SSW Resources

For students who experience performance or behavior challenges while in practicum placements and for all situations NOT involving issues requiring UMB-level intervention, the following procedures will apply:

1) Students must notify faculty liaisons immediately when experiencing concerns with placement/practicum instructor etc. and report concerns through the last three sections of the monthly report. Students should not rely solely on the monthly report to communicate concerns but should also contact the faculty liaison directly.

2) The student and practicum instructor will attempt to resolve the problem together. If this is unsuccessful, either one or both will inform the other of their intention to seek additional help and should contact the faculty liaison immediately by email, text, or telephone.

3) The faculty liaison has the authority and responsibility to mediate the problem and is expected to communicate with both the student and the practicum instructor

within five (5) working days of receiving notification of the problem.

4) The faculty liaison will seek to mediate a resolution that supports the learning process for the student, the ability of the practicum instructor to provide instruction and the agency to serve its clients.

5) It is the expectation that, through mediation, the problem will be resolved, and the practicum placement maintained. In most situations, the presenting problem may be viewed as an opportunity for the student to learn more about resolving professional conflicts, their own presentation of self, learning style, and interpersonal skills, and as an opportunity to strengthen and support the practicum education process at the agency.

6) If the problem cannot be resolved, the faculty liaison will notify the appropriate SSW practicum coordinator immediately and explore introducing a Performance Improvement Plan (PIP) to help remedy the situation. The SSW practicum coordinator will make a decision regarding the continued viability of the practicum placement in consultation with the faculty liaison and notify the student and practicum instructor in writing.

7) Depending on the nature of the problem, the action taken by the SSW may include developing a Performance Improvement Plan (PIP), reassigning the student to another agency, referring the student to the Student Review Committee and/or assigning the student a failing grade for practicum education (see Student Handbook).

8) At any point in the practicum placement, the practicum instructor may request immediate removal of the student from the practicum placement agency. Removal could be related to the student's behavior or performance. A practicum instructor can request immediate removal of the student should they deem that continuing the student places at risk the quality of services delivered to clients and/or the reputation of the practicum placement agency. Examples of unprofessional performance can include, but are not limited to a lack of commitment to the values and ethics of the social work profession; exhibiting professional inappropriateness; inability to establish and maintain positive and constructive interpersonal relationships with clients and practicum instructors; inability to perform professional duties due to personal problems, refusal to accept and follow through on practicum placement assignments, inability to accept constructive feedback from the practicum instructor and/or faculty liaison, attendance problems or failure to communicate with practicum instructor about schedule difficulties; consistent lateness; inability to meet deadlines or complete work; inability to apply professional skills and knowledge gained through classroom learning to the practicum experience; violating the NASW Code of Ethics; etc. Failure to meet the

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requirements of a PIP may also be grounds for removing a student from placement.

9) In the event a student withdraws from practicum during the semester or receives a failing grade, they must repeat practicum starting the same semester in the next academic year. Days completed during the semester in which the withdrawal occurred are not transferable to a subsequent semester.

10) If the student is not in agreement with the decision made by the SSW practicum coordinator, the student may appeal the decision to the Director for Practicum Education by making a written request within five (5) working days.

11) The Director for Practicum Education will review all appeal requests and render a written decision to the student within five (5) working days of receipt of the appeal.

12) Consistent with School policy, concerns regarding grading decisions may be referred to the Student Grievance Committee (see Student Handbook).

13) If a student is reassigned to a new placement site, a new Learning Agreement must be completed within the first month of placement and the student is responsible for making up missed days accrued during the transition period.

B.2(a). Use of Performance Improvement Plan (PIP)

A Performance Improvement Plan (PIP) is an intervention tool collaboratively developed by a student, practicum instructor and liaison when remediation is needed to assist a student to pass practicum and/or meet the standard of practice expected by the SSW and the agency. Students should be part of the process in developing a PIP, however the process is initiated by the practicum instructor or liaison and does not require student approval.

A PIP includes a description of the presenting issue or concern, which is tied to a related behavior and/or competency and a corresponding task or plan for improvement to address the concern. A timeline or deadline for the completion of task(s) is included in the PIP.

A PIP may be developed to support a student to pass practicum by identifying specific tasks that must be completed, for example: on-time completion of process recordings. Or a PIP may be developed to support a student to develop and demonstrate specific behaviors at the practicum site, for example: on-time arrival to practicum.

Failure to meet the conditions of a PIP may be grounds for removing a student from placement, referral to Student Review Committee (SRC), or a student failing that

semester of practicum. However, in some circumstances a PIP is not appropriate. A practicum instructor may request the immediate removal of a student from practicum without the initiation of a PIP. A PIP is not required for a student to be referred to the Student Review Committee or to receive a failing grade.

APPENDIX

A. PERFORMANCE IMPROVEMENT PLAN

Performance Improvement Plan

Student:	□ Foundation □ Advanced
Field Instructor:	Placement Agency
Liaison:	Coordinator:

Presenting Issue	Related Practice Behavior/Competency	Plan for Improvement	Timeline
1.			
2.			
3.			
4.			

Instructions: Provide a brief assessment of the student's current performance. State the plan/action items for addressing the concerns/issues, which should include the agency's and student's roles.   Identify the Practice Behaviors and related Competency/Competencies that need to be addressed. Indicate dates for assessing the students' progress based on the plan and action items. (Attach additional pages as necessary.)

Student	Date	Field Instructor	Date	Liaison	Date

B. REQUEST FOR AN INCOMPLETE GRADE FORM

UNIVERSITY *of* MARYLAND
SCHOOL OF SOCIAL WORK

Office of Practicum Education

REQUEST FOR AN INCOMPLETE (I) GRADE

An incomplete grade is given under exceptional circumstances to a student who has made satisfactory progress in the course and because of illness or circumstances beyond the student's control is unable to complete the course requirements by the end of the semester. The student is only eligible to receive an incomplete ("I") grade when there is a reasonable expectation that all course requirements can be completed with a passing grade.

Outstanding work that resulted in receiving an incomplete grade should be submitted within 4 weeks. In cases where there is not enough time between semesters to make up missed practicum days and assignments, the student, practicum instructor and faculty liaison will develop a written plan for completion of missed practicum days and assignments. This plan may extend beyond the usual 10-day limit for all classes and may not exceed 4 weeks from the last day of the semester. The administration of the OPE must approve the plan in writing. Once the student completes the outstanding task, the Faculty Liaison will enter a confirmation of satisfactory performance in the note section located in the electronic practicum notebook and give notification to the Practicum Office that the student has passed the course.

STUDENT NAME _____

STUDENT ID _____

EMAIL _____

PHONE _____
_____

COURSE NUMBER _____

PRACTICUM INSTRUCTOR/AGENCY _____

FACULTY LIAISON _____

COORDINATOR

Please include student information and the plan to satisfy the incomplete grade below:

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Deadline: _____

Director of Practicum Education _____ Date _____

(For office use only) Date Received by _____ OPE Initials: _____

C.PRACTICUM EDUCATION CALENDAR

Practicum Education Calendar 2025 - 2026			
Foundation & Advanced Students on REGULAR Schedule		**Advanced Students on EXTENDED Schedule**	
8/19, 8/21, 8/22	**VIRTUAL ORIENTATION** One day - for NEW students (Foundation & Advanced STANDING only)		
8/28, 9/2 & 9/4	**LEARNING LAB** (Foundation only) **8/28:** Virtual – For <u>ALL</u> Foundation Students **9/2:** In-person for Shady Grove Campus Students **9/4:** In-person for Baltimore Campus Students	9/2	**REPORT TO AGENCY**
9/2	**REPORT TO AGENCY – Advanced**	9/26	Learning Agreement due to Faculty Liaison
9/9	**REPORT TO AGENCY - Foundation**	10/5	Monthly Report, Process Recording, Timesheet due
9/26	Learning Agreement due to Faculty Liaison	11/5	Monthly Report, Process Recording, Timesheet due
10/5	Monthly Report, Process Recording, Timesheet due	11/15	Instructor submits Mid-Semester Assessment
10/24	Instructor submits Mid-Semester Assessment	11/26-11/27	**THANKSGIVING BREAK - NO PRACTICUM**
11/5	Monthly Report and Process Recording due	12/5	Monthly Report, Process Recording, Timesheet due
11/26-11/27	**THANKSGIVING BREAK - NO PRACTICUM**	12/12	Last Day of Practicum Before Break
12/5	Monthly Report, Process Recording, Timesheet due	12/13-1/5	**WINTER BREAK - NO PRACTICUM**
12/5	Instructors submit Fall Semester Assessment	1/6	Fall Semester Resumes
12/8	Applications Open for 2026-2027 Academic Year	2/13	Instructors submit Fall Semester Assessment
12/12	Fall Semester Ends – Timesheet Due	2/20	Fall Semester Ends
12/13 -1/5	**WINTER BREAK - NO PRACTICUM**	2/23	Spring Semester Practicum Begins
1/6	Spring Semester Practicum Begins	3/5	Monthly Report, Process Recording, Timesheet due
1/19	Deadline for Current Students to Submit Advanced Applications for 2026-2027 Academic Year	3/14-3/22	**SPRING BREAK - NO PRACTICUM**
2/5	Monthly Report, Process Recording, Timesheet due	4/5	Monthly Report, Process Recording, Timesheet due
2/20	Instructors submit Mid-Semester Assessment	5/5	Monthly Report, Process Recording, Timesheet due
3/5	Monthly Report, Process Recording, Timesheet due	5/1	Instructor submits Mid-Semester Assessment
3/14-3/22	**SPRING BREAK - NO PRACTICUM**	6/5	Monthly Report and Timesheet due

