University of Washington
School of Social Work


Please Keep This Manual For Your Records

University of Washington, Tacoma
Social Work Program
Campus Box 358425, 1900 Commerce Street
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253-692-5820

Revised: June 2014
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Important information – Please Read!

This manual serves students and field instructors as a guide for important resources, processes, documents and policies necessary for a full understanding of the requirements of field education. Comprising almost half of a student’s required course credits, field education (aka practicum) is the signature pedagogy of social work. Through field education, a student is provided with an opportunity to apply classroom learning to practice with individuals, families, groups, organizations, communities, and policy makers under the supervision of an experienced social worker.

STAR: our web-based field placement documentation system (more on page 53)

STAR, our online field placement documentation system has proven to be very popular and we continue to make improvements—many based on your suggestions. “Glitches” have been few, and the feedback from students, field instructors and task supervisors has been very positive.

Coming Soon! Online Field Instructor Training (FIT):

The UW Seattle and Tacoma campuses will be introducing online Field Instructor Training during the 2014-2015 academic year. We will keep you posted on this new development with information on access to the training, Continuing Education credit opportunities, and follow-up in-person training for individuals who prefer that modality.

About the information in this manual:

Field Education is an ever-changing process. While we have attempted to provide the most up-to-date information in this manual, please be aware that policies and procedures may change over the course of the year without notice.

If you have questions about anything in this manual, please do not hesitate to contact us. Thanks for your hard work with new social work students—your efforts are deeply appreciated.

Tom Diehm, PhD, MSW, LCSW
Field Faculty & Senior Lecturer
Social Work Program, UW Tacoma

Teresa Holt-Schaad, MSW, LICSW
Field Faculty & Lecturer
Social Work Program, UW Tacoma
The School of Social Work and UWT
Social Work Program

Social Work Program Administration & Faculty

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<td>Terri Simonsen, Program Administrator and MSW Advisor</td>
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Child Welfare Training & Advancement Program (CWTAP)

| Rick Butt, Regional Director, CWTAP Director & Teaching Associate | Rick Butt, Regional Director, CWTAP Director & Teaching Associate |
| Tammy Inselman, Field Instructor and Teaching Associate          | Tammy Inselman, Field Instructor and Teaching Associate          |
| Moniquetra Slater, Field Instructor and Teaching Associate       | Moniquetra Slater, Field Instructor and Teaching Associate       |
Mission and Goals of the School of Social Work and UWT Social Work Program

Mission of the School of Social Work

As members of the University of Washington School of Social Work, we commit ourselves to promoting social and economic justice for poor and oppressed populations and enhancing the quality of life for all. We strive to maximize human welfare through:

- Education of effective social work leaders, practitioners and educators who will challenge injustice and promote a more humane society, and whose actions will be guided by vision, compassion, knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths;

- Research that engenders understanding of complex social problems; illuminates human capacities for problem-solving, and promotes effective and timely social intervention; and

- Public service that enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels.

We embrace our position of leadership in the field of social work and join in partnership with others in society committed to solving human problems in the twenty-first century.

Program Goals of the UWT BASW Program

The UWT BASW Program has the following overarching goals:

- To prepare entry-level baccalaureate social workers for generalist practice in a multicultural context that is rooted in knowledge and skills for understanding and solving complex social problems within the values of professional social work.
- To prepare generalist social workers who can be informed and effective leaders able to understand and take action to challenging injustice and promoting social and economic justice.
- To foster a comparative and critical examination of social welfare and social work history, policies, research, and practice interventions in the education of social work practitioners dedicated to public service that promotes a more humane society.
- To prepare for graduate education.
- To provide access to social work education to residents of the south Puget Sound Region.
The BASW Curriculum

BASW Program Curriculum Goals

Keeping in mind the goals of the BASW program, graduates of the BASW program are expected to:

1. Apply entry-level social work practice skills to individuals, families, groups, communities, tribes, and organizations.

2. Demonstrate an ethical and just professional use of self and the ability to use supervision and consultation.

3. Practice effectively within agencies and delivery systems and identify, plan and pursue needed agency and system changes aimed at promoting social and economic justice.

4. Demonstrate knowledge of and commitment to social work values and ethics through effective social work practice.

5. Demonstrate understanding and appreciation for differences based on gender, ethnicity, race, religious creed, sexual orientation, class, and physical and developmental disabilities.

6. Identify the ways in which oppression, colonization, privilege, discrimination, and social and economic disadvantage contribute to complex human welfare problems.

7. Understand the strengths and empowerment perspectives in social work practice, policy, and research in order to promote social and economic justice.

8. Understand and describe the comparative history of social welfare and social work systems in the United States as well as the emergence of social work as a profession.

9. Understand the growing prevalence of economic inequality, the distribution of poverty and societal remedies to resolve these problems.

10. Analyze the impact of social policies on people (both clients and workers), agencies, communities, service systems, and nations including the American Indian and Alaska Tribal Nations.

11. Understand and critically apply theoretical frameworks to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, tribes, and communities).
12. Demonstrate knowledge and skills in social work research methods used to develop and evaluate interventions and social service delivery systems.

13. Understand, use and promote evidence-based methods in generalist social work practice.

14. Use effective oral and written communication skills with a range of client populations, colleagues and members of the community.

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**Council on Social Work Education Competencies and Practice Behaviors For BASW and MSW Students**

The Council on Social Work Education (CSWE), through its Educational Policies and Standards (EPAS), sets the overall goals for social work education at both the undergraduate and graduate level. These goals are manifested through 10 Core Competencies and the multiple Practice Behaviors that accompany them. The Practice Behaviors are measured in the classroom as well as in the field through the field experience. In the field, mastery of Practice Behaviors and the Competencies they reflect is achieved through the development of Learning Activities in the individual field site. The 10 Core Competencies and the Practice Behaviors which undergraduate students are expected to achieve are:

1. **Identify as a professional social worker and conduct oneself accordingly.**

   **Practice Behaviors:**
   a. advocate for just social structures (e.g., institutions & systems).
   b. advocate for equitable client/constituent access to social work services, in the context of diverse and multidisciplinary settings.
   c. practice critical self-reflection to assure continual professional growth and development.
   d. attend to professional roles and boundaries.
   e. demonstrate professional demeanor (e.g., in my behavior, appearance, and communication).
   f. demonstrate ability to engage in career-long learning.
   g. engage in consistent use of supervision and consultation.

2. **Apply social work ethical principles to guide professional practice.**

   **Practice Behaviors:**
   a. recognize and manage personal values, so that professional values guide practice.
   b. make ethical decisions, in practice and in research, by critically applying the ethical standards of the NASW Code of Ethics and other relevant codes of ethics.
   c. tolerate and respect ambiguity in resolving ethical conflicts.
   d. apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions.
   e. understand the role of consultation and use consultation for ethical decision making.
3. Apply critical thinking to inform and communicate professional judgments.

Practice Behaviors:
   a. use critical thinking to distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client/constituent experience.
   b. critically analyze models of assessment, especially in relation to their cultural relevance and applicability and their promotion of social justice.
   c. critically analyze models of prevention, especially in relation to their cultural relevance and applicability and their promotion of social justice.
   d. critically analyze models of intervention, especially in relation to their cultural relevance and applicability and their promotion of social justice.
   e. critically analyze models of evaluation, especially in relation to their cultural relevance and applicability and their promotion of social justice.
   f. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with individuals.
   g. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with families and groups.
   h. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with organizations and communities.
   i. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with colleagues.

4. Engage diversity and difference in practice.

Practice Behaviors:
   a. recognize and articulate the ways in which social and cultural structures -- including history, institutions, and values -- oppress some identity groups while enhancing the privilege and power of dominant groups.
   b. develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values in working with diverse groups.
   c. recognize and dialogue with others about the role of difference and the multiple intersections of oppression and privilege in shaping a person's identity and life experiences.
   d. engage the knowledge, strengths, skills, and experience of clients/constituents in social work practice.

5. Advance human rights and social and economic justice.

Practice Behaviors:
   a. understand and articulate the forms and mechanisms of oppression and discrimination and approaches to advancing social justice and human rights.
   b. advocate for and engage in practices that address disparities and inequalities and advance human rights and social and economic justice.

**Practice Behaviors:**
- use client/constituent knowledge to inform research and evaluation.
- use practice experience to inform research and evaluation.
- use qualitative research evidence to inform practice.
- use quantitative research evidence to inform practice.
- apply research literature on social disparities when selecting and evaluating services and policies.

7. Apply knowledge of human behavior and the social environment.

**Practice Behaviors:**
- apply theories and conceptual frameworks relevant to understanding people and environments across systems levels.
- critique and apply human behavior and social environment theories and conceptual frameworks to assessment, intervention, and evaluation at multiple systems levels.

8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**Practice Behaviors:**
- use critical understanding of the history and current form of US social welfare and social service policies (e.g., institutions, governance, and financing) to formulate policies and strategies that advance social and economic justice.
- use critical understanding of the history and current form of US social welfare and social service policies (e.g., institutions, governance, and financing) to formulate policies and strategies that improve social service delivery.
- collaborate with colleagues, clients/constituents, and others to advocate for social and economic justice to effect policy change.

9. Respond to contexts that shape practice.

**Practice Behaviors:**
- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services.
- engage in efforts to promote sustainable changes in service delivery to alleviate disparities in the access and utilization of services to lessen the disproportionate representation of persons of color in systems of care.
- recognize and understand the local-global context of practice.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Practice Behaviors:**
**Engagement:**
- engage with individuals in the context of diverse and multidisciplinary settings.
- engage with families and groups in the context of diverse and multidisciplinary settings.
c. engage with organizations and communities in the context of diverse and multidisciplinary settings.
d. use listening, empathy, and other interpersonal skills to establish rapport and engage with diverse populations in diverse contexts.
e. develop mutually agreed upon focus of work and desired outcomes with clients/constituents.
f. use a strengths perspective when working with individuals, families, groups, organizations and communities.

Assessment:

g. collect, organize, and interpret client/constituent/system data (e.g., strengths, stressors, and limitations) to assess client/constituent needs.
h. assess client/constituent/system strengths, stressors, and limitations.
i. identify and select appropriate and culturally responsive intervention strategies.

Intervention:

j. initiate actions to achieve client/constituent/organizational goals.
k. implement prevention interventions that enhance client/constituent capacities.
l. help and empower clients/constituents to resolve problems.
m. negotiate, mediate, and advocate for clients/constituents.
n. facilitate transitions and endings with clients/constituents.

Evaluation:

o. critically analyze, monitor, and evaluate interventions.
To qualify for graduation with a Bachelor of Arts in Social Welfare, a student must complete a minimum of 180 credits as outlined below:

- Satisfy all general university requirements and social welfare prerequisites.
- Complete the following coursework prior to graduation:
  - 57 credits of required BASW core classes
  - 10 credits of approved Social Welfare electives
  - 23* credits general electives (100-400 level courses)
  - 90 credits total

### JUNIOR YEAR (1ST YEAR)

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<td><strong>TSOCWF 300</strong> Historical Approaches (5)</td>
<td><strong>TSOCWF 311</strong> Social Welfare Practice II (3)</td>
<td><strong>TSOCWF 312</strong> Social Welfare Practice III (5)</td>
<td>13 cr. Electives** Attendance during summer quarter may be optional. Consult with the program adviser.</td>
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<tr>
<td><strong>TSOCWF 310</strong> Social Welfare Practice I (3)</td>
<td><strong>TSOCWF 320</strong> Contemporary Approaches (5)</td>
<td><strong>TSOCWF 404</strong> Cultural Diversity and Social Justice (5)</td>
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**ALL TSOCWF courses listed above are sequential and may not be taken out of sequence.**
BASW courses provide instruction in required competencies and foundation practice behaviors: the knowledge and skills required for effective, accountable, beginning generalist social work practice with individuals, groups, organizations, and communities. They also socialize students to the profession, its values, ethics, and history.

**TSOCWF 300 Social Welfare: Historical Approaches (5)**
This historical course stresses the origins and development of social welfare policy and programs, starting with the Elizabethan Poor Law of 1601 and ending with the Social Security Act of 1935. The persistence of poverty and the development of privately and publicly funded social welfare programs are central concerns in the course. The evolution of social work is included within this context.
This course is a prerequisite to TSOCWF 320.

**TSOCWF 310 Social Welfare Practice I (3):** Purposes of the course are to provide a conceptual framework for social work practice with individuals, families, small groups; an introduction to the roles, tasks, and functions of the social welfare practitioner and to theories and methods of intervention; and to develop skills in problem assessment, intervention, termination, and evaluation. No prerequisites.

**TSOCWF 311 Social Welfare Practice II (3):** Introduction to the roles, tasks and functions of the social welfare practitioner and to theories and methods of intervention; a conceptual framework for social work practice with individuals, families and small groups; and an opportunity to develop skills in problem assessment, intervention, termination and evaluation. Prerequisite: TSOCWF 310.

**TSOCWF 312 Social Welfare Practice III (5):** This course is the third course in the practice sequence and focuses on macro systems in a diverse society using the generalist perspective. The implications of system resources and configurations for meeting human needs are considered. The role and function of generalist social workers to understand and advocate for system development and change is emphasized. Prerequisite: TSOCWF 311.

