**MSW FOUNDATION YEAR PRACTICUM APPLICATION**

University of Vermont

Graduate Social Work Program

**Primary Objective of Foundation MSW (FMSW) Year Field Education**

The primary objective of the UVM Department of Social Work’s Foundation MSW (FMSW) field education curriculum is to provide a foundation in **generalist social work practice**. Specific course objectives will be met through your work with individuals, families, groups, organizations and communities. All students entering into their practicum as an FMSW are expected to move along a continuum from beginning to increasingly more complex social work skills. The primary goal for the student, Field Instructor, and Faculty Field Liaison is to work together to prepare students for their 2nd year Specialized Practice MSW (SPMSW) placement.

*You may find that your placement may not be in the area of social work that you hope to practice in after earning your degree. Keep in mind that the goal is to develop skills in generalist practice; specialties and concentrations are developed in the second year of your MSW graduate program.*

**Matching Process**

Once you return this application, the Field Education Coordinator will match you with a Field Instructor in an agency approved as a placement site for FMSW students. Students are typically notified of the match via email; once matches are made, students will contact their assigned Field Instructors in order to meet and confirm the match. **Students formally confirm their placements in writing by mid-August**. A sample letter of confirmation can be found on the UVM Department of Social Work Field Education [website](https://www.uvm.edu/cess/socialwork/field) under the “Forms” link.

**Hours**

Getting a graduate degree in Social Work requires extensive time in placement in order to earn credit. Social work faculty MSW programs across the world understand the commitment this requires from students. Therefore, we suggest students begin thinking and planning ahead of time about the demands of the addition of **15-16 hours/week** to students’ academic schedules required for successful completion of their Field Practicum, which is 450 hours by the end of the school year.

Field Practicum is a year-long academic course (September through May) and therefore the student’s “time in the course” typically looks and feels different from a traditionally structured class taken on campus. When students start in the Fall semester, they remain in the same placement until the end of the academic year (the completion of the Spring semester). This means that there is no “course ending” in December or “course beginning” in January (though students are expected to completed all Fall semester assignments by the end of classes in December, and Spring semester assignments by the end of classes in May; see syllabus on the UVM Department of Social Work Field Education [website](https://www.uvm.edu/cess/socialwork/field) under the “Syllabi” link).

To manage the required hours and course length, students and Field Instructors are expected to work together to set both a weekly schedule and a broader one for the full academic year. The weekly schedule reflects which days of the week and what hours the student is expected to be in the placement, including supervisory meetings and regularly scheduled agency meetings students are expected to attend (e.g., staff or treatment team meetings, etc.). The full academic year schedule reflects which weeks the student will begin, end, and have planned time away from the work.

Because each agency has unique needs, provides unique services, and has unique hours of service delivery, these scheduling agreements will differ from student to student. Above all, the most important scheduling decisions consider the professional manner in which students begin, take time away from, and put closure to their placement experiences. In other words, the relationship and services to those who receive support from a student’s placement agency (“clients”) must always be a priority. Practically speaking, this means a student should not assume that they have no placement responsibilities during school breaks (especially the longer winter break) unless this agreement has been *explicitly* made during the negotiated scheduling process. The scheduling process is a required component of the co-creation, by students and Field Instructors, of the Learning Agreement (contract) assignment for the year.

More specific guidance (from the “Student Hours” policy on the UVM Department of Social Work Field Education [website](http://www.uvm.edu/cess/socialwork/field)):