4/5	Monthly Report, Process Recording, Timesheet due	**7/5**	Monthly Report and Timesheet due
4/15	Semester Ends for Advanced – Update Timesheet	**7/9**	Semester Ends – Update Timesheet
4/16	Semester Ends for Foundation – Update Timesheet	**7/10**	Instructors submit Spring Semester Assessment
4/17	Instructors submit Spring Semester Assessment		

(Minimum of 400 practicum hours for Foundation & 600 practicum hours for Advanced are required) April 16, 2025

FOUNDATION PRACTICUM SYLLABUS
SOWK 635 & 636
Fall/Spring – Tuesday/Thursday

Instructor:	Agency Practicum Instructor and Faculty Liaison
Email:	practicum@ssw.umaryland.edu
Phone:	410-706-7187
Office:	Office of Practicum Education
Semester:	Fall 2025 and Spring 2026
Office Hours:	9:00AM – 5:00PM (check with agency for their usual hours)
Format:	Traditional at Practicum Agencies
Class Room:	Approved Agency
Class Time:	Tuesday/Thursday
Campus:	Baltimore and/or Shady Grove

COURSE DESCRIPTION

The Foundation Practicum Education courses are core elements of the educational program. These courses provide opportunities for students to integrate knowledge, values, skills, and cognitive and affective processes learned in academic courses to the practicum situation at the foundation level of generalist social work practice. Practicum provides opportunities to learn the person-in-environment framework; the application of scientific inquiry, ethical principles, and critical thinking in practice at the micro, mezzo, and macro levels; and strategies to engage diversity in practice and advocates for human rights and social and economic justice.

Students are placed in practicums in a wide variety of organizational settings including the public, private, and nonprofit sectors. Placement settings include the range of opportunities available to social work practitioners. It is expected that all foundation placements will provide students with both clinical and macro practice learning opportunities. It is expected that educational planning for each placement is co-produced with the student, Practicum Instructor, and Faculty Liaison and described on the Learning Agreement.

Students complete their foundation practicum two days a week, generally Tuesday/Thursday from the beginning of the academic year through April. This is a two-and-a-half credit course each semester. **Students registered for foundation practicum must also be enrolled in SOWK 637 & 638: Foundation Practicum Education Seminar Fall/Spring and attend Four Monthly Seminars in the Fall and Four monthly seminars in the Spring.** Seminar SOWK 637 & 638 are one-half credit for each semester. **In addition, students registered for foundation practicum must also be enrolled in (or have completed) SOWK 630** (Social Work Practice with Individuals) **and SOWK 631** (Social Work Practice with Communities and Organizations) **in the fall semester and SOWK 632** (Social Work Practice with Groups and Families) **in the spring semester.**

Students must complete a Learning Agreement, a minimum of three Process Recordings (per semester), monthly reports, monthly time sheets, attend monthly practicum seminars, and complete a minimum of 400 hours in practicum on the schedule provided by the Office of Practicum Education. One process recording must be a MACRO Process Recording. Additional assignments may be required by the Instructor and/or Faculty Liaison depending on the student's learning needs and practicum site demands. It is primarily the responsibility of the student, in consultation with the Instructor and Faculty Liaison, to be sure that learning assignments are undertaken that will demonstrate the student's achievement in the Nine Council on Social Work Education (CSWE) Social Work Competencies. The Learning Agreement is the learning plan which identifies the practicum opportunities for the student to practice and demonstrate the 20 Foundation Behaviors. At the end of each semester the student is rated on the achievement of competency in these 20 Foundation Behaviors. Problems with designing and/or completing the Learning Agreement need to be collaboratively addressed by the student, Instructor, and Faculty Liaison.

PREREQUISITES

None

KNOWLEDGE, SKILLS, VALUES, and COGNITIVE and AFFECTIVE PROCESSES

At the end of the course students will have the following knowledge, skills, values, and cognitive and affective processes:

Knowledge
1. Know and apply professional social work values and ethical standards according to the NASW Code of Ethics, and state, federal, and agency standards.
2. Acknowledge the historical and current nature of social service delivery practice, including the cultural, social, political and environmental context in which intervention occurs.
3. Identify and reflect upon the impact of social, economic and environmental issues and policies on clients in order to work from a culturally competent framework, and engage in the advancement of social, economic, and environmental justice.
4. Express the importance of implementing intervention models and techniques that are based on research and practice.
5. Identify and apply strategies to engage, assess, intervene, and evaluate practice with clients/constituencies at all five system levels.

Skills
1. Identify, explore, and discuss ethical issues, including use of technology in practice.
2. Develop and maintain culturally competent and sensitive helping relationships with client/constituent systems.
3. Identify relevant social justice issues and strategies to advocate for clients/constituencies at all systems levels.
4. Demonstrate ability to assess the functioning of, and select and apply research-based, culturally appropriate interventions for clients/constituencies at all systems levels.
5. Monitor and evaluate practice and change processes.
6. Engage with clients/constituencies using empathy and reflection to actively listen and better understand their unique experiences.
7. Collect, assess, organize, and analyze data to determine appropriate interventions.
8. Establish mutually agreeable goals, including demonstration of ability to discuss and process information and ideas, thoughts and concepts with clients/constituencies.

9. Demonstrate beginning knowledge of the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5) and how it is used in practice.
10. Discuss and evaluate interventions with individuals, families, groups, organizations, and communities in supervision and modify interventions based on findings.
11. Review client/constituent progress toward goals using agency appropriate measures and tools, and maintain communication and follow up with client/constituent to determine outcomes and potential success and in preparation for termination.
12. Articulate social work identity, and demonstrate critical thinking, engagement and assessment skills.

Values
1. Become participating members of the social work community while learning to apply the ethics and values needed for effective service delivery with populations at risk.
2. Discuss the implications of applying social work values to past and future research on and practice with persons who historically have experienced oppression.
3. Identify and evaluate research, program evaluation, and practice assessment as they apply to the profession to ensure an ethical and culturally competent approach to practice.
4. Apply the National Association of Social Workers (NASW) Code of Ethics when addressing issues in practice.
5. Recognizes and builds upon the strengths and resiliency of all human beings.

Cognitive and Affective Processes
1. Actively and intentionally engage in supervision and consultations that promote self-reflection, professional growth, and development.
2. Recognize the importance of self-awareness in professional relationships, including the impact of one's own values and behaviors on practice, and the overall importance of professionalism.
3. Apply an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning.
4. Identity the way in which personal emotions influence thinking and subsequently behavior.
5. Demonstrate the capacity to perceive and discern multiple sources to form a professional recommendation /finding.

REQUIRED READINGS OR TEXTS

Student Practicum Education Orientation Handouts and Practicum Education Videos:

https://www.ssw.umaryland.edu/practicum/orientations/

https://www.ssw.umaryland.edu/practicum/videos/

MSW Practicum Education Manual:

https://www.ssw.umaryland.edu/practicum/-calendar--manual/

National Association of Social Workers (NASW) Code of Ethics: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

ADDITIONAL RECOMMENDED RESOURCES

Recommended Readings: None

ASSIGNMENTS AND GRADING

Achievement of student competency outcomes will be measured through successful completion of the following assignments. Note: Link for the Practicum Education Calendar and Practicum Education Manual: https://www.ssw.umaryland.edu/practicum/-calendar--manual/

1. Time Requirements at Placement: Complete a minimum of 400 hours in practicum during the schedule provided by the Office of Practicum Education.

2. Learning Agreement: Each student will develop an electronic learning agreement with their Practicum Instructor and submit it to their Faculty Liaison. Learning Agreements are based on the nine competencies and respective behaviors, and include a sampling of activities appropriate to demonstrate building competence in those behaviors. The Learning Agreement is a tool to guide the practicum experience, an agreement between student and instructor on the content of that experience.

3. Weekly Supervision: Students and Practicum Instructors will participate in scheduled weekly education conferences. These conferences should take the form of tutorial sessions for a minimum of one hour per week and should include a discussion of competency behaviors, process recordings, learning agreement, and provide an opportunity for self-reflection and feedback/assessment. Students are required to create the agenda for each session, and should plan and be prepared to discuss those, as well as other issues deemed relevant by the Practicum Instructor.

4. Monthly Reports and Timesheets: Students will submit electronic Monthly Reports and Timesheets to their Faculty Practicum Liaison by the 5th of each month. Monthly reports require the student to describe their client caseload, group interventions, administrative projects, macro activities, challenges during the reporting period, ways in which they have integrated course and practicum work, frequency and quality of supervision, and progress on other assignments.

5. Participation in Monthly Practicum Seminars: The integrated practicum seminar is led by the student's Faculty Liaison and meets once a month. Students meet in small groups to discuss their practicum experiences, anti-oppressive social work practice, knowledge and skill development, engage in critical self-reflection and explore developing professional social work identities in the context of anti-racism, oppression and privilege, and cultural humility. Refer to the Syllabus for SOWK 637 & 638: Foundation Practicum Education Seminar Fall/Spring for more details on the foundation seminar requirements.