**TSOCWF 320 Social Welfare: Contemporary Approaches (5):** This course emphasizes policy and program development in social welfare since 1935. Policy formulation as well as current policies regarding income maintenance proposals, emerging programs to treat specific social dysfunctioning (e.g., mental health services) and the reform attempts in contemporary society are course concerns. Prerequisite: TSOCWF 300.

**TSOCWF 390 Introduction to Social Welfare Research (5):** Introduction to the logic of the scientific method as applied to social work and social welfare practice, to the design and conduct of a research study, to data collection and summarization, and skill development in critical consumption of social welfare research. Computer lab utilized. Prerequisites: Students are required to take a course in introductory statistics.
**TSOCWF 402 Human Behavior & Social Environment I (5):** Focuses on person-in-the-environment for individuals and family development across the life span. Utilizes developmental and social systems perspectives in seeking to understand and influence human behavior across diverse backgrounds. Dynamics and processes of families, small groups, organizations and community systems are addressed.

**TSOCWF 404 Cultural Diversity and Justice (5):** The purpose of this course is to provide students with foundation knowledge necessary for generalist social work practice with those disadvantaged and oppressed populations who are underserved in public sector practice. It provides a forum for students to explore their own values, beliefs, and behaviors and how they may affect their future practice with people who are different. Students explore some of the critical issues in race, class, gender, sexuality, disability and other societal forces that affect human functioning. An important outcome is to understand how social workers can use knowledge of diverse groups to build alliances and develop effective working relations.

**TSOCWF 405 Practicum Seminar (3; maximum 9):** This seminar meets weekly. The primary purpose is to enhance student integration of social work practicum experiences with prior and concurrent course work in the social sciences, social work, and research. Methodology includes discussion, class presentations, and simulations of practice situations which combine knowledge and skill utilization. Student logs provide a basis for individual goal identification and achievement. Taken concurrently with Practicum (TSOCWF 415). Students must complete 9 credits. Prerequisite: TSOCWF 310-311-312.

**TSOCWF 415 Practicum (4; maximum 12):** Practicum (also known as Field Education) incorporates and builds upon content and skills acquired in the required curriculum for Social Welfare. In a selected community agency the student is provided the opportunity to develop social work knowledge and skills under the supervision of an experienced social worker. Emphasis is placed on development of the knowledge, perspectives and skills needed for practice with individuals, families, groups, organizations and communities.

In addition, the development of culturally competent practice and planned social change skills are an integral part of Field Education and are seen as critical for the effective delivery of social services.

After consultation with a Field Faculty member during Spring Quarter of the first year, students are referred by the Field Faculty to selected social service agencies. During autumn quarter of the second (senior) year, students enter the agency to accept social service assignments under the supervision of a qualified Field Instructor. A total of 480 clock hours are required over 3 quarters (12-15 hours per week). Prerequisite: TSOCWF 310-311-312. CR/NC only.

**IMPORTANT NOTES:**

1) If you are employed full-time, it will likely be necessary to make changes in your work schedule or other commitments to complete the Practicum requirements of the Program.

2) Practicum Course Fee: At the time of registration a $50.00 course fee will be assessed for each course section of T SOCWF 415: Practicum added to your schedule. The fee goes toward costs associated with administering field education. *The practicum course fee is subject to change.*
Field Education in the BASW Program: UWT Social Work Program

Overview of Field Education in the Social Work Program

Field Education is an integral component of social work education. It is a partnership between the Social Work Program and social service organizations who work together to help students integrate theory and practice. It is conducted in the field by professional social work practitioners selected by community agencies and approved by the faculty of the UWT Social Work Program and the School of Social Work. As part of the total BASW curriculum, Field Education provides students with an opportunity for the development and enhancement of social work knowledge and skills with individuals, groups, families, organizations and communities. Fieldwork also allows students to build an understanding and appreciation of the many ways a scientific and analytic approach to knowledge-building informs and is informed by professional practice.

Assumptions:
Certain underlying assumptions guide the organization and implementation of Field Education and give direction to agency personnel and University faculty involved in Field Education.

1. Field Education is necessary to translate social work knowledge effectively into practice skills and competence.

2. Agencies and the BASW Program share a commitment to the highest standards of social work education. Agencies providing educational opportunities for students through the expertise of their Field Instructors supplement coursework by demonstrating how social work theories and principles of empowerment, social justice, multiculturalism and social change are reflected in professional practice.

3. The BASW Program, the agency and the student share a common commitment to education as the primary purpose of Field Education. Service to the agency, its clientele and the community are secondary purposes and result from the student's involvement in practice organized around educational objectives, which are individualized in a learning contract.

4. Field Education must present opportunities for students to become knowledgeable about social welfare and social work practice within the larger community contexts of socioeconomics, geopolitical systems, patterns of population growth and distribution, globalization trends, and other structural elements of Western and international societies. In addition, Field Education must include opportunities for students to become
sensitive to the broad issues and trends in social welfare services, policy, advocacy, and justice movements. The current realities and dilemmas of social service delivery systems should be examined in light of the latest research and practice wisdom regarding program evaluation and development challenges, prevention guidelines, social change methodologies, and professional vision.

5. Field Education must provide opportunities for students to gain experience in working with a diverse range of persons and, with assistance from the Field Instructor, in understanding the relationship of strengths, values, beliefs and unique attributes in clients’ social identities, including age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

6. The Field Instructor must model social work values and ethics and provide instruction about values and ethics and their implications for social work practice.

Practicum is an educational/learning experience required for academic credit:

One of the many purposes of Field Education is to provide a “practicum” experience for social work students that prepares them for autonomous professional social work practice/leadership. Field Education is the central pedagogy of social work education and is structured around a classroom experience. The integration of theory and practice is central to social work education and students are required as part of their academic program to have supervised field learning experience/s (practicum/s) where required competencies and practice behaviors are mastered. These learning experiences are under the supervision of a Field Instructor from the agency of placement and a Field Faculty member from the Social Work Program.

These learning experiences are not work opportunities or job experience; on the contrary they are supervised educational/learning experiences. Students do not have independent responsibility/decision making authority and must receive their assignments/guidance/plan for learning from the Field Instructor and/or Field Faculty.

Students are required to engage in the development of a Learning Contract with the Field Instructor and Field Faculty member from the Social Work Program. The Learning Contract spells out specific learning activities for the academic year. Students and Field Instructors meet weekly at a minimum to discuss learning activities from a Social Work perspective and to evaluation learning/mastery of the competencies.

In addition to other conversations and information we have and will be sharing with you related to the field education experience the information below is provided with hopes of being clear as to expectations of students while they are in placement for their field education learning experience. This learning experience is educational in nature and based on articulated competencies and practice behaviors and is attached to academic credit. It is anticipated/expected students cooperate with the Social Work Program/their assigned Field
Faculty to ensure at all times they are engaged in a supervised learning/educational experience. This experience is not a job/work nor should it be viewed at any time as taking the place of agency staff or workload mitigation.

We encourage you to contact our Office of Field Education if you have any questions. Please contact Tom Diehm, UW Tacoma Field Coordinator at 253-692-5823 or email him at tdiehm@uw.edu

In 2010, the U.S. Department of Labor (DOL) established regulations regarding internship programs in relation to the Fair Labor Standards Act (FLSA) (http://www.dol.gov/whd/regs/compliance/whdfs71.pdf)

A practicum placement may be considered exempt from minimum wage and overtime requirements if it meets all six of the following criteria developed by the Department of Labor:

1. The internship, even though it includes actual operation of the facilities of the employer, is similar to training which would be given in an educational environment;
2. The internship experience is for the benefit of the intern;
3. The intern does not displace regular employees, but works under close supervision of existing staff;
4. The employer that provides the training derives no immediate advantage from the activities of the intern; and on occasion its operations may actually be impeded;
5. The intern is not necessarily entitled to a job at the conclusion of the internship; and
6. The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

If all of the factors listed above are met, an employment relationship does not exist under the FLSA, and the Act’s minimum wage and overtime provisions do not apply to the intern. The Council on Social Work Education has reviewed this information and has released a statement clarifying that any unpaid social work field education placements must meet all 6 of the DOL criteria. At this time, CSWE has indicated that these same criteria apply even to placements in the public and not-for-profit sectors.

From the CSWE statement (http://www.cswe.org/File.aspx?id=68965):

Field education, as articulated in the CSWE Educational Policy and Accreditation Standards, is clearly within the guidelines of the Department of Labor regulations for an educational internship and does not require payment. Social work field education meets the following stipulations:

- Field education is associated with an academic program at an accredited institution of higher learning.
- Field education is structured around a classroom or academic experience, with articulated learning objectives/competencies.
- The college or university exercises oversight over the internship program and provides educational credit.
• The field education experience is supervised by social work program personnel; there is an agreement between the program and the field site and a learning contract between the student and the site.
• The Social Work Field Education program is meant to be solely educational and provide training to prepare the professional social worker. It is not meant to supplant or replace existing employees of social work within the field education program site.
• The field placement is meant to provide an educational and training opportunity to the social worker, and is not meant to provide any immediate advantage to the employer or the field site.

Adult Learning:
Our approach to Field Education is based on theories related to adult learning and applied learning. It is our belief that an applied profession, such as social work, must provide applied learning opportunities for students attempting to master and synthesize social work knowledge, values and skills. It is our further belief that the application of adult learning theory is particularly appropriate in a setting in which learning takes place through active rather than passive means. Adult learning theory suggests that graduate students take the initiative and responsibility for their ongoing education and lifelong learning.

Experiential Learning:
Adult Learning Theory emphasizes experiential learning that begins with the learner’s knowledge and experience, and builds on that base by adding new information, theory and application, immediate application of learning, evaluative feedback, and self-evaluation.

Student/Teacher/Field Instructor Partnerships:
Consequently, we emphasize a teacher-learning partnership and student/field instructor equity in processes related to educational assessment, learning style assessment, and field education contracting and evaluation. Effective learning also requires students and Field Instructors to actively question theory and practice through critical thinking and self-reflective learning. Instruction is provided by the Field Instructor on site in the agency. Teaching approaches include individual supervision, discussion, simulation, assigned cases and/or projects, readings role plays, and, in some cases, group seminars for students in some agencies with multiple students.

Classroom and Field Integration:
The integration of class and field occurs through many efforts and methods. Students are given class assignments that relate to their field placement and, conversely, they are required to give copies of their course syllabi to their Field Instructors. Field Instructors are trained to reinforce and support School principles, including evidence-based practice and the integration of theory and practice. Field Instructors are given an explanation of the curriculum during training sessions and are alerted to specific assignments that must be carried out in the field. Field Faculty reinforce this critical function of field instructors on agency/student liaison visits. The Field Manual, which is available electronically or in hard copy to students, faculty, and Field Instructors includes a detailed description of the foundation and concentration curricula, and all policies, procedures and resources of the BASW Program.
Field Education Advisory Council

In order to strengthen linkages and partnership between the School of Social Work, Field Instructors and community agencies, a Field Education Advisory Council has been established. The Field Education Advisory Council provides consultation to the School of Social Work Classroom Faculty and Field Faculty regarding Field Education curriculum, policies and procedures as well as coordination between classroom and field learning experiences.

The mission of the Field Education Advisory Council is to promote excellence in Social Work Field Education. To accomplish this mission, field education will be integrally linked with academic curriculum. Field instructors and classroom faculty are partners in the educational process, respecting and valuing the complementary roles that each serve. Effective integration of academic and field curricula is founded on the principle of open, clear and frequent communication.

Accordingly, the Council will promote the following goals and objectives:

1. Develop and implement mechanisms of interaction among field instructors and classroom faculty and staff for the purposes of curriculum development, instruction and evaluation.
2. Develop standards of excellence in field instruction.
3. Recognize contributions of field instructors to the education of social work students.
4. Include field instructors on School of Social Work committees that are relevant to field instruction.
5. Increase opportunities for the continuing education of field instructors, including training and conferences.
6. Increase classroom faculty participation in field education and increase field instructors’ participation in classroom education.

In keeping with the mission of the School of Social Work, the Council is committed to collaboration with a wide range of agencies, professional organizations, community groups and academic disciplines. The Council also seeks to enhance a sense of community among field instructors, field and classroom faculty, administration, students and staff.
The Office of Field Education is directed and managed by the Director of Field Education, in collaboration with the Associate Dean of Professional Development and Community Partnerships. The Associate Director of Field Education and Field Faculty members provide and facilitate the critical link between the School of Social Work, students, and the community which supports the integration of class and field in a collaborative partnership and learning experience.

The Office of Field Education develops and administers policy affecting Field practices, procedures, and planning including the placement process; reviews and resolves field policy issues or conflicts emanating from and between the MSW Foundation, the MSW Advanced curriculum and the BASW Program; oversees administrative procedures necessary for Field Education management; establishes and maintains central files of Field sites; develops workshops and seminars for field instructors, and provides liaison support to students and field agencies.

**UW School of Social Work Office of Field Education**

Leon Preston, Director of Field Education  
Stan DeMello, Assoc. Director of Field Education  
Cheryl Yates, Program Coordinator for Field Education  
Tracey Coleman, program Coordinator for Field Education

**Seattle Field Faculty**

Michelle Bagshaw  
Jennifer Brower  
Lynn Carrigan  
Stacy deFries  
Cynthia Dickman  
John Allen Hires  
J’May Rivara

**Tacoma Field Faculty**

Tom Diehm  
Teresa Holt-Schaad
Duties & Responsibilities of UWT Field Faculty

Field Faculty are responsible for recruiting agencies that support and affirm diversity, providing agency and student support through in-person field visits with the student and field instructor, contact by telephone and email, and through training of agency field instructors in field education requirements. Field Faculty are responsible for assessment of learning progress, clarification of field education requirements, assistance with the development of activities that build professional competencies, emphasizing the integration of theory and practice, monitoring the learning environment, mediating concerns, and re-placing students if they are unable to learn effectively in a particular agency.