1. MSW students complete a minimum of 900 hours over two years, or 450 hours each academic year, in their placements between September and May of each respective academic year.
2. Some placement sites may require more hours than our Field Education program’s minimum. In these cases, students must be made aware of this prior to accepting the placement.
3. Students schedule consistent blocks of time in their agency each week so as to complete their hours within 2-3 days.
4. Student hours reflect the “normal business hours” of the agency. Evening and weekend hours are the exception, not the rule, and must be approved by the Faculty Field Liaison and Field Education Coordinator. The rationale for this expectation is that the student’s experience as “member of the agency community” is significant to social work practice skill development. Therefore, it follows that if the student is not consistently interacting with other agency personnel within the agency culture, they miss out on integral learning opportunities.
5. Students either develop their own way to document their hours on a weekly basis or use an agency-defined process to do so. Regardless of the mechanism used, it is students’ responsibility to track the number of hours completed for the duration of their time in placement.
6. Students make up any regularly scheduled time that they miss; there is no built-in allowance for sick or vacation time—students must complete the required hours regardless of the reason for missing. In case of illness or unavoidable absence, the student informs the agency as soon as possible. If the student has an absence of three or more consecutive days from placement, the student and Field Instructor immediately notify their Faculty Field Liaison. Unless otherwise approved by the Field Education Coordinator, students make up any missed time within the same semester. If a student misses considerable lengths of time, they can make arrangements to make up time before the beginning of the next semester, but only as a result of a meeting that leads to a written plan and approval by the Field Instructor, Faculty Field Liaison and student.
7. There may be occasions when it is necessary for students to perform overtime work. When these situations do arise, students will plan for and take compensatory time off in a balanced and professional manner.
8. Any on-call or crisis duty must be pre-approved by the Faculty Field Liaison and the Field Education Coordinator. No student is to be on call during class time.
9. While occasionally there will be important learning opportunities related to placement that take place during a student’s regularly scheduled classes, students may not be required to miss class in order to attend placement-related meetings or events.
10. Students complete their hours no later than the Friday after the last day of classes in May and students are expected to be working in the agency at least until the last day of classes (also in May). If a student finds that they “have enough hours” and would like to end early, they must make a formal request which must then be approved by the Field Instructor and the Faculty Field Liaison. In other words, students may not “work ahead” of their approved schedule just so they can finish their placement weeks ahead of time.
11. That said, students should not be discouraged from working additional hours for the purposes of planning for unexpected absences; students should be aware that they may not need to use these hours for successful completion of Field Experience/Practicum. For example, some students choose to carry a balance of 15-20 hours throughout the year as a back-up, knowing (and accepting) that they may not ever need to use these hours.
12. Students may not count commuting time to/from their placement sites towards their overall required hours.

**COVID-19**

While all remote assignments in placements do count towards students’ required minimum hours in placement, students should assume their internships will be in-person unless otherwise noted, and consequently will be required to adhere to their placement organization’s COVID safety precautions. **Students should make the Field Education Coordinator aware of any limitations to or concerns about providing in-person services due to COVID-19 at the time of Field Application submission.**

**Transportation**

**Most placement sites require some form of transportation**—not only to and from the site, but they may also require the use of a car during the work day. Our “Placement Location and Distance from Campus” policy (on the UVM Department of Social Work Field Education [website](http://www.uvm.edu/cess/socialwork/field)) states that we will not place you more than 1 (one) hour of driving distance away from campus unless you request that. **Please let the Field Education Coordinator know if transportation will present a problem for you**, but *please note that without transportation your options for placement will be extremely limited*.

**Criminal Records**

Students may be required by their placement agency to complete a criminal record or background check with both state and/or federal law enforcement. If requested to do so, students will need to complete this check to have their placement confirmed. Most agencies pay for this process. However, some do not. If this is the case, the student will be expected to incur the expense.

It is quite possible that students who have a criminal record will not be accepted for an internship with some, if not most—or even any—of our approved placements. Students who do have a record are, therefore, encouraged to talk with the Field Education Coordinator about this *as soon as they begin their field application process*. This allows the student to consider how they may ethically enter into the placement process regarding past convictions. Please note that **ALL students with a criminal record are required to discuss this with their matched placement personnel prior to accepting and formally confirming any placement offer**.

The Field Coordinator will make reasonable efforts to match the student successfully with a placement agency. However, the Department of Social Work cannot guarantee that students with a criminal record will be able to be matched with an agency and thus enroll in the required Field Practicum course, which will prevent students from being able to earn their MSW degree.

**Resume**

*Please attach an up-to-date resume, including all social work-related employment, internship, or volunteer experiences*. This resume will be sent ahead of time to potential Field Instructors. More specific guidance about the matching process can be found above, and resume requirements below.