6. Process Recordings: Students are required to submit 3 process recordings each semester by the 5th of the month. One process recording must be a MACRO Process Recording. For the Individual/Clinical Intervention Process Recording: Students are required to document a script of a session or portion of a session with a client, where they recall the specific words and phrases to the best of their ability in dialogue format,

report on skills they used at specific points throughout the session, record "gut-level" feelings as they occur at specific points in the session, analyze the content of the session, their skills implementation and gut-level feelings as they review the session and identify next steps. *For the Macro Process Recording*: Students are required to describe the event and target goal/ presenting issue, describe their role and assigned tasks, include a self-assessment of skills used and content learned, processing of feelings, identification of the dynamics of power and multiculturalism, and summary of overall effectiveness of the event and identify next steps. Students must submit each process recording to their instructor for written comments, and discuss the process recording during supervision.

GRADE CONSTRUCTION

A mid-semester assessment is completed by the Practicum Instructor during a student's first and second semester of placement. At the end of each semester the Practicum Instructor with advice and consultation of the Faculty Liaison reviews the student's performance with the student and submits an electronic assessment. Students are graded on a PASS/FAIL basis. The Faculty Liaison assigns the final grade. For additional information, see **Grading**, MSW Practicum Education Manual.

As soon as a Practicum Instructor identifies that a student is at risk of failing or performing at an *unsatisfactory* or *needs improvement* level for one and/or more behaviours, they should first address this issue in supervision with the student. However, if this discussion, along with other supportive/instructive strategies, does not result in any apparent changes in the student's performance then the Faculty Liaison should be contacted immediately so a review meeting can be set up. This review meeting should include the student, Practicum Instructor, and Faculty Liaison. Students who are concerned about their performance are strongly encouraged at any point during their practicum to ask their Practicum Instructor for feedback during their weekly supervision sessions.

At the end of each semester as part of their evaluation, Practicum Instructors will assign a competency rating score based on student performance for each foundation competency behavior.
The practicum ratings are:
- **Outstanding**: Student CONSISTENTLY EXCEEDS expectations related to the identified behavior
- **Proficient**: Student CONSISTENTLY MEETS expectations related to the identified behavior
- **Developing**: Student GENERALLY MEETS expectations related to the identified behavior
- **Needs Improvement**: Student INCONSISTENTLY MEETS expectations related to the identified behavior
- **Unsatisfactory**: Despite being given opportunities; the student NEVER or RARELY MEETS expectations related to the identified behavior
- **No Opportunity**: Student did not have an opportunity to demonstrate the identified behavior

LATE ASSIGNMENTS

Practicum Assignments: All assignments for this course will be submitted in a timely manner. Consistent lateness in the submission of assignments will affect the assessment of student performance.

Academic Integrity
Academic integrity is a central value of the School of Social Work. Therefore, all academic dishonesty, including plagiarism, will be treated seriously, as described in the *MSW Student Handbook* and could result in course failure.

ADA Disclosure and Accommodation Requests

Students with Disabilities: It is the policy and practice of the University of Maryland Baltimore to create inclusive learning environments. If you are a student with a disability and believe you will need accommodations for practicum, it is your responsibility to register with the Office of Educational Support and Disability Services (ESDS). For more information, visit http://www.umaryland.edu/disabilityservices/

To avoid any delay in the receipt of accommodations, you should contact ESDS as soon as possible. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Any student registered with ESDS is welcome to contact the instructor as soon as possible for assistance in coordinating the approved accommodations for this course.

For detailed information pertaining to disability services (policies and procedures), students can access the Student Handbook on the SSW website and access the Appendices Link and then click onto the documents titled Policy & Procedures for Students with Disabilities and UM Guidelines for Documenting a Disability.

STUDENT OUTCOMES

Foundation Practicum Instruction is part of the program's competency-based curriculum that has been designed to comply with the Council on Social Work Education (CSWE)'s Educational Policy and Accreditation Standards (EPAS) as revised in 2022. CSWE has delineated nine competencies that must be adequately addressed in an MSW curriculum as listed below.

Council on Social Work Education (CSWE) Social Work Competencies

The following are the nine CSWE competencies that all MSW students should demonstrate upon completion of their foundation practicum.

1. Demonstrate ethical and professional behavior
2. Advance human rights and social, racial, economic, and environmental justice
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess individuals, families, groups, organizations, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate individuals, families, groups, organizations, and communities

The corresponding foundation behaviors for each competency (listed below) will be measured in this course to assess students' achievement of these competencies. Achievement of competence is demonstrated by behavior, and behavior is demonstrated with incorporation of the knowledge, values, skills, and cognitive and affective processes associated with the competency.

COMPETENCIES AND 20 FOUNDATION BEHAVIORS ASSESSED IN THIS COURSE

Competency #1: Demonstrate Ethical and Professional Behavior
1.1   Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
1.2   Demonstrate professional behavior, appearance, and oral, written, and electronic communication.
1.3   Use technology ethically and appropriately to facilitate practice outcomes.
1.4   Use supervision and consultation to guide professional judgment and behavior.

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
2.1   Advocate for human rights at the individual, family, group, organizational, and community system levels
2.2   Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
3.1   Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels
3.2   Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

Competency #4: Engage in Practice-informed Research and Research-informed Practice
4.1   Apply research findings to inform and improve practice, policy, and programs
4.2   Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency #5: Engage in Policy Practice
5.1   Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services
5.2   Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities
6.1   Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
6.2   Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities

7.1   Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.

7.2   Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

8.1   Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals

8.2   Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

9.1   Select and use culturally responsive methods for evaluation of outcomes

9.2   Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Course Structure/Requirements

For a description of the practicum course requirements for all students, please refer to the appropriate sections in the MSW Practicum Education Manual. https://www.ssw.umaryland.edu/practicum/-calendar--manual/

Class Attendance and Practicum Schedule

For a description of attendance requirements for all students, please refer to the appropriate sections in the MSW Practicum Education Manual.
For a description of the schedule of practicum days for all students, please refer to the appropriate sections in the MSW Practicum Education Manual and the Practicum Education Calendar found at: https://www.ssw.umaryland.edu/practicum/-calendar--manual/

Teaching Methodology

Please refer to the following in the MSW Practicum Education Manual:

A.   Role and Expectations for Practicum Instructor
B.   Role and Expectations for Faculty Liaison
C.   Role and Expectations for Student

Conduct in Practicum

Disruptive behavior at practicum settings interferes with the teaching and learning process and provision of client services. The Practicum Education Code of Conduct described in the Student Orientation Practicum Handouts and signed by each student in the Electronic Notebook identifies the areas of expected student behaviors.

Class Participation
For a description of participation requirements for all students, please refer to the appropriate sections in the MSW Practicum Education Manual.

Use of the Electronic Notebook (EN)
The Electronic Notebook (EN) is the online system through which students submit their assignments, receive feedback from their Practicum Instructor, and keep their Faculty Liaison informed of their progress.

The Electronic Practicum Notebook (EPN) Technical Assistance
If you need technical assistance at any time during the course or to report a problem with the EFN you can: Inform your Faculty Liaison for guidance and assistance. If the Faculty Liaison is unable to answer your question, contact the Office of Practicum Education at practicum@ssw.umaryland.edu.

FOUNDATION SEMINAR SYLLABUS
SOWK 637 & 638
Fall/Spring (Four monthly seminars in the Fall and four in the Spring)

Instructor: Faculty Practicum Liaison
Email: education@ssw.umaryland.edu (Office of Practicum Education email)
Phone: 410-706-7187(Office of Practicum Education general number)
Office: Office of Practicum Education
Semester: Fall 2025 and Spring 2026
Office Hours: 9:00AM – 5:00PM
Format: Monthly seminars with students; led by a Faculty Practicum Liaison
Class Room: Live virtual format (ZOOM)
Class Time: Assigned meeting time for individual seminar small groups
Campus: Baltimore and/or Shady Grove

COURSE DESCRIPTION

The Foundation Practicum Education seminar courses are core elements of the full practicum education experience for students in their foundation year. These courses provide opportunities for students to integrate knowledge, values, skills, and cognitive and affective processes learned in academic courses to the practicum situation at the foundation level of generalist social work practice.

This course is led by the student's Faculty Practicum Liaison and meets once a month, four times in the fall semester and four times in the spring semester. Students meet in small groups to discuss their practicum experiences, anti-oppressive social work practice, knowledge and skill development, and to engage in critical self-reflection to explore developing professional social work identities in the context of anti-racism, oppression and privilege, and cultural humility.

Practicum education seminar will occur in assigned small-groups providing opportunities for critical self-reflection, interrogation of personal beliefs, and enhanced development of a culturally sensitive and humble approach to practice. This course will encourage its members to develop an anti-oppressive approach to practice at the micro, mezzo, and macro levels including empowerment of constituents to guide and control their own lives towards progressive social change.

CONDUCT IN PRACTICUM SEMINAR

Disruptive behavior at practicum seminars interferes with the group and learning process. The Practicum Education Code of Conduct described in the Student Orientation Practicum Handouts and signed by each student in the Electronic Notebook identifies the areas of expected student behaviors, and applies to conduct during seminar.