Duties of Field Faculty

1. Contact assigned students and agencies by telephone and/or email early in the placement to facilitate introductions, provide information about availability and basic field requirements, offer to meet with any student who is not already known to the field faculty member or who have any questions or concerns.

2. Visit the agency at least twice during the academic year to meet with the student, Field Instructor, and any Task Supervisor, to provide support, education, monitoring, and assessment of progress; additional field visits will be made as needed to students and agencies requiring additional support and monitoring.

3. Review the student’s goals, strengths, progress, and needs before and during the field visit. It is the responsibility of assigned Field Faculty to keep student files update/current with all student related information (phone calls, e-mails, other documents relating to student communication from all related actors, completed forms, etc.).

4. Provide information and answer questions regarding Program expectations of students in field education sites, educational programs and policies, curriculum objectives, classroom experiences and assignments, and other field education requirements, and make suggestions for ways of applying classroom learning through field learning activities to build professional competencies.

5. Assist with the development of the Learning Contract and/or Evaluation if requested; and review the Contract and Evaluation for completeness and satisfactory progress towards competency attainment prior to assigning credit. The Field Faculty member will communicate with the student and Field Instructor regarding needed additions to the Contract or Evaluation, and will notify them of deadlines and consequences of missing or unsatisfactory paperwork.

6. Assess and address the effectiveness of the learning environment, quality of supervision, adjustment of the student to the placement, coordination between instructors and other agency personnel involved with students, and the fit of the field placement for the student’s goals, abilities, and learning style. Agencies must support and affirm diversity of students and
clients/constituents, and sign an Affiliation Agreement with the School that clarifies the responsibilities of each party.

7. **Provide on-going support and contact as needed to students and Field Instructors** in order to maximize learning and professional development. Field Faculty should be responsive to student questions and concerns in a timely manner, clarifying their schedules and other avenues of assistance when they are not available.

8. **Educate students and instructors about contacting the Field Faculty with any concerns** about a placement, so that the Field Faculty can work to resolve the issues. No change in field placement can occur without the approval of the Field Faculty member for that placement.

9. **Assist the student and instructor in giving direct feedback,** discussing and understanding principles of adult learning, competency criteria, and Essential Skills and Abilities, and in designing mechanisms for improving satisfaction and/or performance in field education, including written documentation of difficulties. Incidences and consequences of unprofessional or unethical behavior should be discussed in advance of the evaluation process, to afford students and instructors the opportunity to work towards resolution.

10. **Consult with the Field Instructor about student difficulties** in field education and before making any changes of the placement sites.

11. **If a student is moved from a placement partway through a quarter,** the Field Faculty requests that the Field Instructor provide a written summary of the student’s learning activities up to that point in the quarter, along with summary of hours completed and recommendation for credit or no credit. The Field Faculty notifies the student about also submitting a written summary of learning and evaluation of the placement site.

12. **The Field Faculty re-places students** who have been asked to leave a field education site or who make that request themselves, subsequent to the above processes, and will provide the new Field Instructor with the previous evaluations or summaries of learning. The receiving Instructor will be responsible for making another written summary of activities and hours, assessment of progress, and recommendation for credit.

13. **Field Faculty may also refer a student to the Director of the Social Work Program** and/or make recommendations that a student be referred to the Social Work Program Conflict Resolution and Behavioral Review Committee.

14. **The Field Faculty insures the following documentation:**
   a) a summary of each liaison visit, to be placed in the student’s field education file and/or entered into STAR Database.
   b) a record of relevant meetings, calls, and emails with students and agencies, to be kept in the student file in the Field Education Office and/or in the STAR Database.
   c) documentation of actions taken regarding changes of placement.
Field Education in the BASW Program: Agencies & Field Instructors

Standards and Procedures for Certification of Agencies as Field Sites

School of Social Work-Agency Affiliation Agreements

When an agency has been identified as a possible Field Education site, a Field Faculty will confer with the agency representative and evaluate the possibility and appropriateness of an Affiliation Agreement. An Affiliate Agreement is a formal contract required and approved by the UW Health Sciences Administration, The School of Social Work (including the UWT Social Work Program) and the Attorney General’s (AG's) office to clarify conditions, risks, and risk management of a Field Education site.

Field Faculty will assess upon initial contact whether the agency is a clinical site that may require a negotiated agreement vs. a standard agreement, and whether the Affiliation Agreement must be completed prior to student interviews. This information should be given to the Program Coordinator for Field responsible for processing these agreements. In usual circumstances, the agreements are initiated after a student has been referred for placement; however, they should be in place before a student begins placement. Any possible exceptions to this policy will be made in consultation with the AG’s offices.

Once an affiliation appears mutually feasible, the Field Faculty will ask the agency representative to submit a Practicum Placement Data form with full information for students to review. Placement interviews can usually proceed with agency verbal approval prior to the Affiliation Agreement’s being signed. When a student is confirmed for placement, the agency should also submit biographical information or a resume for the proposed Field Instructor, to confirm the accredited MSW degree and date, as well as relevant experience in the practice to be taught.

Should an agency request that Affiliation Agreements be completed prior to the referral of a student, or acceptance of students, Field Faculty must communicate these conditions to the Office of Field Education and to students, so they do not contact the agency or begin placement until the agreements are signed by the administrators of both organizations.

Prior to interviewing at any agency that negotiates Affiliation Agreements, the Field Faculty should insure that the student understands any specific training, certifications, or other conditions that the agency requires for student placement.
The Office of Field Education initiates, tracks and reports on the progress of Affiliation Agreements and works with the Field Faculty to coordinate communication with students and Field Instructors and to facilitate completion of agreements in a timely manner.

**Collection of Placement Information**

Information regarding available placements, learning experiences and Field Instructors are collected twice a year. Agencies are asked to identify an Agency Student Placement Coordinator as well as available placement descriptions, names and MSW graduation dates of Field Instructors. In addition, each agency is asked a series of questions regarding general practice within the agency to determine if agency practice is in keeping with the School of Social Work mission and curriculum objectives (e.g. whether learning experiences are available with individuals, groups, families, communities, organizations, culturally diverse populations, etc.) These data allow Field Faculty to determine, for example, whether a Foundation student will be exposed to micro through macro practice experiences with diverse populations and whether an Advanced student will be able to learn skills and knowledge required by the Advanced curriculum.

**Expectations of the Agency**

1. The Agency should provide students with:
   - Learning opportunities/experiences in all Competencies in the BASW Field placement.
   - Opportunities for direct, supervised learning with clients, social service agencies and other community resources and organizations.
   - Opportunities for directed learning toward understanding professional values and ethics and their applications in social work practice.
   - Orientation to and training in working with agency policies and procedures.
   - Safety training, including policies and procedures related to exposures to blood-borne pathogens.
   - Agency implementation of the Health Insurance Portability and Accountability Act (HIPAA) of 1996.
   - Appropriate role definition and role modeling in professional social work behavior.
   - Opportunities to learn and to integrate empirically derived knowledge about assessment, intervention and the use of personal and environmental resources.
   - Opportunities for students to evaluate their own practice.
2. The agency must demonstrate acceptance of its responsibility to contribute to social work education. Agency policies and procedures must be compatible with the values and ethics of the social work profession, including affirmation of and support for diversity.

3. The agency should have sufficient staff to maintain its programs without reliance on students. The activities involved in the student's assignment are to be arranged on the basis of the student's learning needs and not to supplement the personnel of the agency.

4. The agency should be prepared to engage in planning with the BASW Program regarding student learning activities that prepare students to meet all Competencies in both Foundation and Advanced years of placement.

5. The agency is willing to jointly participate in the selection and preparation of Field Instructors and to allow the Field Instructor ample time to carry out teaching responsibilities, including time to attend meetings and workshops conducted by the Social Work Program. Training in field instruction is required for Field Instructors and may be obtained at the School of Social Work, at the agency through special arrangements, or online.

6. Field Instructors are expected to spend, at minimum, **one hour per week in regularly scheduled supervisory conferences** with their students who are in placement 16-24 hours per week. While individual supervisory sessions are seen as the cornerstone of instruction, supervisory/instruction requirements may be met, in part, through structured group supervision or a student seminar. Duration and frequency of supervisory conferences for students in placement less than 16 hours or more than 24 hours per week should be adjusted accordingly.

7. The agency will participate in the selection of students and must be willing to accept students without discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran.

8. The agency must demonstrate and practice non-discrimination policies in regard to staff and clients, and prohibit discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran.
Expectations and Responsibilities of the Field Instructor

1. The Field Instructor is selected by mutual agreement of the BASW Program and the Agency and must meet the following qualifications:

   a. Have an MSW degree from a CSWE-accredited social work program.
   b. Have at least two years of post-graduation professional social work experience.
   c. Be employed and on site in the Field Agency, on the agency Board of Directors or volunteer roster, or a member of a community agency participating in an active coalition with the agency on work on mutual interest.

   Exceptions must be approved by the appropriate Field Faculty member and may include faculty members from an accredited School of Social Work, BASW graduates with two years of post-graduation experience, or an outstanding MSW graduate with less than two years experience. In such cases a plan of support and evaluation will be put in place.

   Note: The Council on Social Work Education requires that Field Faculty insure adequate oversight of student placement. The Field Faculty will assess and address the needs of students in field placements where there may be need for increased oversight, such as international placements.

2. New Field Instructors must supply the Program with a resume and/or Field Instructor Biographical Form to verify their degree, date of graduation, and relevant expertise. They are also required to attend Social Work Program Field Orientation and Training Workshops, which focus on professional competency development, problem-solving and student evaluations. Instructors unable to attend such training can request site-specific training by Field Faculty.

   Note: Distance training methodologies are being developed for the Field Education website and will provide instructors the opportunity to review and respond to required Field Education material.

3. The Field Instructor must be willing to teach and evaluate students and be able to conceptualize and to effectively impart professional knowledge and skills. There must be the ability to adapt the foregoing to meet the individual needs and learning styles of students, including sensitivity to the affective aspects of socialization to the profession, the development of a professional identity and acquisition of professional knowledge and skills. Field Instructors are expected to differentiate between the process of teaching and of intervention and between learning problems and personal problems of the student. However, when appropriate, Field Instructors are expected to assist students in identifying the relationship between difficulties in field education learning and personal problems. The Instructor must also recognize the broad educational goal of preparation for social work practice rather than for specialized practice within a specific agency.
4. The Field Instructor has primary responsibility for finalizing the instructional curriculum for each student assigned, based on the Field Syllabus (see Appendix C) and utilizing the Educational Contract template to develop learning opportunities at the agency that will build Core Competencies and related Practice Behaviors. The Field Instructor must become familiar with the BASW Program’s goals and standards, the courses in which the student is enrolled, and the individualized learning needs of the student. The Field Instructor may confer with various faculty, participate in Field Instructor meetings called by the BASW Program, utilize the University library and other resources, and call upon the BASW Program to provide consultation.

The Field Instructor must facilitate the student’s orientation to placement in the first few weeks of the placement. This may be accomplished through a formal agency orientation program, or by one-to-one consultation with the Field Instructor.

Students and Field Instructors are expected to meet at least once per week in individual supervisory sessions to address students’ learning issues and needs. While individual supervisory sessions are seen as the cornerstone of instruction, supervisory/instruction requirements may be met, in part, through structured group supervision or a student seminar.

5. The Field Instructor must be nondiscriminatory with regard to race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran.

6. In the event that a student's learning in the Field Agency is not progressing satisfactorily, the Field Instructor should communicate with the appropriate Field Faculty to apprise him or her of the situation and work to develop a plan of correction, adjustment, or replacement.

7. The Field Instructor will represent the BASW Program in the agency, serving as an advocate for student training and for the students assigned to the Field Instructor. The Field Instructor is viewed by the BASW Program as an extension of the campus-based faculty, as well as an employee of the Field Education agency.

8. The Field Instructor, in collaboration with the student prepares a quarterly written evaluation of the student's progress towards competencies and practice behaviors and submits it to the BASW Program electronically via the STAR system at the end of the 10 week regular quarter. Late submissions will result in an "X" or Incomplete, depending on circumstance, and should be discussed in advance with assigned Field Faculty.

9. At the end of the last quarter of the field placement, students are asked to evaluate the Field Instructor, their placement, and Field Faculty. Field Instructors are asked to evaluate the Field Faculty and Office of Field Education. Evaluations are analyzed for necessary
Field Instructor Training

In addition to Field Instructor Orientation sessions and campus-specific trainings held at the Tacoma campus of the University of Washington, Field Instructors may access training sessions through the UW Seattle School of Social Work, described here:

To assist in the development from practitioner to educator, new Field Instructors and those without prior training in social work education are required to receive training in Field Education. The new Field Instructor Training Program consists of ten modules provided in all day and half-day workshops in Seattle and in community agencies as requested.

Modules include, but are not limited to: The Mission of Field and Curriculum Overview, Agency Orientation, Adult Learning, Learning Contract, Supervision, Integrating Theory and Practice, Evaluation, Ethics in Field, and Working with Challenging Students. Sessions are designed to include some lecture and mostly dialogue and materials for discussion/feedback.