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**Directions:** Please add your text to the gray boxes below. To use check boxes, click on the box you would like to select. When the “Check Box Form Field Options” dialog box opens, select “checked” under “Default Value” and hit “OK”. To uncheck the box, do the same, but select “unchecked” instead.

Name:       Email:

Address:       Cell:

**Check one:**

[ ]  Full-time [ ]  Part-time (I have already completed a year of Foundation MSW classes)

**Inquiry**

1. What kind of work would you like to do this year in your field placement?

An inexhaustive list of various fields of social work practice can be found on the next page. Please **read the entirelist first, and then check the 3-5 that you think is the best fit.**

The intent of this list is to help the Field Coordinator generate ideas on your behalf.

**Please note:** do feel free to select the options on this list that are crossed out, but note that ***it is unlikely that these fields of practice will be available to students at the FMSW level***(This may be due to a lack of availability of these kinds of placements within the larger community and/or a Specialized Practice requirement; see note about Primary Objective of FMSW Field Education on page 1). Student selections of crossed-out fields do help the Field Coordinator get a better sense of where to focus outreach efforts on students’ behalf and could (but not definitely) result in new placement sites becoming available.

[ ]  Adoption/ Foster Care

[ ]  After School Programming (Elementary)

[ ]  After School Programming (Middle)

[ ]  After School Programming (High school)

[ ]  Arts

[ ]  Case Management

[ ]  Childcare/Early Childhood

Education

[ ]  Child Welfare/Abuse and Neglect

[ ]  Community Center

[ ]  Criminal Justice/Incarceration

[ ]  ~~Environmental~~

[ ]  Family-specific

[ ]  Gerontology (Aging/Older adults)

[ ]  Hospice/Palliative care

[ ]  Hospital social work

[ ]  Housing/Homelessness

[ ]  Immigrant/Refugee/Migrant

[ ]  Intellectual/Developmental Disabilities

[ ]  Intimate Partner/Domestic/ Sexual Violence

[ ]  LGBTQHIA+

[ ]  Macro—Community Organizing

[ ]  Macro—Policy/Legislative Advocacy

[ ]  ~~Macro—Political Organizing~~

[ ]  ~~Macro—Research~~

[ ]  Medical (general)

[ ]  ~~Mental Health/Clinical~~

[ ]  ~~Racial Justice~~

[ ]  Restorative Justice

[ ]  ~~School SW (Elementary)~~

[ ]  ~~School SW (Middle)~~

[ ]  ~~School SW (High school)~~

[ ]  Substance Use/Harm Reduction/ Recovery

[ ]  Youth/adolescents

[ ]  ~~Veterans~~

[ ]  ~~Veterinary~~

[ ]  Other (list)

[ ]  Other (list)

[ ]  Other (list)

1. Of the fields of practice you’ve indicated above as of interest to you, please clarify **which are of *greatest* priority to you and why**. Please keep your answer brief.

(You may also indicate here, with a brief explanation, if there are other factors that feel equally or more relevant to you, such as Field Instructor supervision style, work culture/environment, placement location, schedule, etc.).

1. What is your transportation situation?
2. Do you have any special skills, talents, certifications/training, relevant life experience that could in the placement matching process? If so, please list them briefly here.
3. Please list any specific concerns you might have about criminal record, COVID risk, fields of practice or populations that might *not* be a good fit, etc.)
4. What other information would you want the Field Education Coordinator to consider when planning for your placement?

**Release of Information**

I agree that the information I provide in this application and my current resume is a true and accurate representation of myself and my experiences. This application and current resume may be shared as needed with UVM Social Work faculty and prospective Field Instructors to facilitate placement planning and matching.

Student Signature Date

**Please attach a copy of your CURRENT RESUME (please send resume as a .docx or .pdf; file saved as “Lastname, Firstinitial. Resume” and email this application to** **jean.sienkewicz@uvm.edu** **as soon as possible.**

**Jean Sienkewicz**

**Field Education Coordinator**

**jean.sienkewicz@uvm.edu**