CLASS ATTENDANCE

The foundation practicum seminar is an online, synchronous course. Students are expected to be fully engaged the seminar session. In order to fully participate during our scheduled seminars, students will need reliable internet service and dedicated access to a laptop or computer with functional camera, speakers, and microphone. Utilizing a phone to access the course's virtual platform may not be sufficient and is likely to limit your ability to fully engage in the course. Students are expected to turn-off or silence all cell phones, pagers, PDAs, etc. during seminar. Engaging in these activities during seminar will impact the student's grade.

Camera Use: In the spirit of being fully present and equally engaged, students are strongly encouraged to show themselves on camera during the entire seminar session. Extenuating circumstances that preclude safe or comfortable camera use must be approved. Students with cameras off for an extended period without an instructor approved explanation may be marked absent for the seminar session.

ZOOM Etiquette/Requirements:
No audio or video recording of any portion of any session is permitted. This includes the use of outside recording devices that are independent of the zoom software (e.g. recording with a smartphone).

Choose a location that:
- o Has adequate light on your face. Seminar sessions are part of learning direct practice, so it is important to be able to express active listening skills though facial expressions (smiles, frowns, nods, etc.) Avoid sitting with your back to a sun-filled window or bright lamp; direct backlighting will make it challenging to see your face.
- o Has minimal distractions behind you and minimal noise when you are not muted. (It is understandable that it is not possible to have privacy 100% of the time at home or at the practicum site and so the student should minimize the distractions that are within their control.)
- o Has privacy for seminar participants: If you are unable to be in a space alone, please wear headphones to protect the privacy of your colleagues. If you do not have headphones and cannot identify a private space, the UMSSW Office of Practicum Education can assist you in getting them.

Wear clothing as if you were in a public professional setting. Something considered appropriate for meeting with colleagues (including a supervisor) at your practicum placement or a place of employment.

Mute yourself at all times when not speaking.

Minimize all distractions during seminar. Eating food, smoking or vaping, using your phone, or having conversations with others, even while muted, are distracting to your colleagues, and especially to those speaking. We seek full, equal and respectful engagement. If you are texting or speaking with someone standing out of frame, you are not present with your colleagues. If you absolutely cannot wait for a break to engage in one of these activities, simply turn off your camera momentarily and turn it back on ASAP.

PREREQUISITES

In the Fall Semester, students should take SOWK 637 simultaneously while taking SOWK 635 Foundation Practicum and in the spring semester students should take SOWK 638 simultaneously while taking take SOWK 636 Foundation Practicum. Its concepts and self -reflection analysis are

foundational for social work practicum education and practice.

KNOWLEDGE, SKILLS, VALUES, and COGNITIVE and AFFECTIVE PROCESSES

> At the end of the course students will have the following knowledge, skills, values, and cognitive and affective processes:

<u>Knowledge</u>
6. Know and apply professional social work values and ethical standards according to the NASW Code of Ethics, and state, federal, and agency standards.
7. Acknowledge the historical and current nature of social service delivery practice, including the cultural, social, political and environmental context in which intervention occurs.
8. Identify and reflect upon the impact of social, economic and environmental issues and policies on clients in order to work from a culturally competent framework, and engage in the advancement of social, economic, and environmental justice.
9. Express the importance of implementing intervention models and techniques that are based on research and practice.
10. Identify strategies to engage, assess, intervene, and evaluate practice with clients/constituencies at all five system levels.

<u>Skills</u>
13. Identify, explore, and discuss ethical issues, including use of technology in practice.
14. Interrogate one's social identity and its implications related to privilege and oppression.
15. Identify relevant social justice issues and strategies to advocate for clients/constituencies at all systems levels.
16. Demonstrate ability to assess the functioning of, and select and apply research-based, culturally appropriate interventions for clients/constituencies at all systems levels.
17. Monitor and evaluate practice and change processes.
18. Apply an anti-oppressive lens to intervention strategies in social work practice in order to promote human liberation, equity and social justice.
19. Discuss and evaluate interventions with individuals, families, groups, organizations, and communities and identify interventions based on findings.
20. Articulate social work identity, and demonstrate critical thinking, engagement and assessment skills.
21. Engage critically and collaboratively in dialogue on issues of privilege and oppression.

<u>Values</u>
6. Become participating members of the social work community while learning to apply the ethics and values needed for effective service delivery with populations at risk.
7. Discuss the implications of applying social work values to past and future research on and practice with persons who historically have experienced oppression.
8. Identify and evaluate research, program evaluation, and practice assessment as they apply to the profession to ensure an ethical and culturally competent approach to practice.
9. Apply the NASW Code of Ethics when addressing issues in practice.
10. Appreciate the importance and challenges of working across difference.

11. Appreciate the importance of cultural humility, critical self-awareness, and continual growth and learning.

Cognitive and Affective Processes

6. Actively and intentionally promote self-reflection, professional growth, and development.
7. Recognize the importance of self-awareness in professional relationships, including the impact of one's own values and behaviors on practice, and the overall importance of professionalism.
8. Identity the way in which personal emotions influence thinking and subsequently behavior.
9. Demonstrate the capacity to perceive and discern multiple sources to form a professional recommendation /finding.

REQUIRED READINGS OR TEXTS

Prerequisite Required Readings

The following readings are required and must be read PRIOR to your first seminar. They can be found on the Foundation Practicum Seminar Blackboard site.

Christopher, G. C. (2017). Truth, racial healing and transformation: Creating a public sentiment. National Civic Review, A Journal of the National Civic League. Wiley Online Library (wileyonlinelibrary.com), Fall 2017, 12-19.

Stubbs, V., (2019) The 6 Pillars of a Brave Space. UMSSW Teacher Support Program. Retrieved: https://www.teachingsupportprogram.com/the-6-pillars-of-a-brave-space

Shaia, W. (2019). SHARP: A framework for addressing the contexts of poverty and oppression during service provision in the United States. Journal of Social Work Values and Ethics, 16(1), 16-26.

Recommended Readings

Burke, T. and Brown, B. (2021) You are your best thing: vulnerability, shame resilience and the black experience. New York: Random House.

Coates, T. (2015) Between the world and me. New York: Spiegel and Grau.

Kendi, I.X. (2019) How to be an antiracist. New York: One World.

Kendi, I. X. (2017) Stamped from the beginning: the definitive history of racist ideas in America. New York: Bold Type Books.

Oluo, I. (2019) So you want to talk about race. New York: Seal Press.

Saad, L. (2020) Me and white supremacy. Illinois: Sourcebooks.

Saslow, E. (2018) Rising out of hatred: the awakening of a former white nationalist. New York: Doubleday.

GRADE CONSTRUCTION

Students are graded on a PASS/FAIL basis. Final grade will be based on: attendance and participation The Faculty Practicum Liaison assigns the final grade which will be submitted by the Director of the Office of Practicum Education.

Students may miss a maximum of one seminar session. If a student misses more than one seminar session, the student is at risk for failing

practicum seminar. Students are also expected to communicate with their instructors about any anticipated absence in advance of a scheduled seminar session.

Academic Integrity
Academic integrity is a central value of the School of Social Work. Therefore, all academic dishonesty, including plagiarism, will be treated seriously, as described in the *MSW Student Handbook* and could result in course failure*.*

ADA Disclosure and Accommodation Requests
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STUDENT OUTCOMES

Foundation Practicum Education Practicum is part of the program's competency-based curriculum that has been designed to comply with the Council on Social Work Education (CSWE)'s Educational Policy and Accreditation Standards (EPAS) as revised in 2022. CSWE has delineated nine competencies that must be adequately addressed in an MSW curriculum as listed below.

Council on Social Work Education (CSWE) Social Work Competencies

The following are the nine CSWE competencies that all MSW students should demonstrate upon completion of their Foundation Practicum Seminar. Achievement of competence is demonstrated by behavior, and behavior is demonstrated with incorporation of the knowledge, values, skills, and cognitive and affective processes associated with the competency.

10. Demonstrate ethical and professional behavior
11. Advance human rights and social, racial, economic, and environmental justice
12. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
13. Engage in practice-informed research and research-informed practice
14. Engage in policy practice
15. Engage with individuals, families, groups, organizations, and communities
16. Assess individuals, families, groups, organizations, and communities
17. Intervene with individuals, families, groups, organizations, and communities
18. Evaluate individuals, families, groups, organizations, and communities

Schedule

Session 1: August **<u>Orientation</u>** - Introduction of Practicum Seminar	• Team building activity • Introduce roles of Liaison Seminar Instructor, practicum instructor, etc. • Review seminar objectives and syllabus • Review and discuss models and frameworks supporting seminar (from required readings) • Develop seminar group norms • Explore expectations of and questions about practicum and seminar
FALL SEMESTER – Self-Awareness/Knowledge and beginning Concepts of Practice	

Session 2: September
<u>Introduction</u> of First Seminar and **<u>Engagement Part 1: Getting Started</u>**
 	
<u>Preparation for next seminar</u>:
Study the SHARP framework and consider how you might apply it to conducting a psychosocial history on yourself. Be prepared to discuss your thoughts and feelings about SHARP.
	• Review Group Norms
	• What to expect in practicum:
	   ○ Use of supervision
	   ○ Safety
	   ○ Learning Agreement
	• Diversity Spotlight:
	   ○ Review NEW social justice question in the process recording
	   ○ Identity Awareness
	• Engagement, Part 1: What do you know about social work and your agency, and how does that influence your role (Assumptions, history, transparency, power)?