The ten modules series is offered at least twice a year, primarily taught by Field Faculty with the occasional assistance of selected Field Instructors. Field instructors are notified at the beginning of each academic year of the Field Instructor Training Program schedule for the year, and alerted by email reminders to register. Registration occurs through online software managed by the Continuing Education section of the Department of Community Engagement, which also awards Continuing Education credits for each contact hour and a Certificate in Field Instruction to participants completing all modules of the basic training program.

Additional advanced field trainings are offered yearly in areas of the curriculum pertinent to field instruction. Past trainings have included faculty forums on social justice and experiential workshops on cultural competency, as well as lectures from visiting speakers and academic faculty. Field Instructors are surveyed on areas of training needs and interests and are invited to request that workshops be developed on specific topics.

Each module of the training is evaluated by the recipients to inform the planning of future training sessions. In 2010 two years of session evaluation data were summarized in both qualitative and quantitative reports, and a comprehensive examination of the Field Instructor Training program was conducted. This program evaluation is now being analyzed for potential revisions and improvements, including potential online training.
Field Instruction Policies of the UWT BASW Program

Following are general policies to guide the interaction between the UWT BASW Program and agencies providing field instruction to students. These policies serve as guidelines and reflect the common interests of all parties involved in Field Instruction. They are subject to modification as needed, but the guiding principle in their modification must be the "best educational interests of the student." While these policies are generally identical to those of the UW Seattle School of Social Work, some differences exist based on the context in which the part-time UWT program operates. Note: Field Instructors should also review Policies and Information directed specifically toward students beginning on page 32.

1. The School in cooperation with the practice community provides a broad range of Field Education opportunities. Field Faculty recruit and assess sites according to specific criteria, including non-discriminatory policies, willingness to sign an Affiliation Agreement, identification of an experienced MSW to instruct in that field of practice, and support of the Program's mission.

2. The School administers the Field Education Program through the provision of staff and faculty resources for coordinating and monitoring student learning. The School's responsibilities include: setting educational objectives, implementing CSWE competencies and setting standards for practice behaviors, selection of Field Education sites and approval of Field Instructors, assignment of students to Field sites and the provision of support services, seminars and workshops for Field Instructors.

3. Placement: Students must be in good academic standing before placement in a field education site. Placement is dependent on the faculty judgment of students' readiness for placement in an approved agency. Readiness for a field placement means that a student has the motivation and skills to pursue the educational objectives outlined in the Field Manual, and meets the Standards for Essential Abilities and Attributes for Admission and Continuance in the School of Social Work.

Assignment and placement of students are made on the basis of educational needs as determined by Field Faculty with input from students. In order to broaden knowledge and skills, students are encouraged to consider settings which are different from their previous experiences for the Foundation Field Education experience. Students must complete a combination of micro, mezzo, and macro learning experiences in the Field Education placement as well as all BASW Competencies and Practice Behaviors.

Students are placed in agencies which will provide practice experiences with diverse client populations. Students and agencies must have a clear understanding that the Field Education placement is part of the student’s overall educational program and not a job placement. **Students do not arrange their own field education placement.** Assignment of students is made without discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran.
4. **In order to begin the Foundation Field Education**, students must meet criteria as specified above. If a student disagrees with the decisions of academic and/or Field Faculty and wish to challenge that decision, they should first approach the Field Faculty member him/herself, and may then pursue the Social Work Program Grievance procedures outlined in the BASW Program Manual.

5. **Incompletes in Field Education** must be credited no later than the end of the following quarter. The Field Faculty will notify the Field Instructor and student at the beginning of the following quarter that the Incomplete must be cleared and the current quarter hours completed by the end of the quarter. If a student is not able to complete the credits in question, the Field Faculty must review the situation with the Director of the Social Work Program. Together they will determine the need to refer the situation to the Social Work Program Conflict Resolution and Behavioral Review Committee. Incompletes in Field Education may have an impact on a student's financial aid eligibility. The student should consult with Financial Aid personnel for more detail.

6. **If a student receives a failing grade** (2.6 or below or NS or NC) in a BASW required course, the student's status will be reviewed by Field Faculty and the Social Work Program Director. Students are required to repeat any required course which they fail and dependent on the scheduling of required courses, such a repeating of a course may result in a delay in graduation from the program. A failed course may impact a student's ability to continue in their field placement.

7. **Immunizations:** Students must be compliant with University of Washington Health Sciences Immunization requirements before starting their Field Education Placement and while in Placement, including yearly TB tests and readings. These requirements are in addition to immunizations necessary for admittance to the University. The Social Work Program will not grant exceptions to the immunization requirements. Any questions regarding immunization compliance should be directed to the Health Sciences Administration at MyShots@uw.edu.

8. **If a student becomes noncompliant with Field Education requirements** during any quarter of the academic year placement will be suspended until they have become compliant with all requirements. *If a signed and approved Learning Contract and/or Acknowledgement of Risk Form is not on file by the end of the fifth week of placement, the student will not be allowed to continue in their placement.* Field instructors and students will be notified that students cannot return to placement until these requirements are met and all time missed must be made up to receive credit. All plans to make up placement time must be approved by Field Faculty.

10. **The Field Education Agency and/or the BASW Program have the right to terminate a student's placement** following consultation between the Field Instructor and the Field Faculty. Field Faculty will consult with the Social Work Program Director to determine next steps for students.
11. Students may use the Social Work Program Conflict Resolution and Behavioral Review Committee or the services of the Ombudsmen to address serious concerns they may have regarding a placement, Field Instructor, or Field Faculty or the recommendations of a Field Instructor, Field Faculty, or the Social Work Program Director.

12. Conditions for placement in agencies of employment: Students may not generally utilize their job as a field experience. No course credits or exemptions are granted on the basis of life experience or previous employment. However, the following option is available, pending approval by Field Faculty. Under agreed circumstances, students may propose to their Field Faculty to develop a separate Field Education placement in their social service place of employment in either the Foundation or Advanced year. An Agency of Employment proposal template (see Appendix B) must be completed to clarify student and agency ability to differentiate roles and provide new learning in an educational environment that does not affect or conflict with work responsibilities. Other conditions also apply. For more detail on Agency of Employment proposal policies, see page 33 or Appendix B.

13. In instances where issues have been raised by a Field Instructor and/or Field Faculty related to a student’s difficulties in meeting the Field Education Competencies and Practice Behaviors or achieving the standards and/or the student’s lack of adherence to the Standards for Essential Abilities for Admission and Continuance in the School of Social Work, or other such related issues, that student may be required to complete additional hours and/or credits of field education above and beyond the School’s stated graduation requirements. In those cases the requirement of additional hours and/or credits will be specified to the student in a written plan. This plan must be approved by the field education site, the Field Faculty, and the Social Work Program Director prior to implementation.

14. Task Supervisors: A student can be placed in an agency or agency unit without an MSW on site, if the agency can identify an on-site employee willing to be responsible for the student on a day to day basis for learning assignments, administrative assistance, oversight of daily operations, issues needing immediate attention. The Task Supervisor must coordinate the student's learning plan and progress with an approved MSW Field Instructor (see #15).

15. The agency must have or develop a formal relationship with the MSW instructor as an employee, a member of their Board, as a volunteer, or on the faculty of the School of Social Work or UWT Social Work Program, so that the MSW instructor can understand, interpret, and effectively advocate within the agency system for the student’s learning. The agency must also agree to support the Task Supervisor in meeting with the student and MSW instructor to develop a joint approach to student instruction.

16. The MSW instructor will oversee the student’s learning through regular supervision in individual or group meetings and help the student integrate social work theory into practice. The MSW instructor will work with the agency Task Supervisor in the development of the Learning Contract and Quarterly Evaluations to support professional competency development. Both the MSW instructor and task supervisor should clarify roles and relationships for the
student, so there are clear lines of communication and accountability, and meet together periodically to reinforce collaboration and to prevent confusion and conflict.

17. **The SSW Field Faculty is available to assist** in the exploration and implementation of these split supervision arrangements. The Task Supervisor, as well as the MSW instructor, will be provided with field instruction training opportunities and materials, as well as Field Faculty support during the placement.

18. **Roving Field Instructor**: In some instances, the Social Work Program may assign a “roving Field Instructor” who will provide MSW supervision in agencies with strong social service programs, but no available MSW to provide supervision. The Roving Field Instructor will be an employee of the Social Work Program, but will work closely with the agency to provide the type and amount of supervision required to maximize the student’s learning experience and meet Program requirements. The Roving Field Instructor will be responsible for all activities and deadlines ordinarily the responsibility of an agency-based Field Instructor.

19. **Field Faculty review and discuss experiences and evaluations** of students, agencies, field instructors, field instructor training, and field education processes during regular and special meetings in order to insure timely and ongoing improvements to field education. Significant changes and program enhancements are also discussed with the Practicum Advisory Committee and disseminated through field liaison visits and student and agency notices. Records of these decisions are kept in minutes of the meetings.
Affiliate Instructor appointments to the faculty of the University of Washington, Tacoma Social Work Program may be made to those Field Instructors who hold a primary appointment with an outside agency or non-academic unit of the University.

The appointments are a form of recognition for those practitioners whose contributions to the educational mission of the Social Work program have been continuous and substantial. Contributions to the Program ordinarily refer to Field Instruction, but may also include responsibilities for planning and coordinating social work instructional programs for students within the agency.

Qualifications for appointment to the rank of Affiliate Instructor requires the promise of a successful career of community service as evidenced by possession of a social work degree from an accredited social work program, a minimum of five years of professional social work experience, responsibility for field instruction in at least three of the previous five years, and the expectation that such responsibilities will continue. In extraordinary circumstances, the faculty may propose the appointment of individuals who do not meet the minimum qualifications for the rank of Affiliate Instructor, but who advance the mission of the Program through their University affiliation and agency roles.

**Procedures for Initial Appointment**

The appointment process begins each year with the identification by the UWT Field Faculty of Field Instructors considered eligible for Affiliate Instructor status and culminates in action taken by the Board of Regents.

1) The lead UWT Field Faculty member will send written notification to each eligible of his/her eligibility by the end of the Autumn quarter and will request a reply of interest in pursuing the appointment. The reply must be received by the date specified in the letter to the nominee.

2) The nominee is responsible for collecting and assembling materials pertinent to the appointment, which include: 1) a curriculum vitae or resumé; 2) two letters of recommendation from a student, colleague, or supervisor; 3) the recommendation of a UWT Social Work Field Faculty member 4) a UW Biography form; and 5) any other documents that may be required by the Program or the University. These materials will be submitted to the lead Field Faculty member by the deadline specified in the letter to the nominee.

3) The appointment materials will be forwarded to and reviewed by the voting faculty. A ballot will be issued to all voting faculty by the lead Field Faculty member with a return deadline.
4) After compiling the votes from the faculty, the lead Field Faculty member will forward the results to the Program Director for his/her action.

5) The Director will make her/his recommendations for Affiliate Instructor appointment to the UWT Vice Chancellor for Academic Affairs (VCAA) no later than April 30. The VCAA will follow University procedures for Affiliate Instructor appointment in relation to approval by the President and Board of Regents.

6) The voting faculty and nominee(s) shall be notified of the outcome of the faculty vote no later than May 31.

Renewal of Appointments

The lead Field Faculty member will have primary responsibility for preparing recommendations to the faculty annually for the renewal of appointments. Those individuals who no longer wish to retain the appointment, or who no longer meet the minimum requirement for renewal (e.g., no longer supervise field students; have retired) will not have their appointments renewed.

Note: The UWT Affiliate Instructor appointment is campus-specific and does not apply to the Seattle campus of the University of Washington. The School of Social Work has a separate application procedure for affiliate faculty appointment to the Seattle campus. Interested Field Instructors should consult the Office of Field Education in Seattle for details.
Field Education in the BASW Program: Students

Requirements for Credit

In order to receive a grade of "credit" in Field Education classes, the student must be in compliance with all of the policies and procedures described in this manual. Further, required documentation for the placement must be completed and submitted through the STAR system on time (see page 42 for more information on use of STAR). Specifically, the following documentation must be received:

1. **Learning Contract**, electronically signed by student and Field Instructor on STAR; this includes the Acknowledgement of Risk (AOR) form which is accessed by the student in the electronic signature block of the Learning Contract. Failure to indicate acceptance of the AOR will result in suspension of the Field Education placement.

2. **Quarterly Evaluations**, electronically signed by student and Field Instructor on STAR. Evaluations must include the number of field hours completed and a recommendation of "Credit" by the Field Instructor.

3. **Compliance with Immunization requirements** of the Health Sciences Administration. See page 35 for additional detail.

Procedures for Student Placement in Field Agencies

The undergraduate field placement (TSOCWF 415) consists of 480 hours in a single Field Education agency in which the student can obtain instruction and experience at the micro, mezzo, and macro levels. Field Education sites are placements which will contribute to a student’s breadth of knowledge and experience and which will allow them to meet the curriculum Competencies and Practice Behaviors of the BASW Field Education Syllabus and Learning Contract. Field Education placements for BASW students begin in the Autumn quarter of the Senior year and run concurrently with the Field Seminar (TSOCWF 405). The student-related process for Field Education placement is as follows:

1. All students will attend a mandatory Field Education orientation session, held during Winter quarter. Students will receive an overview of Field Education requirements and procedures. They will also be trained on the STAR system if that has not yet been done. At the orientation, students sign up for individual meetings with their assigned Field Faculty member.
2. During Spring quarter, the Field Faculty meet with students individually to determine their interest areas, existing strengths, and the areas where they are in need of growth and learning opportunities. Together the student and Field Faculty member identify an agency which meets those needs and which is able to provide the micro-mezzo-macro experience requisite for the BASW placement.

3. The Field Faculty will communicate to agencies the names and backgrounds of students being referred to them to interview for placement.

4. The Field Faculty will provide the student with agency contact information. The student then contacts the agency directly to set an interview appointment and follows through with that interview, providing any additional information the agency might request.

5. The field agency will notify Field Faculty and the student of their decision about placement, at which point the student may accept or decline the offer. If the student declines the offer, they will work with the Field Faculty to identify other Field Education sites. If they accept the offer, this is confirmed in writing and/or e-mail.

6. The student will follow up with the agency for any orientations, trainings, or other requirements that might exist in order for them to begin their placement on the first day of the quarter.

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**Placements in an Agency of Employment**

The use of the social service agency where a student is employed for field placement may be proposed by students. Evaluation and approval of the proposal is done on a case-by-case basis and is solely at the discretion of the Field Faculty member working with that student.

**Requirements**

1. The proposal must be designed in such a way that its implementation will facilitate the student’s development as a professional social worker by providing opportunities to pursue and achieve the educational objectives for the curriculum in which the student is enrolled.

2. The proposal may not include or in any way duplicate the roles, tasks, or responsibilities for which the student is employed by the agency.

3. The objectives of the field course as stated in the Field Manual are the focus of the review to insure that there will be opportunities to meet those objectives.

4. For specific instructions and required content of an AOE proposal, see Appendix B.
Registration Required to Start Field Education

In order to receive credit and for the University's professional liability insurance to cover students in field, students must be registered for their field course. Professional liability insurance through the University of Washington covers students for legal costs if they are named in any lawsuits related to field, as long as they are operating within the agency's scope of practice for social workers and interns and are following agency policies and procedures as well as supervisory instructions.

Students are also covered if they are at that field site during the time between quarters of their Field Education placement, so long as that schedule has been approved by their Field Instructor and their assigned Field Faculty. The UWT Social Work Program model assumes students will continue field placements during quarter breaks, and prior permission from Field Faculty is not required for UWT students.

Since liability coverage is tied to registration, students may NOT spend time at their field site above and beyond the hours for which they have registered. If registration for field credit hours is insufficient for the time students are expected to be in their field placement, students should revise their yearly credit plan with their Field Instructor and Field Faculty and register for additional credit hours before the end of the quarter in question.

Counselor Credentialing

In 2009 state law changed to eliminate the Counselor Registration credential for anyone providing mental health counseling services. A new system of credentialing for counselors was instituted, with several different categories and criteria for each. Students matriculated in the University of Washington School of Social Work and who are enrolled in supervised field experiences for credit are not required by the Washington State Department of Health to obtain counselor credentials. However, certain agencies may require their providers to be credentialed, and students may qualify as Agency Affiliate Counselors or Certified Counselors, depending on background. Contact the WA State Department of Health, Health Professionals Licensing section, for further information about applications and fees, if required by a field agency.

Accommodations Due to a Disability

It is important that you notify Field Faculty if you have a letter from Disability Support Services (DSS) for academic accommodation. The University of Washington Tacoma is committed to making physical facilities and instructional programs accessible to students with disabilities. Disability Support Services functions as the focal point for coordination of services for students with disabilities. In compliance with Title II of the Americans with Disabilities Act, any enrolled student at UW Tacoma who has an appropriately documented physical, emotional, or mental disability that "substantially limits one or more major life activities [including walking, seeing,
hearing, speaking, breathing, learning and working)," is eligible for services from DSS. If you are wondering if you may be eligible for accommodations on our campus, please contact the DSS reception desk at 692-4522, or visit http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/

**Employment Conflicts**

If a student is employed, it may be necessary to make changes in the work schedule or other commitments to complete the Field Education requirements. This is the responsibility of the student and Field Faculty do not engage with employers or human resource personnel about such conflicts.

**Background Checks and Fingerprinting**

Social Work students in a school setting must comply with background check requirements including completion of a Character and Personal Fitness Questionnaire and fingerprinting by both the Washington State patrol and the FBI. Other field sites may have similar specifications.

**Immunizations**

Students are required to meet the immunization requirements set by University of Washington Health Sciences Administration (HSA). The School of Social Work and UWT Social Work Program do not accept or grant requests for waivers to the Immunization requirements. Information about Health Science requirements, procedures, and fees may be found on the follow web site: www.ssw.washington.edu/practicum. Students in the UWT Social Work Program may access assistance with immunizations through their personal healthcare provider, or through the campus Student Health Services office.

1. **Immunization Noncompliance**: HSA provides the Social Work Program with a list of any noncompliant students as a courtesy to support the efforts of students to become and remain compliant. Field Faculty will notify students of this communication and ask students to clarify their status directly with HSA via email (MyShots@uw.edu) and request that a copy of the clarification from HSA be e-mailed to the Program Administrator of the Social Work Program.

2. It is the responsibility of each student to ensure each quarter they are in compliance with the Health Sciences Immunization requirement. Students must communicate directly with HSA through MyShots@uw.edu with questions and or concerns related to Immunization requirements.

3. Students who become noncompliant during field education will be suspended from their Field Education site and will not be allowed to return until they are in compliance (only verification from HSA by e-mail or phone call to the Social Work Program Administrator will be accepted as verification that a student is in compliance).
4. Any and all time missed from the Field Education site must be made up prior to the end of the quarter.

5. Students will receive an Incomplete if compliance is not attained by the end of the quarter and will not be allowed to participate in Field Education until they become compliant.

6. In addition, a plan to make up all time missed from the Field Education site must be agreed to by the student, Field Instructor and submitted to the field faculty for review.

Some field sites, notable medically-related settings, may have additional immunization or health education requirements. These are negotiated through the Affiliation Agreement process and are monitored for compliance by the Field Faculty. Students must be in compliance with these requirements in order to begin placement at such a Field Education site.

Additional Field Hours May be Required in Certain Circumstances

In instances where issues have been raised by a Field Instructor and/or Field Faculty related to a student’s difficulties in meeting the Field Education Competencies and Practice Behaviors or achieving the standards and/or the student’s lack of adherence to the Standards for Essential Abilities for Admission and Continuance in the School of Social Work, or other such related issues, that student may be required to complete additional hours and/or credits of field education above and beyond the School’s stated graduation requirements. In those cases the requirement of additional hours and/or credits will be specified to the student in a written plan. This plan must be approved by the field education site, the Field Faculty, and the Social Work Program Director prior to implementation.
Field Education in the BASW Program: Scheduling, Learning Contracts, Evaluations

Scheduling of Field Education Hours

The schedule for students in the BASW Field placement may be individually arranged between the student and Field Instructor. The proposed schedule is included on the Learning Contract. It is very important that both the student and Field Instructor be aware of how the student is progressing toward completion of hours. It frequently occurs that hours are completed much more quickly than either is aware.

While students make a commitment of 9 months of field placement, when they complete the 480 required hours for their placement their liability coverage with the University ends and the student MUST leave their field placement.

Practicum (TSOCW 415)

Students complete 480 hours extended over Autumn, Winter, and Spring quarters. Due to liability coverage by the University, students cannot have client contact prior to the first day of Autumn quarter in the year of their practicum. They can engage in orientation or training activities that do not involve client contact prior to the first day of Autumn quarter.

“Block” placements: Block placements are not available to BASW students.

University Breaks: Students are not required to be in their field sites when the UWT is not in session. However, any such absences from field must be discussed with the Field Instructor in advance to allow for appropriate coverage of student responsibilities. Students are covered for liability by the UWT during University breaks and can continue their hours uninterrupted if they so choose.

Holidays and Inclement Weather Days: Students from the Tacoma option of the BASW program do not receive credit for holidays or bad weather days. If hours are missed because of agency closure for holidays or other reasons, the hours will need to be made up at other times.

Sick Time: Students do not receive sick time for themselves or to care for a family member. Hours missed for this reason must be made up at a later date.
Scheduling Absence from Field Site: Any planned absence from the Field site must be agreed upon between the student and Field Instructor, with coverage of a student’s responsibilities arranged for and agreed upon.

Incompletes in Field Education: An Incomplete or grade of "X" must be credited no later than the end of the following quarter. The Field Faculty will notify the Field Instructor and student at the beginning of the following quarter that the Incomplete must be cleared and the current quarter hours completed by the end of the quarter. If a student is not able to complete the credits in question, the Field Faculty must review the situation with the Director of the Social Work Program. Together they will determine the need to refer the situation to the Social Work Program Conflict Resolution and Behavioral Review Committee. Incompletes in Field Education may have an impact on a student’s financial aid eligibility. The student should consult with Financial Aid personnel for more detail.

Safety and Transportation

Guidelines for Enhancing Safety and Minimizing Risk in the Field

Field sites are requested to adopt policies and procedures for enhancing safety and minimizing risk to field students.

Agencies must have written policies to address any work situation that entails risk, such as the following: home visits, any services outside the agency in isolated or high crime areas, services at night or weekends, services to clients who may become angry or violent, or who may be drug users and who may be intoxicated, exposure to pathogens or toxic substances, and services that are politically sensitive that may result in threats of violence. This list is not to be considered exhaustive and each agency is responsible for determining its own situations where students’ safety may be put in jeopardy.

Each site is responsible for orienting students to the safety policies and procedures of that setting during the agency orientation, as well as in supervision. It is important to discuss guidelines for prevention, taking risks, as well as to crisis/safety plans. Such discussion should also include, but not be limited to, safety issues in the community, within the agency building(s), with particular clients prone to violent behavior, and security of personal belongings.

Students should not see clients alone unless the student clearly has the knowledge and skills to do so. Students have a right and responsibility to refuse any assignment where they feel physically at risk or which they deem to dangerous to pursue at the time. If students have safety concerns, they should immediately inform their Field Faculty.

The student should not be the sole representative of the agency in making critical decisions about client or patient disposition where there are physical or legal implications such as involuntary hospitalization, threats of suicide, or threats of homicide. If the Field Instructor is
not available in such situations, there must be a written and fully understood protocol for notifying another staff person, a protocol for calling 911, or for getting the client/patient to an emergency facility that can meet their needs.

Students are expected to receive a specific orientation to agency policies and procedures regarding risk management. If the Field Instructor does not provide this orientation, students must ask for it. Students should also learn about the agency's informal methods for assessing and handling risky situations.

**Exposure to Pathogens or Toxic Substances**

Students should also be trained to understand the issues involved in exposure to pathogens or toxic substances, reminding them that one’s first duty is to reduce risk to one’s clients by one’s own behaviors. Because some life-threatening illnesses are transmitted through the exchange of blood or body fluids (blood borne pathogens), students should be trained about the potential of such risks in the field (e.g., restraining a patient in the ER, cleaning the bloody lip of a child who has fallen), as well as the procedures to reduce risk of infection.

**What Students Should Do if Attacked Injured, or Seriously Threatened During Field Time**

1. Follow agency procedures to manage the immediate situation and to report the incident
2. Get any needed medical care
3. Notify and debrief with your agency Field Instructor
4. Notify the appropriate UWT Field Faculty member
5. Recognize that a physical attack or threatening behavior is frightening and that you may respond emotionally to the stress. Seek help to resolve the crisis responses.

**Transportation**

Field students are sometimes asked to use their cars for agency business, e.g., transporting clients, making home visits, or attending client conferences, court hearings, or organizational meetings. Before responding to such requests, the student should ask whether or not the agency has an agency car or agency insurance for the use of privately owned vehicles to cover these activities. If the answer is no, students should immediately check to determine if their current automobile policy covers such endeavors. In no case should students undertake agency business in their personal vehicles without adequate automobile liability insurance coverage for business purposes and passengers.

Students are advised that the student’s own automobile insurance will be the primary coverage for any accident or personal injury. The University of Washington, Tacoma does **NOT** provide health or accident insurance for Field Education participants, nor for passengers in the student’s vehicles, nor for damage to the vehicle itself. Students have the right to refuse a placement if the site requires business use of the student’s personal vehicle and the student does not want to assume liability.
Suspension or Termination of Placement

Unfortunately, not every field placement works out as well as we would collectively hope. Often, this is the result of a poor “fit” between the student and agency and a change in field site is clearly in everyone’s best interests. On occasion, changes in personnel at agencies or in the life circumstances of a student requires that they leave a field placement that is otherwise working well. The Field Faculty member will make every effort to continue that field placement with alternative supervision, but also recognizes this is not always in the best interests of the student and their education.

Following are guidelines for Field Instructors and students to use in various other scenarios. Every situation is unique, and while these guidelines may provide assistance with the situation, the Field Faculty is always available to work with the student, Field Instructor, and agency on a one-to-one basis.

Concerns of the Field Instructor about the student

1. The Field Instructor should address the concerns with the student and see if the issues of concern can be worked out directly. Experience with such situations indicates that open and clear communication between the student and Field Instructor often alleviates tense or problematic situations.

2. If the issue at hand cannot be resolved directly with the student, the Field Instructor should contact the Field Faculty and consult with him/her about the situation. Often, this sort of strategizing can result in a resolution to the problem.