Session 3: October
 	
<u>Ethics, Engagement Part 2</u> and Introduction to Student-led case presentations
 	
<u>Preparation for next seminar</u>:
Consider how SHARP applies to what you are learning about your agency. Review a copy of your agency's psychosocial history form
	• Review assignment for student-led case presentation
	• Discuss responses to SHARP framework
	   ○ How would you apply SHARP to a psychosocial history of yourself?
	• Diversity Spotlight:
	   ○ Review social justice reflections in process recordings and monthly reports
	   ○ Personal identity in context: impact and intersectionality

using the SHARP framework, and come prepared to discuss in the next seminar.	• Engagement, Part 2: What must you consider regarding ethics, boundaries, and power dynamics within your agency and between agency providers (including you) and clients.
Session 4: November **Supervision and Documentation**; Identity in Context **Preparation for next seminar**: Review the Supervision Worksheet and compare to the agendas you have prepared for supervision.	• Student-led case presentation • Discuss findings of agency psychosocial histories through the SHARP lens o How do power dynamics show up for you in practicum? • Diversity Spotlight: o Review social justice reflections in process recordings and monthly reports o Intersectionality in context – impact and interplay with agency people and culture • Supervision styles and use of supervision – review Supervision Worksheet • Documentation and the importance of language • Check in: o Intervention and treatment planning o Models and Evidence-Based Practices – how to use them? o Standardized treatment protocols – pros and cons
Session 5: December **Self-care**, **Professional Responsibility**, Spirituality	• Student-led case presentation • Discuss how the supervision worksheet applies to working with your practicum instructor • Diversity Spotlight: o Review social justice reflections in process recordings and monthly reports o Spiritual diversity • Client coverage • Self-Care • Reflect on the fall semester
SPRING SEMESTER – Integration of Self with Professional Identity and Reinforcement of Introductory Practice Concepts	
Session 6: January **Re-engagement**, Reflection,	• Student-led case presentation (see outline below of sample clinical case presentation outline). • Re-engagement/Re-centering

Progress and Crisis
 	
Preparation for next seminar:
Reflect on your use of the SHARP framework with clients, practicum instructor, others within the agency, and within the community.
	• Assessment of progress – celebrate success!
	• Diversity Spotlight:
	    ○ Review social justice reflections in process recordings and monthly reports
	    ○ Evolution of perspectives – what does it mean to be an anti-oppressive social worker?
	    ○ Reflect on identity and use of self
	    ○ Internalized oppression and trauma triggers
	• Application of SHARP in your agencies

Session 7: February
 	
Introducing termination, Ethics, Identity integration
 	
Preparation for next seminar:
Include your use of the SHARP framework in your next process recording and review with your practicum instructor. Be prepared to share this discussion in next seminar.
	• Student-led case presentation
	• Discuss ways in which SHARP is, or is not being implemented with all stakeholders in practicum
	• Diversity Spotlight:
	    ○ Review social justice reflections in process recordings and monthly reports
	    ○ Integration of personal/professional identities
	    ○ Agency through structural oppression lens
	• Termination How-tos

Session 8: March
Transition planning, Identity integration, Reconciliation
	• Student-led case presentation
	• Review process recording reflections on use of SHARP and practicum instructor input
	• Diversity Spotlight:
	    ○ Review social justice reflections in process recordings and monthly reports
	    ○ Identity integration with social work profession: Professional goodness of fit?
	• Warm hand-off:
	    ○ Termination sessions with clients
	    ○ Documentation review
	      SHARP next steps for your clients? A sustainability lens

Session 9: April **Termination and Reflection**, Impact Evaluation, Furthering Cultural Humility	- Termination with all stakeholders - Diversity Spotlight: - Review social justice reflections in process recordings and monthly reports - Furthering "the work" – continual anti-oppressive practice and/or use of SHARP - Reflect on spring semester - Reflect on year - Impact evaluation

Clinical Case Presentation Outline[1]

1. **Description of Agency**
   o When was the agency founded/created?
   o How large is the agency?
   o What population(s) does the agency serve?
   o What services are offered by the agency?

2. **Identifying Data**
   o Client demographics (age, gender, sexual orientation, marital status, children, living situation, employment/education, race/ethnicity)

3. **Past and present psychiatric history**
   o Has the client received treatment/services previously? What was the outcome?

4. **Family History**
   o Client/Family Strengths
   o Client/Family Challenges
   o Assessment of supports – family and/or friendships

5. **Cultural Diversity Issues**
   o What cultural identities has your client shared with you?
   o What, if any, are the implications of these identity(ies) on your client's situation?

6. **Presenting Problem**
   o Why did the client come to treatment/services?
   o How has the problem developed over time?

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[1] Based on "How to give a social work clinical case presentation," by Sharon Martin, LCSW as adapted by Caron Cox-Branch, LCSW-C

7. **Current Health Concerns and Medications**
   - Does your client have any health issues?
   - Is your client currently taking any medications?
   - What, if any, impact do these have on your client's situation and need for services?

8. **Risk Factors**
   - Is your client currently experiencing, or have a history of any of the following:
     - Suicide,
     - Violence,
     - Substance use,
     - Domestic violence,
     - Other risk factors?

9. **Substance use/abuse – detail**
   - If your client is currently, or has a history of using or abusing substances, please describe:
     - Substances used
     - Amount and frequency of use
     - Circumstances of use

10. **Diagnostic Impressions**
    - Given what you have learned about this client, do you believe there may be a diagnosable condition?
    - Consult the DSM

11. **Treatment Goals & Interventions Used**
    - Please share treatment plan and approach to treatment

12. **Ethical Issues**
    - What are the ethical implications to be considered in working with this client?

13. **Counter transferrence**
    - How do you feel about this client and how does it affect your work?

14. **Feedback**
    - Why have you selected this case to present?
    - What difficulties or challenges are you having with this client?
    - What successes have you had while working with this client?

- What questions do you have for the group?

ADVANCED CLINICAL PRACTICUM SYLLABUS
SOWK 794 & 795
Tuesday/Wednesday/Thursday or Two days/week, September – July

Instructor: Agency Practicum Instructor and Faculty Liaison
Email: education@ssw.umaryland.edu
Phone: 410-706-7187
Office: Office of Practicum Education
Semester: Fall 2024 and Spring 2025
Office Hours: 9:00AM – 5:00PM *(check with agency for their usual hours)*
Format: Traditional at Practicum Agencies
Class Room: Approved Agency
Class Time: Tuesday/Wednesday/Thursday or Two days/week September – July
Campus: Baltimore and/or Shady Grove

COURSE DESCRIPTION

Advanced Clinical Practicum is taken after successful completion of the foundation curriculum. Students may complete their advanced clinical practicum by selecting one of two models: 1) three days a week in practicum (generally Tuesday, Wednesday, and Thursday) or 2) two days a week from the beginning of the academic year through July. This is a six-credit course each semester, for both models. **Student registered for advanced practicum must also be enrolled in an advanced practice methods course (SWCL) during both semesters of advanced practicum.**

The student's clinical placement must be approved to match their concentration. The advanced clinical practicum education program provides integration of conceptual models presented in the classroom with supervised practice in community agencies. The clinical practicum experience is guided by ethical standards provided in the Social Work Code of Ethics, a focus on the development of professional identity and critical thinking, an emphasis on cultural competence and respect for all aspects of human diversity and principles of human rights and justice and the student's achievement in the Nine Council on Social Work Education (CSWE) Social Work Competencies. The clinical practicum experience prepares students to engage in four levels of clinical practice including engagement, assessment, appropriate intervention, and evaluation based on understanding of human behavior and the context of practice in which they are placed. Students are expected to move toward mastery and integration of Social Work Competencies, behaviors, knowledge, skills, values, and cognitive and affective processes.

PREREQUISITES

SOWK 635 Foundation Practicum I

SOWK 636 Foundation Practicum II

SOWK 630 Social Work Practice with Individuals

SOWK 631 Social Work Practice with Communities and Organizations

SOWK 632 Social Work Practice with Groups and Families

KNOWLEDGE, SKILLS, VALUES, and COGNITIVE and AFFECTIVE PROCESSES

At the end of the course students will have the following knowledge, skills, values, and cognitive and affective processes:

Knowledge
1. Integrate all three levels of intervention and practice: micro, mezzo and macro.
2. Know and apply professional social work values and ethical standards according to the NASW Code of Ethics, and state, federal, agency and institutional standards.
3. Acknowledge the historical and current nature of social service practices, including understanding of the cultural, social, political and environmental context in which clients/constituents exist, and identify gaps in service.
4. Consider the dynamics of human bio-psycho-social-spiritual development across the life span in intervention and assessment of practice.
5. Critically analyze current practice theories, programs, policies, trends, and modes of service delivery to determine effectiveness and need for change.
6. Identify trends in service delivery, knowledge development, and technology that will impact the future of social work practice.