3. The Field Faculty is always available to come to the site to meet face-to-face with the student, Field Instructor, and anyone else deemed appropriate. At this point, an action plan for resolving the issue will be developed and agreed to by all parties.

4. Should this final approach be unsuccessful, the student, Field Instructor, and Field Faculty will meet to arrange termination of the placement with the agency.

Concerns of the student about the Field Instructor or Agency

1. The student should address the concerns with the Field Instructor and see if the issues of concern can be worked out directly. Since the power differential between student and Field Instructor can be somewhat intimidating, especially early in the practicum relationship, the student may wish to consult with her/his Field Faculty to “rehearse” how to approach the Field Instructor for such a discussion.

2. If the issue at hand cannot be resolved directly with the Field Instructor, the student should contact the Field Faculty for the placement and consult with him/her to arrange a face-to-face meeting among all concerned.
3. Such a meeting will serve to clarify problems, discuss potential solutions, and attempt to develop a plan that will allow the practicum to go forth.

4. Should this final approach be unsuccessful, the student, Field Instructor, and Field Liaison will meet to arrange termination of the placement with the agency.

**Situations in which immediate suspension or termination of a placement is necessary**

In the event that an agency wishes to immediately suspend or terminate a field placement due to unprofessional behavior of a student, the FI is requested to:

1. Contact the Field Liaison immediately to discuss the circumstances leading to the situation.

2. Inform the student verbally (with written follow-up) the reason for the suspension or termination.

3. Work with the Field Faculty to accomplish any follow-up activities or meetings that need to occur in order to appropriately end the placement.

4. Discuss with the Field Faculty ways in which the situation leading to the termination can be avoided in the future, and how the agency and University can work together to promote social work education.
STAR: Learning Contracts and Quarterly Evaluations

STAR: System to Administer Records

In 2011 the School of Social Work launched a new online data base for tracking student information. At UWT, we transitioned to STAR during the 2011-12 Field Education year. All Field Education documentation is being done through STAR, including Learning Contracts, Quarterly Evaluations, and MSW Program Assessment tools.

Practicum Placement Descriptions: Agency contacts already entered into our system can utilize STAR for completing a Practicum Placement Description form (PPD) that is viewable by prospective Field students.

Learning Contract and Evaluation documents are developed with students and their Field Instructors, submitted online by the Field Instructor, and reviewed online by Field Faculty, who approve and "lock" them. They remain viewable, but no longer editable, by the student and Field Instructor. Changes or updates can be made through the Quarterly Evaluation in the section in which student and Field Instructor indicate priorities for the following quarter.

Access to STAR: UW students and employees utilize their UW Net ID’s to access STAR. Potential users who are not UW employees or students need to create a Protect Net ID. The Protect Net ID email for access to STAR must be the same email address as that already on file with the Social Work Program office. Protect Net ID instructions can be found through the below contact information.

For more STAR information: Field Instructors and Task Supervisors can gain access to the STAR login page and additional information, FAQs, etc. at the Field Instructor Resource webpage at the UWT Social Work Program website: http://www.tacoma.uw.edu/social-work/practicum-instructor-resources

One VERY IMPORTANT item with STAR: Two individuals CANNOT be in the same STAR document at the same time—the system does not then know which changes to a document to save, and everything is lost. So, while several people (a student, a Field Instructor, and a Task Supervisor) can have their STAR homepage open simultaneously, only ONE of the three can have a particular document (learning contract, quarterly evaluation) open. Please remember this as you’re completing your documents.

The Educational Learning Contract

1. The Learning Contract must be developed and electronically signed by the Field Instructor and student. It is submitted on STAR and approved by the Field Faculty in order for the student to receive credit. A change of field instructors or a significant change in Field assignment(s) requires the development of a new educational contract or addendum to the original.
2. The purpose of the educational contract is to make explicit that learning activities for the field placement must support Competency development, to define the agency activities which will be assigned, and to identify methods of assessing student progress towards Competencies. The educational contracts are also designed to ensure that all students in all field education sites will meet the Competencies and Practice Behaviors for BASW education as set forth by CSWE and the Social Work Program.

3. The Learning Contract must include the following:

   a. Plan for time, place and length of individual conferences between Field Instructor and student.
   b. Agreement on days and hours student will be at the site and a plan for holidays, consistent with the University schedule of holidays.
   c. Agency-specific learning activities designed to support competency development and achieve practice behaviors as demonstrated through identified methods of measurement.

4. The major effort of writing an educational contract should occur in the first four weeks of the first quarter in a given placement; in subsequent quarters only minor revisions or updates should be necessary, and can be accomplished in the "Priorities for next Quarter" section of the Quarterly Evaluation. The contract should be submitted online by the Field Instructor no later than the fourth week after the beginning of the field placement.

5. Any questions regarding the writing of the contract should be referred to the Field Faculty. It is the responsibility of the student to write and develop the learning contact in discussion with the Field Instructor. Both the student and Field Instructor must sign the learning contact in STAR and the Field Instructor must submit it.

Developing BASW Level Learning Activities

The student, in conjunction with the Field Instructor, is required to develop specific activities the student will carry out at the field site in order to master the Practice Behaviors of the BASW Learning Contract. Activities are required at each level of practice—micro, mezzo, and macro.

Based on the student’s educational assessment and the specific learning opportunities available at the agency, please list one-to-three specific activities at the micro, mezzo and macro levels that the student will engage in during the course of the placement. These activities should be listed in the "Work Plan" portion of the Learning Contract, and may be repeated under Competency-specific areas of learning. This work plan should be reviewed regularly to ensure that it is relevant and useful. In particular, at the end of each quarter, both student and PI should review the plan to reflect individual growth, organizational changes, and new learning opportunities, and revise as needed through the Quarterly Evaluation.

Micro, Mezzo and Macro practice reflects the continuum of social work practice. Activities in these three areas range from those focusing on change within the individual to those focusing
on change within the larger society. There is overlap between these categories and most social workers utilize skills from all three areas.

Listed below are examples of Field activities that are measurable. The list is not exhaustive and attempts have been made to provide specific practice activities in each of the three areas.

*Sample Measureable Activities:*

- Participate in or provide weekly individual counseling/therapy to 5 clients per quarter.
- Complete an assessment on 2 clients
- Observe 3 therapeutic visitations
- Complete 5 home visits and document in the agency computer/client filing system
- Observe 3 intake interviews and write up treatment plans
- Assess treatment needs of clients
- Discuss in supervision the disengagement process for each client
- Teach and reinforce social skills with 2 children and their families
- Provide case management services to families
- Prepare discharge plan for client
- Reflect on how mechanisms of oppression and discrimination may play out in a health care setting. Discuss role of social worker in advocating.
- Develop a treatment plan
- Provide family, couple and individual therapy
- Answer crisis line calls, provide crisis intervention
- Meet with client to assess their progress in completing treatment plan
- Meet with family to discuss reactions to diagnosis
- Attend psychopharmacology consultation with client
- Accompany case management staff on home visits
- Observe planning and transition for child from foster home to adoptive home
- Document case management visit
- Provide bereavement counseling
- Provide cognitive behavioral treatment to individual client
- Provide outreach to individuals on the street
- Plan and facilitate therapeutic visitations
- Attend legislative event to observe and advocate
- Keep a reflective journal; student to identify potential ethical dilemmas
- Attend an interdisciplinary conference or meeting
- Review other professions code of ethics and reflect in journal (or in supervision) what makes Social Work practice guidelines unique
- Teach how to prepare and how to use supervision, how to prepare for consultation meeting
- Interview members of the treatment team to gain different perspectives
The Quarterly Evaluation

The student and Field Instructor share responsibility for evaluation of the student’s field experience each quarter. Students must review each quarter’s learning activity and discuss areas of competency development and needs for further growth. The Field Instructor is responsible for rating the student’s competency in each practice behavior according to the ratings’ corresponding competency criteria (see below), and both student and Field Instructor must provide examples of ways the student demonstrated competency in required practice behaviors, referencing previously identified methods of measurement such as observation, team feedback, documentation, etc.

Together, they must prepare, discuss, sign and submit in STAR a completed evaluation to the Office of Field Education. Students will not receive Field Education credit without a submitted and signed evaluation. The Field Instructor has responsibility for submitting the final Evaluation.

1. Field Education credit is assigned by Field Faculty based on a review of the student's and field instructor's submitted evaluations.

2. While the Field Faculty gives substantial weight the Field Instructor's recommendation, the Field Faculty is ultimately responsible for assigning a grade of Credit or No Credit. Field Faculty will only assign No Credit based on a full review of the student’s circumstances and after consultation with the student, Field Instructor, and Social Work Program Director.

3. Failure to turn in evaluations by the quarterly deadline will result in the assignment of an Incomplete or No Credit and may result in deregistration. Reasons for student Incompletes will be reviewed by the Field Faculty. Field Faculty will determine further action necessary if problems exist.

4. The evaluation must be reviewed in a meeting of the Field Instructor and the student and signed and submitted by the Field Instructor on STAR after the student portion and Field Instructor portion are completed. The student’s signature does not imply agreement, only that the student has read the evaluation. In cases of disagreement, if the student wishes to submit an addendum to the evaluation, that must be shared with the Field Instructor and become part of the student’s record as well.

5. Use of the Evaluation

   a. The evaluation indicates whether or not the student has completed the requirements for the quarter, and will be used internally to determine continuance in the placement and BASW program. It will not be released to outside parties without the express consent of the student.
   b. Aggregate information on field instructor ratings of student competency in practice behaviors are collected and analyzed for accreditation data and quality improvement.
Appendix A: School of Social Work - Agency
Affiliation Agreement

AFFILIATION AGREEMENT

This Agreement is entered into between the University of Washington, School of Social Work in Seattle and Tacoma (“School”), and
___________________________________________________________ (“Training Site”).

The School and the Training Site share common goals for educating health care professionals, client care and service to the community. The School has established educational programs for the training of social work students (“students”) and needs the cooperation of other institutions for the training of students. The Training Site has suitable facilities for training and is willing to allow its facilities to be used by students of the School.

Therefore, the School and Training Site agree as follows:

General Provisions

1. The School and Training Site agree that contemporaneous with or following execution of this Agreement and within the scope of its provisions, the School shall confer with the Training Site about the number and types of students it might accept for placement, the nature of the Training Site’s learning experience, and its expectations of students in meeting the Training Site’s needs. As part of this consultation, the School will make available to Training Site current copies of its Practicum Manuals for the Bachelor of Arts Degree in Social Work and the Master of Social Work Program. The School may formalize the operational details of the clinical education program in writing. These details include, but are not limited to, the following:

   • Beginning dates and length of experience;
   • Number of students eligible to participate in the training;
   • Specific days, hours, and locations for the training;
   • Specific allocation of responsibilities for the Practicum Faculty training supervisors, and Preceptors, if any, referred to in this Agreement;
   • Deadlines and format for student progress reports and evaluation forms.

2. Any such letters will be considered attachments to this Agreement, will be binding when signed by authorized representatives of each party, and may be modified following further written agreement between the parties. Any conflict or inconsistency in this Agreement and its attachments will be resolved by giving the documents precedence in the following order: (1) this Agreement; (2) attachments to this Agreement in reverse chronological order.
3. The School and Training Site will jointly plan the training program and jointly evaluate students. School will have the final responsibility for grading students.

4. The School and Training Site will instruct their respective employees and students participating in the training to maintain confidentiality of student and client information as required by law and by the policies and procedures of the School and the Training Site.

There will be no unlawful discrimination against any Student covered under this Agreement because of race, color, religion, national origin, age, handicap, status as a Vietnam era or disabled veteran, sex, or sexual orientation.

**School’s Responsibilities**

5. The School will assign only students who, in the opinion of the School, have the required academic background and basic skills to be trained in the Training Site.

6. The School will provide the Training Site with appropriate information about each student's background and professional interests.

7. The School will designate a Practicum Faculty(s) to the Training Site.

8. The Practicum Faculty will assist, if necessary, in the development of a learning contract and review the progress of student learning with the supervisor(s) at the Training Site (“Practicum Instructor”). A learning contract outlines the School's required learning goals for the practicum courses, and the activities the student is required to complete to meet those goals. It is signed by the student and the Training Site’s Practicum Instructor(s), and reviewed and approved by the Practicum Faculty.

9. The School will provide the Training Site’s Practicum Instructor with access to instructional materials, including orientation and training, as appropriate.

10. Upon request, the School will provide the Practicum Instructor with University of Washington Library privileges.

13. School will request a criminal background check through a third party vendor upon students’ admission to School. Training Site understands and agrees that any information forwarded to it by School has been procured through this process. School does not certify the veracity of the records provided, and the provision of this background check does not relieve Training Site of its legal obligations.

**Training Site’s Responsibilities**

14. The Training Site will designate, with the School’s concurrence, one or more qualified staff members who will serve as Practicum Instructors to direct and supervise student
learning. Practicum Instructors will confer with the School’s Practicum Faculty about individual student progress.

15. The Training Site shall make its facilities available to be used for educational purposes and shall supervise students. Training Site will permit, on reasonable notice and request, the inspection of clinical and related facilities by agencies charged with responsibility for accreditation of School.

16. The Training Site will allocate reasonable time to the Practicum Instructors to carry out their educational responsibilities, including attending training for practicum instruction, development of student learning contracts, regular supervision, and evaluation of students.

17. The Training Site shall provide students access to available information or sources of information that will further their education while they are assigned to the Training Site.

18. The Training Site may immediately limit or withdraw the use of its facilities by an individual student if that particular student endangers any client. Training Site agrees to immediately notify School, with reasons for withdrawal, in writing if requested, and to use reasonable efforts to reach agreement with School on terms under which Training Site would permit use of its facilities by that student under this Agreement to resume.

19. The number of hours spent by the student at the Training Site is determined by University credit requirements, but the specific scheduling of the hours is negotiable between the student and the Training Site, subject to approval of the School.

20. The Training Site will provide feedback and participate with School expectations regarding evaluations of students.

Liability Coverage Provisions

21. Each Party Responsible for Its Own Negligence:
   Each party to this agreement will be responsible for the negligent acts or omissions of its own employees, officers, agents, or students in the performance of this Agreement. Neither party will be considered the agent of the other and neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not a party to this Agreement, other than students as provided in this section.

22. School:
   School will defend, indemnify and hold Training Site harmless from any loss, claim or damage arising from the negligent acts and omissions of School and School’s regents, employees, officers, agents, and students for activities under this Agreement. School maintains a professional liability coverage program under the authority of RCW
28B.20.250, .253, and .255. for its regents, employees, officers, agents, and students while at Training Site in the performance of this Agreement.

23. Training Site:
Training Site will defend, indemnify and hold School harmless from any loss, claim or damage arising from the negligent acts and omissions of Training Site and Training Site’s employees, officers, and agents. Training Site will maintain at its own expense commercial general liability insurance with limits of not less than $1,000,000 per occurrence and $2,000,000 annual aggregate (or an equivalent program of self-insurance). If students at the Training Site will be involved in patient care, therapy, counseling, case management, or direct service social work, then Training Site will also maintain professional liability insurance with limits of not less than $1,000,000 per occurrence and $3,000,000 annual aggregate (or an equivalent program of self-insurance).

If Training Site is a State of Washington agency, Training Site’s obligations for insurance will be covered by the State of Washington Self-Insurance Program and the Tort Claims Act (RCW 4.92). Claims against Training Site and its employees and officers will be paid from the Tort Claims liability account as provided in RCW 4.92.

24. Upon request, both parties will provide proof of coverage upon execution of this Agreement. School and Training Site agree to notify each other in the case of material modification or cancellation of coverage, and to provide subsequent proof of coverage thereafter.

Relationship of the School and the Training Site

25. It is expressly agreed that this Agreement is not intended to create the relationship of agent, servant, employee, partnership, joint venture or association between the School and the Training Site but is rather an Agreement by and between independent organizations. The Practicum Instructors are not employees of the School. School students shall not be considered employees of the Training Site.

Confidentiality Provisions

26. School shall direct its students to comply with the policies and procedures of Training Site, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 CFR parts 160 and 164. Solely for the purpose of defining the students’ role in relation to the use and disclosure of Training Site’s protected health information, the students are defined as members of the Training Site’s workforce, as that term is defined by 45 CFR 160.103, when engaged in activities pursuant to this Agreement. However, the students are not and shall not be considered to be employees of the Training Site.

Client Billing and Records
27. The Training Site retains full responsibility for client services and for establishing standards for the quality of services rendered by students. The Training Site shall maintain the right to bill and receive payment for services performed at the Training Site. The Training Site accepts full and complete responsibility for and agrees to defend, indemnify, and hold School and School’s regents, officers, employees, agents, and students harmless from any loss, claim, or damage arising from any errors or omissions, intentional or unintentional, committed by the Training Site in its billing practices under this provision.

28. The School acknowledges that client records are the property of the Training Site and will remain and be maintained at the Training Site at all times.

Miscellaneous Provisions

29. Worker’s Compensation. Students assigned to Training Site will be and will remain students of School, and will not be considered employees of Training Site. Training Site does not and will not assume any liability under any law relating to Worker’s Compensation on account of any student’s performing duties, receiving training, or traveling pursuant to this Agreement. Students will not be entitled to any monetary or other remuneration for services.

30. Term. This Agreement is effective _____________________________, and shall continue until terminated. This Agreement will be reviewed at the request of either party. Either party may terminate this Agreement upon 90 days written notice. However, in the event of termination, it shall not become effective for students already participating at Training Site until they have completed their current placements.

31. Governing Law. The parties’ rights or obligations under this Agreement will be construed in accordance with, and any claim or dispute relating thereto will be governed by, the laws of the State of Washington.

32. Notices. All notices, demands, requests, or other communications required to be given or sent by School or Training Site will be in writing and will be mailed by first-class mail, postage prepaid, or transmitted by hand delivery or facsimile, addressed as follows:

To School:
Office of Field Education
School of Social Work
University of Washington, Mail Stop 354900
4101 15th Ave. N.E.
Seattle, WA  98105

To Training Site:
_________________________________________
Each party may designate a change of address by notice in writing. All notices, demands, requests, or communications that are not hand-delivered will be deemed received three days after deposit in the U.S. Mail, postage prepaid; or upon confirmation of successful facsimile transmission.

33. **Survival.** The School and Training Site expressly agree that the liability coverage provisions of this Agreement will survive the termination of this Agreement.

34. **Severability.** If any provision of this Agreement is held to be wholly or partially invalid or unenforceable under applicable law, that provision will be ineffective to that extent only, without in any way affecting the remaining provisions of the Agreement.

35. **Waiver.** Neither the waiver by any of the parties of a breach of or a default under any of the provisions of this Agreement, nor the failure of either of the parties to enforce any of the provisions of this Agreement or to exercise any right or privilege hereunder, will be construed as a waiver of any subsequent breach or default of a similar nature, or as a waiver of any provisions, rights, or privileges hereunder.

36. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties, and supersedes all prior oral or written agreements, commitments, or understandings concerning the matters provided for in this Agreement.

37. **Amendment.** This Agreement may only be modified by subsequent written agreement or letter executed by the parties.

38. **Execution and Approval.** The parties warrant that the officers/individuals signing below have been duly authorized to act for and on behalf of the Party for the purpose of executing this Agreement. The parties may also include the signatures of individuals who are responsible for the clinical education program.

UNIVERSITY OF WASHINGTON
SCHOOL OF SOCIAL WORK

______________________________________________ ______________
Associate Dean for Professional Development and Community Partnerships, School of Social Work

______________________________________________ ______________
Director, University of Washington

Date
Appendix B: Request for Field Placement in An Agency of Employment

Request for Field Placement in an Agency of Employment

Field placement in an agency where a student is employed may be proposed by students.

With the exception of CWTAP students, only one of the required placements (either TSOCW 524-Foundation Practicum or TSOCW 525-Advanced Practicum) may be completed in the agency where the student is employed. BASW students may also request an Agency of employment placement (the process will be the same as for MSW students).

Evaluation and approval of the proposal to use the agency where the student is employed for a field placement is the responsibility of the Social Work Program. The proposal must be approved by the Field Faculty member working with the student.

General Instructions

1. The proposal must be designed in such a way that its implementation will facilitate the student's development as a professional social worker by providing opportunities to pursue and achieve the development and mastery of competencies for the Foundation and/or Advanced Curriculum in which the student is enrolled.

2. The proposal may not include or in any way duplicate the roles, tasks, or responsibilities for which the student is employed by the agency.

3. The student should review the "Request for Field Placement in an Agency of Employment" with his/her Field Faculty at the School of Social Work. The focus of the review is to ensure there will be opportunities for the student to meet the competencies and practice behaviors specific to the curriculum the student is enrolled. The proposal must be submitted early in the quarter prior to the quarter practicum is to begin. Students may not begin their field placement until final written approval is given by the Director of Field Faculty to the student and the Field Instructor.

Specific Instructions

1. Proposal for Field Placement in Agency of Employment. (Under this heading should be the following):
   a. Student Information:
      i. Student’s Name
      ii. Telephone Number
      iii. UW Email Address
      iv. Designation of placement as BASW, MSW Foundation or Advanced
   b. Current Employment Information:
      i. Name of Agency
      ii. Division/Unit(if applicable)
      iii. Agency Address
      iv. Agency Telephone Number
   c. Proposed Field Education Site:
      i. Name of Agency
2. The proposal must include the following:
   a. List which placement, which quarter(s) and how many credits each quarter.
   b. Proposed Starting Date.
   c. Provide a description of the overall agency's functions and staff composition.
   d. Provide your employment title and describe your regular responsibilities.
   e. Provide name and title of your employment supervisor.
   f. Specify your current work schedule (days and times).
   g. Describe the proposed Field placement within the agency and how it will differ from the duties and responsibilities for which you are employed.
   h. Describe the learning opportunities (including micro, mezzo, macro if you are a BASW/Foundation student) which will be available in the field placement to support the mastery of all competencies as identified by Social Work program for the designated year.
   i. Describe how your work load will be reduced to ensure that the required time for your Field Placement is available each week and provide specific information on what your new work schedule will be (days and times) after you begin the proposed placement.
   j. Specify the days and times which will be set aside for the Field Education each week.
   k. Specify the days and times which will be set aside for instruction each week with your proposed Field Instructor (a minimum of one hour of actual practicum instruction/conference time per week is required per student that is in placement 16-24 hours per week. Duration and frequency of supervisory conferences for students in placement less than 16 hours or more than 24 hours per week should be adjusted by agreement with the assigned field faculty.)

3. Field Instructor
   - The approval and acceptance of the Field Instructor (MSW and two years post-graduate practice experience are the minimum requirements) rests with the Social Work Program. Present supervisors of the student making the proposal may not be utilized as Field Instructors.
   - The proposed Field Instructor must complete the Field Instructors Biographical Form, or provide a copy of their resume. The Bio form or resume must be submitted with the proposal.
   - The Field Instructor must serve in the agency of employment, be on the agency’s Board, serve as a volunteer in the organization, or be a faculty member in the School of Social Work who has been approved to provide off-site instruction with the assistance of an on-site Agency Task Supervisor.
   - The Field Instructor must indicate approval for the plan, including their willingness to serve as the Field Instructor and to be available for field instruction, by their signature (see #5 below).

4. Administrative Approval

The Administrator of the agency where the student is employed and the student's current supervisor must sign the proposal indicating their approval of the proposal, including the required time for the employee to be a student in the agency and for the person providing field instruction to serve as the student's instructor (see # 5 below).

1. The completed proposal must be signed and dated by the responsible Administrator, your current supervisor, the proposed Field Instructor and yourself in the following format:
Submission of Proposal:

- Students are required to first submit a draft of the Agency of Employment proposal to their Field Faculty for review.
- Field Faculty tentatively approves and directs student to get agency signatures.
- Student turns in two copies to Field Faculty with agency signatures.
- The Field Faculty retains a copy of the approved Agency of Employment proposal to the in the student’s file.
- The Field Faculty sends a copy of the final approval to the student and Field Instructor.
Appendix C: TSOCWF 415 - BASW Practicum Syllabus

University of Washington, Seattle, School of Social Work
University of Washington, Tacoma,
Bachelor of Arts in Social Welfare Program

TSOCWF 415: Practicum
Teresa Holt-Schaad, MSW, Lecturer and Field Coordinator
Office Location: WCG 225
253/692-5826
tholt@uw.edu

Course Description

The BASW Practicum incorporates content, competencies, and program objectives from the Social Welfare program curriculum, and builds skills for practice by helping students learn to apply theories and knowledge of human behavior in the social environment. In an approved practicum site the student is provided the opportunity to develop social work knowledge and skills under the supervision of an experienced social worker. Emphasis is placed on development of the breadth of knowledge, perspectives and skills needed for practice with individuals (micro level), families and/or groups (mezzo level) and organizations and/or communities (macro level). In addition, the development of culturally responsive practice and planned social change skills are an integral part of the Social Welfare Practicum and are seen as critical for the effective delivery of social services.

Practicum Instruction is an integral component of social work education. Practicum teaching is conducted by professional social work practitioners selected by agencies and approved by University of Washington, Tacoma, Social Welfare Program faculty. As part of the total BASW curriculum, the Practicum provides students with an opportunity for the development and enhancement of social work knowledge and skills as well as an understanding and appreciation of a scientific and analytic approach to knowledge building and practice.

The Practicum Coordinator, who may be assisted by other faculty members, will: (1) visit the agency at least twice during the practicum; (2) provide information regarding university expectations of the practicum; (3) provide information regarding classroom experiences and how to coordinate classroom and practicum activities; (4) assist with the development of the educational contract and/or evaluation if requested; (5) answer questions from the Practicum Instructor and student about the Social Work Program's educational programs and policies; (6) review and approve the educational contract and quarterly evaluation and determine grade (credit/no credit).