Skills
1. Critically evaluate ethical considerations and dilemmas and apply an ethical decision-making model.
2. Demonstrate the ability to use supervision and consultation to support effective and ethical practice.
3. Interpret and appropriately respond to the behavior of clients/constituents from diverse cultures and subgroups/populations.
4. Recognize the presence of "isms" and their resultant attitudes and behaviors and know how to intervene to combat them appropriately and effectively.
5. Provide advanced clinical social work practice with increased awareness in the areas of diversity, social justice, and public service.
6. Demonstrate ability to advocate for clients/constituencies at all systems levels within the context of social, cultural, economic and environmental indicators.
7. Demonstrate ability to engage, assess the functioning of, and select and apply research-based, culturally appropriate interventions for clients/constituencies at all systems levels.
8. Apply interventions with an emphasis on autonomous practice, evidence-based practice, and for the application and synthesis of the helping skills.
7. Apply knowledge of differential multilevel assessment, the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5) and how it is used in practice.
9. Evaluate interventions with individuals, families, groups, organizations, and/or communities and modify interventions based on findings.
10. Review client/constituent progress toward goals using agency appropriate measures and tools, and maintain communication and follow up with client/constituent to determine outcomes and potential success.
11. Demonstrate written and verbal skills that reflect appropriate advanced practice strategies/behaviors.

Values

12. Become participating members of the social work community while learning to apply the ethics and values needed for effective service delivery with populations at risk.
13. Discuss the implications of applying social work values to past and future research on and practice with persons who historically have suffered disadvantage and oppression.
14. Identify and evaluate research, program evaluation and practice assessment as they apply to the profession to ensure an ethical and culturally competent approach to practice.
15. Practice according to the NASW Code of Ethics.

Cognitive and Affective Processes

10. Express openness to reflecting on communication style, values, cultural differences and bias, and their impact on interactions with clients and/or community constituents.
11. Demonstrate professional use of self, integrated professional identity, and the importance of self-awareness in professional relationships, including the impact of one's own values and behaviors on practice, and the importance of professionalism.
12. Actively and intentionally engage in supervision and consultations that promote self-reflection, professional growth, and development.
13. Apply an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning.
14. Identity the way in which personal emotions and bias influence thinking and subsequently behavior.
15. Demonstrate the capacity to perceive and discern multiple sources to form a professional recommendation /finding.

REQUIRED READINGS OR TEXTS

Student Practicum Education Orientation Handouts and Practicum Education Videos:

https://www.ssw.umaryland.edu/practicum/orientations/

https://www.ssw.umaryland.edu/practicum/videos/

MSW Practicum Education Manual:

https://www.ssw.umaryland.edu/practicum/-calendar--manual/

National Association of Social Workers (NASW) Code of Ethics: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

ADDITIONAL RECOMMENDED RESOURCES

Recommended Readings: None

ASSIGNMENTS AND GRADING

Achievement of student competency outcomes will be measured through successful completion of the following assignments. Note: Link for the Practicum Education Calendar and Practicum Education Manual: https://www.ssw.umaryland.edu/-education/-calendar-manual--syllabi/

1. Time Requirements at Placement: Complete a minimum of 600 hours in practicum during the schedule provided by the Office of Practicum Education.

2. Learning Agreement: Each student will develop an electronic learning agreement with their Practicum Instructor and submit it to their Faculty Liaison. Learning Agreements are based on the nine competencies and respective behaviors, and include a sampling of activities appropriate to demonstrate building competence in those clinical behaviors. The Learning Agreement is a tool to guide the practicum experience, an agreement between student and practicum instructor on the content of that experience.

3. Weekly Supervision: Students and Practicum Instructors will participate in scheduled weekly education conferences. These conferences should take the form of tutorial sessions for a minimum of one hour per week and should include a discussion of competency behaviors, process recordings, learning agreement, and provide an opportunity for self-reflection and feedback/assessment. Students are required to create the agenda for each session, and should plan and be prepared to discuss those, as well as other issues deemed relevant by the Practicum Instructor.

4. Monthly Reports and Timesheets: Students will submit electronic Monthly Reports and Timesheets to their Faculty Practicum Liaison by the 5th of each month. Monthly reports require the student to describe their client caseload, group interventions, administrative projects, challenges during the reporting period, ways in which they have integrated course and practicum work, frequency and quality of supervision, and progress on other assignments.

5. Process Recordings: Students are required to submit three *Individual/Clinical Intervention Process Recordings* each semester (for a total of six) by the 5th of the month in the Electronic Notebook. Students are required to document a script of a session or portion of a session with a client, where they recall the specific words and phrases to the best of their ability in dialogue format, report on skills they used at specific points throughout the session, record "gut-level" feelings as they occur at specific points in the session, analyze the content of the session, their skills implementation and gut-level feelings as they review the session and identify next steps. Students must submit each process recording to their Practicum Instructor for written comments, and discuss the process recording during supervision.

GRADE CONSTRUCTION

A mid-semester assessment is completed by the Practicum Instructor during a student's first and second semester of advanced placement. At the end of each semester the Practicum Instructor with advice and consultation of the Faculty Liaison reviews the student's performance with the student and submits an electronic assessment. Students are graded on a PASS/FAIL basis. The Faculty Liaison assigns the final grade. For additional information, see **Grading**, MSW Practicum Education Manual.

As soon as a Practicum Instructor identifies that a student is at risk of failing or performing at an *unsatisfactory* or *needs improvement* level for one and/or more behaviours, they should first address this issue in supervision with the student. However, if this discussion, along with other supportive/instructive strategies, does not result in any apparent changes in the student's performance then the Faculty Liaison should be

contacted immediately so a review meeting can be set up. This review meeting should include the student, Practicum Instructor, and Faculty Liaison. Students who are concerned about their performance are strongly encouraged at any point during their practicum to ask their Practicum Instructor for feedback during their weekly supervision sessions.

At the end of each semester as part of their evaluation, practicum instructors will assign a competency rating score based on student performance for each advanced clinical competency behavior.

The practicum ratings are:
- **Outstanding:** Student CONSISTENTLY EXCEEDS expectations related to the identified behavior
- **Proficient:** Student CONSISTENTLY MEETS expectations related to the identified behavior
- **Developing:** Student GENERALLY MEETS expectations related to the identified behavior
- **Needs Improvement:** Student INCONSISTENTLY MEETS expectations related to the identified behavior
- **Unsatisfactory:** Despite being given opportunities; the student NEVER or RARELY MEETS expectations related to the identified behavior
- **No Opportunity:** Student did not have an opportunity to demonstrate the identified behavior

LATE ASSIGNMENTS

Practicum Assignments: All assignments for this course will be submitted in a timely manner. Consistent lateness in the submission of assignments will affect the assessment of student performance.

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STUDENT OUTCOMES

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19. Demonstrate ethical and professional behavior
20. Advance human rights and social, racial, economic, and environmental justice
21. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
22. Engage in practice-informed research and research-informed practice
23. Engage in policy practice
24. Engage with individuals, families, groups, organizations, and communities
25. Assess individuals, families, groups, organizations, and communities
26. Intervene with individuals, families, groups, organizations, and communities
27. Evaluate individuals, families, groups, organizations, and communities

The corresponding behaviors for each competency (listed below) will be measured in this course to assess students' achievement of these competencies. Achievement of competence is demonstrated by behavior, and behavior is demonstrated with incorporation of the knowledge, values, skills, and cognitive and affective processes associated with the competency.

COMPETENCIES AND 13 ADVANCED CLINICAL BEHAVIORS ASSESSED IN SWCL 794 & 795

Competency #1: Demonstrate Ethical and Professional Behavior
1.1CL   Accurately document client interactions, interventions, and progress in a clear, concise, strengths-based, and ethical manner.
1.2CL   *Apply professional social work ethics and laws to address ethical dilemmas arising in the context of clinical practice.*

Competency #2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
2.1CL   Identify the impact of diversity factors upon practitioner-client transactions and the role and responsibilities of the clinician to address systems and structures in practice.

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
3.1CL Engage in self-assessment and structural analysis to understand the effects of current and historical oppression, discrimination, power dynamics and trauma on client and client systems.

Competency #4: Engage in Practice-informed Research and Research-informed Practice

4.1CL   Identify and assess the appropriateness of evidence-based bio-psycho-social approaches that can be used in clinical assessment and

intervention with clients.

4.2CL   Develop a research question that can inform policy, programs, or practice.

Competency #5: Engage in Policy Practice

5.1CL   Be able to articulate the factors that shape the development of legislation, policies, program services and/or funding at all system levels and the effect of public policy on client services and/or programming in an area of practice.

5.2CL   Communicate to stakeholders, administrators, legislators and/or colleagues the implications of policies and programs, and implications of policy and program changes in the lives of clients, communities, organizations, or society.

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities

6.1CL   Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' wellbeing.

6.2CL   Use strategies collaboratively with people from diverse economic, political, social, and cultural backgrounds, and/ or from marginalized communities to promote sustainable change and equity for oppressed client groups, communities, organizations, institutions, or society.

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities

7.1CL Formulate culturally informed client assessments that integrate information from all relevant sources.

7.2CL   Synthesize and differentially apply clinical frameworks to guide assessment of cases.

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

8.1CL   Demonstrate the application of context appropriate, evidence-informed clinical techniques for a range of skills/strengths and challenges identified in the assessment.

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

9.1CL   Assess the effectiveness of interventions with clients.

Course Structure/Requirements

For a description of the practicum course requirements for all students, please refer to the appropriate sections in the MSW Practicum Education Manual.

https://www.ssw.umaryland.edu/practicum/-calendar--manual/

Class Attendance and Practicum Schedule

For a description of attendance requirements for all students, please refer to the appropriate sections in the MSW Practicum Education Manual.
For a description of the schedule of practicum days for all students, please refer to the appropriate sections in the MSW Practicum Education Manual and the Practicum Education Calendar found at: https://www.ssw.umaryland.edu/practicum/-calendar--manual/

Teaching Methodology

Please refer to the following in the MSW Practicum Education Manual:

D.   Role and Expectations for Practicum Instructor
E.   Role and Expectations for Faculty Liaison
F.   Role and Expectations for Student

Conduct at Practicum
Disruptive behavior at practicum settings interferes with the teaching and learning process and provision of client services. The Practicum Education Code of Conduct described in the Student Orientation Practicum Education Handouts and signed by each student in the Electronic Notebook identifies the areas of expected student behaviors.

Class Participation
For a description of participation requirements for all students, please refer to the appropriate sections in the MSW Practicum Education Manual.

Use of the Electronic Notebook (EN)
The Electronic Practicum Notebook (EN) is the online system through which students submit their assignments, receive feedback from their Practicum Instructor, and keep their Faculty Liaison informed of their progress.

The Electronic Practicum Notebook (EPN) Technical Assistance
If you need technical assistance at any time during the course or to report a problem with the EFN you can: Inform your Faculty Liaison for guidance and assistance. If the Faculty Liaison is unable to answer your question, contact the Office of Practicum Education at practicum@ssw.umaryland.edu.

ADVANCED LPSC PRACTICUM SYLLABUS
SWOA 794 & 795
Tuesday/Wednesday/Thursday or Two days/week, September – July

Instructor: Agency Practicum Instructor and Faculty Liaison
Email: practicum@ssw.umaryland.edu
Phone: 410-706-7187
Office: Office of Practicum Education
Semester: Fall 2025 and Spring 2026
Office Hours: 9:00AM – 5:00PM *(check with agency for their usual hours)*
Format: Traditional at Practicum Agencies
Class Room: Approved Agency
Class Time: Tuesday/Wednesday/Thursday or Two days/week September - July
Campus: Baltimore and/or Shady Grove

COURSE DESCRIPTION

Advanced Macro Practicum is taken by students in the Leadership, Policy, & Social Change (LPSC) concentration after successful completion of the foundation curriculum. Students may complete their advanced practicum by selecting one of two models: 1) three days a week in practicum (generally Tuesday, Wednesday, and Thursday) or 2) two days a week from the beginning of the academic year through July. This is a six credit course each semester, for both models. **Student registered for advanced practicum must also be enrolled in an advanced practice methods course (SWOA) during both semesters of advanced practicum.**

The student's LPSC placement must be approved to match their concentration. The advanced LPSC practicum education program provides integration of conceptual models presented in the classroom with supervised practice in community agencies. The LPSC practicum experience is guided by ethical standards provided in the Social Work Codes of Ethics, a focus on the development of professional identity and critical thinking, an emphasis on cultural competence and respect for all aspects of human diversity and principles of human rights and justice and the student's achievement in the nine Council on Social Work Education (CSWE) Social Work Competencies. Students are expected to move toward mastery and integration of Social Work Competencies, behaviors, knowledge, skills, values, and cognitive and affective processes.

Placement settings include the range of opportunities available to LPSC students including large public agencies, nonprofit philanthropies, small community-based social action organizations, private sector firms, community development corporations, advocacy institutions or innovative multi-agency collaboratives. It is expected that all LPSC placements will provide students with either management, community organizing, or policy practice learning opportunities.

PREREQUISITES

SOWK 635 Foundation Practicum I

SOWK 636 Foundation Practicum II

SOWK 630 Social Work Practice with Individuals

SOWK 631 Social Work Practice with Communities and Organizations

SOWK 632 Social Work Practice with Groups and Families

KNOWLEDGE, SKILLS, VALUES, and COGNITIVE and AFFECTIVE PROCESSES

At the end of the course students will have the following knowledge, skills, values, and cognitive and affective processes:

Knowledge

8. Demonstrate an integrated professional identity, and the ability to reflect on communication style, values, cultural differences and bias, and their impact on interactions with clients and/or community constituents.
9. Identify and apply professional social work values and ethical standards according to the NASW Code of Ethics, and state, federal, agency and institutional standards.
10. Acknowledge the historical and current nature of social service practices, including understanding of the cultural, social, political and environmental context in which clients/constituents exist, and identify gaps in service.
11. Consider the impact of social, economic and environmental issues and policies on clients in order to work from a culturally competent framework, and engage in the advancement of social, economic, and environmental justice.
12. Identify the importance of implementing community, organization, and policy intervention models and techniques that are based on research and practice.
13. Recognize and respond to factors that influence development of policy, legislation, services and/or funding at all service levels.
14. Identify trends in service delivery, knowledge development, and technology that will impact the future of social work practice.

Skills

12. Critically evaluate ethical considerations and dilemmas and apply an ethical decision making model.
13. Identify relevant social justice issues, and strategies to advocate for community access to resources.
14. Recognize the presence of "isms" and their resultant attitudes and behaviors and know how to intervene to combat them appropriately and effectively.
15. Demonstrate ability to advocate for clients/constituencies at all systems levels within the context of social, cultural, economic and environmental indicators.
16. Demonstrate ability to engage with diverse communities and stakeholders to gain an understanding of community concerns in order to promote equity for disadvantaged clients/constituencies at all systems levels.
17. Facilitate inclusive community or organizational assessments that are strengths-based and collaborative.
18. Collaborate with colleagues, stakeholders and/or clients regarding policy and advocacy, and targeted or desired change by identifying strategies for building on existing community strengths.
19. Document and analyze community information to determine appropriate interventions

20. Review progress toward goals with community or agency stakeholders using appropriate measures/tools, discuss outcomes and facilitate discussions regarding next steps.
21. Critically analyze current practice theories, programs, policies, trends, and modes of service delivery to determine effectiveness and need for change.
22. Evaluate interventions with organizations and/or communities and modify interventions based on findings.
23. Demonstrate written and verbal skills that reflect appropriate advanced practice strategies/behaviors.
24. Incorporate management theories appropriate to social work practice.
25. Demonstrate the ability to identify how federal, state and local policies, regulations, and programs impact practice.

Values

16. Become participating members of the social work community while learning to apply the ethics and values needed for effective service delivery with populations at risk.
17. Discuss the implications of applying social work values to past and future research on and practice with persons who historically have suffered disadvantage and oppression.
18. Identify and evaluate research, program evaluation and practice assessment as they apply to the profession to ensure an ethical and culturally competent approach to practice.
19. Practice according to the National Association of Social Workers (NASW) Code of Ethics.

Cognitive and Affective Processes

16. Express openness to reflecting on communication style, values, cultural differences and bias, and their impact on interactions with community constituents.
17. Demonstrate professional use of self, integrated professional identity, and the importance of self-awareness in professional relationships, including the impact of one's own values and behaviors on practice, and the importance of professionalism.
18. Actively and intentionally engage in supervision and consultations that promote self-reflection, professional growth, and development.
19. Apply an intellectual, disciplined process of conceptualizing, analyzing, evaluating, and synthesizing multiple sources of information generated by observation, reflection, and reasoning.
20. Identity the way in which personal emotions and bias influence thinking and subsequently behavior.
21. Demonstrate the capacity to perceive and discern multiple sources to form a professional recommendation /finding.

22.

REQUIRED READINGS OR TEXTS

Student Practicum Education Orientation Handouts and Practicum Education Videos:

https://www.ssw.umaryland.edu/practicum/orientations/

https://www.ssw.umaryland.edu/practicum/videos/

MSW Practicum Education Manual:

https://www.ssw.umaryland.edu/practicum/-calendar--manual/

National Association of Social Workers (NASW) Code of Ethics: https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

ADDITIONAL RECOMMENDED RESOURCES

Recommended Readings: None

ASSIGNMENTS AND GRADING

Achievement of student competency outcomes will be measured through successful completion of the following assignments. Note: Link for the Practicum Education Calendar and Practicum Education Manual: https://www.ssw.umaryland.edu/practicum/-calendar--manual/

1. Time Requirements at Placement: Complete a minimum of 600 hours in practicum on the schedule provided by the Office of Practicum Education.

https://www.ssw.umaryland.edu/media/ssw/practicum-education/2025-2026-Practicum-calendar.pdf

2. Learning Agreement: Each student will develop an electronic learning agreement with their Practicum Instructor and submit it to their Faculty Liaison. Learning Agreements are based on the nine competencies and respective behaviors, and include a sampling of activities appropriate to demonstrate building competence in those LPSC behaviors. The Learning Agreement is a tool to guide the practicum experience, an agreement between student and practicum instructor on the content of that experience.

3. Weekly Supervision: Students and Practicum Instructors will participate in scheduled weekly education conferences. These conferences should take the form of tutorial sessions for a minimum of one hour per week and should include a discussion of competency behaviors, process recordings, learning agreement, and provide an opportunity for self-reflection and feedback/assessment. Students are required to create the agenda for each session, and should plan and be prepared to discuss those, as well as other issues deemed relevant by the Practicum Instructor.

4. Monthly Reports and Timesheets: Students will submit electronic Monthly Reports and Timesheets to their Faculty Liaison by the 5th of each month. Monthly reports require the student to describe their client macro activities, group interventions, administrative projects, challenges during the reporting period, ways in which they have integrated course and practicum work, frequency and quality of supervision, and progress on other assignments.

5. Process Recordings: Students are required to submit three *Macro Intervention Process Recordings* each semester (for a total of six) by the 5th of the month in the Electronic Notebook. Students are required to complete a narrative description of the presenting issue/goal, description of the event/intervention, exploration of their role, identification of feelings and emotions in response to the intervention, discussion

of the dynamics of power, oppression, and diversity and self-assessment of the overall effectiveness of the intervention, and content learned. In addition, identification of "next steps" to continue moving toward the goals and personal insights on how to improve skills and knowledge. Students must submit each process recording to their practicum instructor for written comments and discuss the process recording during supervision.

GRADE CONSTRUCTION

A mid-semester assessment is completed by the Practicum Instructor during a student's first and second semester of advanced placement. At the end of each semester the Practicum Instructor with advice and consultation of the Faculty Liaison reviews the student's performance with the student and submits an electronic assessment. Students are graded on a PASS/FAIL basis. The Faculty Liaison assigns the final grade. For additional information, see **Grading**, MSW Practicum Education Manual.

As soon as a Practicum Instructor identifies that a student is at risk of failing or performing at an *unsatisfactory* or *needs improvement* level for one and/or more behaviors, they should first address this issue in supervision with the student. However, if this discussion, along with other supportive/instructive strategies, does not result in any apparent changes in the student's performance then the Faculty Liaison should be contacted immediately so a review meeting can be set up. This review meeting should include the student, Practicum Instructor, and Faculty Liaison. Students who are concerned about their performance are strongly encouraged at any point during their practicum to ask their Practicum Instructor for feedback during their weekly supervision sessions.

At the end of each semester as part of their evaluation, Practicum Instructors will assign a competency rating score based on student performance for each advanced LPSC competency behavior.

The practicum ratings are:
- **Outstanding**: Student CONSISTENTLY EXCEEDS expectations related to the identified behavior
- **Proficient**: Student CONSISTENTLY MEETS expectations related to the identified behavior
- **Developing**: Student GENERALLY MEETS expectations related to the identified behavior
- **Needs Improvement**: Student INCONSISTENTLY MEETS expectations related to the identified behavior
- **Unsatisfactory**: Despite being given opportunities, the student NEVER or RARELY MEETS expectations related to the identified behavior
- **No Opportunity**: Student did not have an opportunity to demonstrate the identified behavior

LATE ASSIGNMENTS

Practicum Assignments: All assignments for this course will be submitted in a timely manner. Consistent lateness in the submission of assignments will affect the assessment of student performance.

Academic Integrity
Academic integrity is a central value of the School of Social Work. Therefore, all academic dishonesty, including plagiarism, will be treated seriously, as described in the *MSW Student Handbook* and could result in course failure*.*

ADA Disclosure and Accommodation Requests

Students with Disabilities: It is the policy and practice of the University of Maryland Baltimore to create inclusive learning environments. If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with the Office of Educational Support and Disability Services (ESDS). For more information, visit http://www.umaryland.edu/disabilityservices/

To avoid any delay in the receipt of accommodations, you should contact ESDS as soon as possible. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Any student registered with ESDS is welcome to contact the instructor as soon as possible for assistance in coordinating the approved accommodations for this course.

For detailed information pertaining to disability services (policies and procedures), students can access the Student Handbook on the SSW website and access the Appendices Link and then click onto the documents titled Policy & Procedures for Students with Disabilities and UM Guidelines for Documenting a Disability.

STUDENT OUTCOMES

Advanced LPSC practicum is part of the program's competency-based curriculum that has been designed to comply with the Council on Social Work Education (CSWE)'s Educational Policy and Accreditation Standards (EPAS) as revised in 2022. CSWE has delineated nine competencies that must be adequately addressed in an MSW curriculum as listed below.

Council on Social Work Education (CSWE) Social Work Competencies

The following are the nine CSWE competencies that all MSW students should demonstrate upon completion of their Advanced Leadership, Policy, & Social Change (LPSC) Practicum.

28. Demonstrate ethical and professional behavior
29. Advance human rights and social, racial, economic, and environmental justice
30. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
31. Engage in practice-informed research and research-informed practice
32. Engage in policy practice
33. Engage with individuals, families, groups, organizations, and communities
34. Assess individuals, families, groups, organizations, and communities
35. Intervene with individuals, families, groups, organizations, and communities
36. Evaluate individuals, families, groups, organizations, and communities

The corresponding behaviors for each competency (listed below) will be measured in this course to assess students' achievement of these competencies. Achievement of competence is demonstrated by behavior, and behavior is demonstrated with incorporation of the knowledge, values, skills, and cognitive and affective processes associated with the competency.

COMPETENCIES and 17 ADVANCED LPSC BEHAVIORS ASSESSED IN SWOA 794 & 795

Competency #1: Demonstrate Ethical and Professional Behavior

1.1 LPSC: Conduct one's self professionally while engaging in a variety of macro professional roles (e.g., facilitator, leader, broker, organizer, negotiator, educator, researcher or manager) as appropriate for the practice setting.

1.2 LPSC: Employ strategies of ethical reasoning and problem solving in assessment, intervention, and evaluation of organization, community, and policy practice.

1.3 LPSC: Communicate information in a manner that is appropriate for the target audience and for the medium of choice (e.g., advocacy brief, social media, budget, grant proposal, presentation, etc.)

Competency #2: Engage Diversity and Difference in Practice
2.1 LPSC: Establish effective and collaborative working relationships with people of various cultural backgrounds and identities, especially with marginalized populations.

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice
3.1 LPSC: Demonstrate an understanding of structural systems of inequality and apply this understanding to one's organization, community, or policy work.

Competency #4: Engage in Practice-informed Research and Research-informed Practice
4.1 LPSC: Construct and utilize best practices and evidence to develop and implement community, organizational, or policy interventions.

4.2 LPSC: Develop a research question that can inform policy, programs, or practice.

4.3 LPSC: Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice.

Competency #5: Engage in Policy Practice
5.1 LPSC: Be able to articulate the factors that shape the development of legislation, policies, program services and/or funding at all system levels and the effect of public policy on client services and or programming in an area of practice.

5.2 LPSC: Communicate to stakeholders, administrators, legislators and/or colleagues the implications of policies and programs, and implications of policy and program changes in the lives of clients, communities, organizations, or society.

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities
6.1 LPSC: Use strategies collaboratively with people from diverse economic, political, social, and cultural backgrounds, and/ or from marginalized communities to promote sustainable change and equity for oppressed client groups, communities, organizations, institutions, or society.

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities
7.1 LPSC: Assess and analyze social systems (e.g., communities, organizations, political systems) using multiple frameworks and synthesis to

inform intervention.

7.2 LPSC: Synthesize and differentially apply theories, constructs, frameworks and models of human behavior and the social environment to guide assessments and planning macro practice.

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

8.1 LPSC: Identify appropriate intervention and how it is relevant to client/constituent system.

8.2 LPSC: Implement a problem-solving sequence when intervening in an organizational, community, or policy practice setting.

8.3 LPSC: Make use of changing technology or innovations that contribute to understanding and addressing problems affecting organizations, communities, or policy.

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

9.1 LPSC: Evaluate the effectiveness of interventions or best practice with programs, organizations, communities, or policy.

Course Structure/Requirements

For a description of the practicum course requirements for all students, please refer to the appropriate sections in the MSW Practicum Education Manual.

https://www.ssw.umaryland.edu/practicum/-calendar--manual/

Class Attendance and Practicum Schedule

For a description of attendance requirements for all students, please refer to the appropriate sections in the MSW Practicum Education Manual.
For a description of the schedule of practicum days for all students, please refer to the appropriate sections in the MSW Practicum Education Manual and the Practicum Education Calendar found at: https://www.ssw.umaryland.edu/practicum/-calendar--manual/

Teaching Methodology

Please refer to the following in the MSW Practicum Education Manual:

G.   Role and Expectations for Practicum Instructor
H.   Role and Expectations for Faculty Liaison
I.   Role and Expectations for Student

Conduct at Practicum

Disruptive behavior at practicum settings interferes with the teaching and learning process and provision of client services. The Practicum Education Code of Conduct described in the Student Orientation Practicum Education Handouts and signed by each student in the Electronic Practicum Notebook identifies the areas of expected student behaviors.

Class Participation
For a description of participation requirements for all students, please refer to the appropriate sections in the MSW Practicum Education Manual.

Use of the Electronic Notebook (EN)
The Electronic Notebook (EN) is the online system through which students submit their assignments, receive feedback from their Practicum Instructor, and keep their Faculty Liaison informed of their progress.

The Electronic Notebook (EN) Technical Assistance
If you need technical assistance at any time during the course or to report a problem with the EN you can: Inform your Faculty Liaison for guidance and assistance. If the Faculty Liaison is unable to answer your question, contact the Office of Practicum Education at practicum@ssw.umaryland.edu.