Course Objectives

Students in the BASW Generalist Practicum are expected to develop professional social work BASW Core Competencies as required by the Council on Social Work Education (CSWE). In the BASW practicum placement, students will:

- engage in learning activities in micro, mezzo and micro levels of practice that
- demonstrate development of the knowledge, values, and skills inherent in each of the ten BASW Core Competencies
- through the achievement of related Practice Behaviors.
Practice Behaviors provide specific outcome expectations for each of the Core Competencies as the follows:

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Practice Behaviors</th>
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</thead>
<tbody>
<tr>
<td><strong>#1 Competency</strong></td>
<td>Identify as a professional social worker and conduct oneself accordingly.</td>
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<tr>
<td></td>
<td>• Advocate for just social structures</td>
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<tr>
<td></td>
<td>• Practice personal and critical reflection</td>
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<tr>
<td></td>
<td>• Attend to professional roles and boundaries</td>
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<tr>
<td></td>
<td>• Demonstrate professional demeanor</td>
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<td></td>
<td>• Demonstrate the ability to engage in career long learning</td>
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<tr>
<td><strong>#2 Competency</strong></td>
<td>Apply social work ethical principles to guide professional practice.</td>
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<td></td>
<td>• Recognize and manage personal values</td>
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<td></td>
<td>• Make ethical decisions by critically applying ethical standards</td>
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<td></td>
<td>• Tolerate and respect ambiguity</td>
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<tr>
<td></td>
<td>• Apply ethical reasoning strategies</td>
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<td><strong>#3 Competency</strong></td>
<td>Apply critical thinking to inform and communicate professional judgments.</td>
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<td></td>
<td>• Distinguish, evaluate and integrate multiple sources of knowledge</td>
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<td></td>
<td>• Critically analyze models of assessment, prevention, intervention, and evaluation in relation to cultural relevance and promotion of social justice</td>
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<td></td>
<td>• Demonstrate effective listening skills and written communication</td>
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<td><strong>#4 Competency</strong></td>
<td>Engage diversity and difference in practice.</td>
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<td></td>
<td>• Recognize and articulate the ways in which social and cultural structures oppress some groups while enhancing privilege and power of dominant groups</td>
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<td></td>
<td>• Develop and demonstrate sufficient critical self-awareness</td>
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<td>• Dialogue with others about their understanding of the role of oppression and privilege in shaping identity</td>
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<td></td>
<td>• Demonstrate the ability to be life-long learners</td>
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<td><strong>#5 Competency</strong></td>
<td>Advance human rights and social and economic justice.</td>
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<td></td>
<td>• Articulate the forms and mechanisms of oppression and discrimination and approaches to advancing social justice and human rights</td>
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<tr>
<td></td>
<td>• Advocate for human rights and social and economic justice</td>
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<tr>
<td></td>
<td>• Engage in practices that address disparities and advance justice</td>
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<tr>
<td><strong>#6 Competency</strong></td>
<td>Engage in research-informed practice and practice-informed research.</td>
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<tr>
<td></td>
<td>• Use knowledge and practice experience to inform scientific inquiry</td>
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<td></td>
<td>• Use qualitative and quantitative research to inform practice</td>
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<td></td>
<td>• Apply research on social disparities in selecting and evaluating services and policies</td>
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<td><strong>#7 Competency</strong></td>
<td>Apply knowledge of human behavior and the social environment.</td>
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<td></td>
<td>• Apply theories and conceptual frameworks to understanding people and environments across system levels</td>
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<td></td>
<td>• Apply these theories and frameworks to assessment, intervention, and evaluation at multiple system levels</td>
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<tr>
<td><strong>#8 Competency</strong></td>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
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<td>• Demonstrate a critical understanding of the history and current form of US social welfare and social service policies and use this to formulate policies and strategies that advance social well-being and social and economic justice</td>
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<td></td>
<td>• Collaborate with colleagues, clients/constituents to advocate for social and economic justice and to effect policy change</td>
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<td><strong>#9 Competency</strong></td>
<td>Respond to contexts that shape practice.</td>
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<td>• Continuously discover, appraise and attend to changes and societal trends to provide culturally relevant services</td>
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<td>• Engage in efforts to promote sustainable changes in service delivery</td>
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<td></td>
<td>• Recognize and develop understanding of local-global context of practice</td>
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<tr>
<td><strong>#10 Competency</strong></td>
<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations,</td>
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<tr>
<td></td>
<td>• Engagement</td>
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<tr>
<td></td>
<td>o Prepare for engagement on various levels and diverse settings</td>
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<tr>
<td></td>
<td>o Use listening, empathy, interpersonal skills to develop rapport with diverse populations</td>
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</tbody>
</table>
Student Responsibilities

Attendance and Participation
Students are expected to attend practicum regularly and reliably according to the schedule agreed upon with the Field Instructor. Students do not receive credit for those hours when holidays fall on a scheduled practicum day unless they complete their usual hours at the practicum placement. Students are expected to fully participate in practicum learning experiences and practicum supervision. BASW Foundation students complete 12 credits of TSOCWF 415 for a total of 480 hours.

Integration of Class and Practicum Learning
Students are required to provide copies of their course syllabi to the Practicum Instructor(s) by the third week of each quarter. Students are responsible for including discussion of course concepts during practicum supervision, relating practicum experiences to concepts addressed in class discussions, and completion of course assignments related to practicum learning.

Immunizations
All Health Sciences Immunization Program (HSIP) immunization requirements must be met in order to receive credit for the TSOCWF 415 course. Any student who is not compliant with immunization requirements will not be authorized to begin BASW Practicum hours.

Learning Contract
The student will work with their Field Instructor(s) and Task Supervisor(s) in developing appropriate learning activities that meet the expectations of the Core Competencies and Practice Behaviors for a generalist BASW Practicum. The Learning Contract is due no later than the third week of the first quarter of Practicum. Students and Field Instructors should continue to review and monitor the Contract and Work plan throughout the Field placement and revise as needed. Field Faculty review and approve all assignments, Learning Contracts, and Quarterly Evaluations, and assign credit/no credit.

Completion of Student Self-Assessment: Students are required to complete the Student Self-Assessment form as they complete their BASW degree. Students will be notified when the Assessment tool appears on their STAR homepage. This tool asks for students to assess their own sense of competence across the required Competencies and Practice Behaviors as they complete both the classroom and field instruction portion of the BASW degree. No final field grade will be issued without completion of the Self-Assessment.
Field Faculty Responsibilities

Agency Site Visits
A Field Faculty member will visit the agency at least twice during the course of the practicum and meet with the Field Instructor(s), Task Supervisor(s) where applicable, and the student.

Provide Guidance
The Field Faculty will provide information regarding UWT Social Work Program expectations of the practicum, facilitate integration of classroom and field experiences and assist with the development of the Learning Contract and/or Evaluation as needed. The Field Faculty will respond to questions from students, Field Instructor(s) or Task Supervisor(s) about the UWT Social Work educational programs and policies.

Participate in Evaluation Process
Upon the completion of the Learning Contract and quarterly Evaluations, the Field Faculty will review the documents and provide approval as appropriate.

Evaluation and Grading
Practicum courses are graded Credit/No Credit. Both the Field Instructor (and Task Supervisor where applicable) and student complete a Quarterly Evaluation which reflects the degree of achievement in obtaining competency as indicated in the Learning Contract. The total numbers of hours completed in placement by the student are also indicated on the Evaluation. Both student and Field Instructor must sign the Evaluation to indicate the completion of their portion of the document. After a satisfactory review of the Evaluation, the student’s Field Faculty then approves the Evaluation and assigns the final grade to the student. Students or instructors may be asked for clarifications or additions to the Evaluation, if needed for satisfactory completion.

Services for Students with Disabilities
If you would like to request academic accommodations due to a temporary or permanent disability, contact the Manager for Disability Support Services (DDS) in the Mattress Factory Building, Suite 253. An appointment can be made by calling 253/692-4522. Appropriate accommodations are arranged after you’ve conferred with the DDS Manager and presented the required documentation of your disability to DDS.

Additional Practicum Policies and Procedures are contained in the BASW Field Education Manual available on Canvas and on the Social Work Program Field Education website at:

http://www.tacoma.uw.edu/social-work/basw-field-education

A hard copy of the MSW Field Education Manual may be obtained at no cost to the student at the UWT Copy Center.
Appendix D: Acknowledgement of Risk Form
To be accessed and electronically signed on STAR

University of Washington, Tacoma
Acknowledgment of Risk Form

Section 1:
I acknowledge that there are certain risks inherent in my participation in this field education placement, including, but not limited to, risk arising from:

- Driving to and from the field education site, or while in the course of field education activities;
- Unpredictable or violent behavior of certain client populations served by the field education site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens, and hepatitis, HIV, or other bloodborne pathogens.

I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks beyond the control of the University faculty and staff. I agree that it is my responsibility to understand and follow the field education site’s policies and procedures designed to identify and control risks, including safety and security procedures and bloodborne pathogen policies, and to obtain any immunizations that the Practicum Site may recommend or the University require. I represent that I am otherwise capable, with or without accommodation, to participate in this practicum.

Should I require emergency treatment as a result of accident or illness arising during my Practicum, I consent to such treatment. I acknowledge that the University of Washington does not provide health and accident insurance for field education participants and I agree to be financially responsible for any medical bills incurred as a result of emergency or other treatments. I will notify my Field Education Instructor if I have medical conditions about which emergency personnel should be informed.

Section 2:
To request disability accommodations for this field education placement, please contact Disability Support Services at least 10 days in advance of the start of the field placement by calling 253-692-4522 or by email at dssuwt@uw.edu

The Student Health Insurance Plan for the University of Washington Tacoma will be administered and underwritten by LifeWise Assurance Company. If you have any questions please contact LifeWise Assurance Company, Toll Free (800) 971-1491 or TDD for Hearing-Impaired (800) 842-5357.

All Social Work students must meet all of the annual immunization requirements set by the University of Washington Health Sciences Administration in order to begin their field education placement. As part of this process students are required to have their immunization history reviewed by Health Sciences. Students not in compliance with immunization requirements will be withdrawn from the field education placement. All questions regarding immunizations may be directed to MyShots@uw.edu
Appendix E: BASW Field Education Learning Contract
To be accessed and electronically signed on STAR

University of Washington, Tacoma
TSOCWF 415: Practicum
Student Competency and Learning Contract

Academic Year:

Student Name:       Student Number:

Student campus email:

Student phone (best number to use):

Practicum Agency:

Practicum Instructor (PI):       Phone:

Practicum Instructor e-mail:

When applicable:

Task Instructor (TI):       Phone:

Task Instructor e-mail:

Planned Practicum Schedule
(this may be adjusted collaboratively with the TI/PI and student)

Days scheduled in Practicum:

Hours scheduled in Practicum:
Student Educational Self Assessment

(COMPLETION OF THIS SECTION IS REQUIRED OF ALL STUDENTS)

1. Identify the areas of strength you bring to this practicum:

2. Identify areas for future growth and development:

3. Identify the methods by which you learn best (e.g., observation, extensive reading and discussion, hands-on involvement in tasks, etc.):

In the BASW Practicum, students learn practice content that encompasses skills and knowledge to work with individuals, families, groups, organizations, and communities (micro, mezzo, and macro practice). This content includes engaging clients in an appropriate working relationship; identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It also includes using communication skills, supervision, and consultation. Accordingly, the following required competencies and learning behaviors are intended to reflect the necessary balance between the establishment of a strong professional identity, an approach to practice that is guided by a strong social justice framework with a recognition of sources and consequences of disadvantage and oppression, and a core set of competencies essential as a foundation for client-centered generalist practice. The Practicum Instructor and student will set forward learning activities specific to the practicum site that lead toward mastery of practice behaviors and achievement of competency in that area.

Work Plan toward Micro, Mezzo, and Macro Activity Involvement

Learning Activities to achieve competency in MICRO practice:

a.

b.

c.

Learning Activities to achieve competency in MEZZO practice:

a.

b.

c.

Learning Activities to achieve competency in MACRO practice:

a.

b.
**Required Competencies & Practice Behaviors for MSW Foundation Practicum**

**Competency #1: Identify as a professional social worker and conduct oneself accordingly.**

**Practice Behaviors:**

- a. advocate for just social structures (e.g., institutions & systems).
- b. advocate for equitable client/constituent access to social work services, in the context of diverse and multidisciplinary settings.
- c. practice critical self-reflection to assure continual professional growth and development.
- d. attend to professional roles and boundaries.
- e. demonstrate professional demeanor (e.g., in my behavior, appearance, and communication).
- f. demonstrate ability to engage in career-long learning.
- g. engage in consistent use of supervision and consultation.

**Learning Activities to achieve above practice behaviors and competency:**

- a.
- b.
- c.

**Means of Measuring Competency:**

- a.
- b.
- c.

**Competency #2: Apply social work ethical principles to guide professional practice.**

**Practice Behaviors:**

- a. recognize and manage personal values, so that professional values guide practice.
- b. make ethical decisions, in practice and in research, by critically applying the ethical standards of the NASW Code of Ethics and other relevant codes of ethics.
- c. tolerate and respect ambiguity in resolving ethical conflicts.
- d. apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions.
- e. understand the role of consultation and use consultation for ethical decision making.
Learning Activities to achieve above practice behaviors and competency:

a.

b.

c.

Means of Measuring Competency:

a.

b.

c.

Competency #3: Apply critical thinking to inform and communicate professional judgments.

Practice Behaviors:

a. use critical thinking to distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client/constituent experience.

b. critically analyze models of assessment, especially in relation to their cultural relevance and applicability and their promotion of social justice.

c. critically analyze models of prevention, especially in relation to their cultural relevance and applicability and their promotion of social justice.

d. critically analyze models of intervention, especially in relation to their cultural relevance and applicability and their promotion of social justice.

e. critically analyze models of evaluation, especially in relation to their cultural relevance and applicability and their promotion of social justice.

f. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with individuals.

g. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with families and groups.

h. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with organizations and communities.

i. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with colleagues.

Learning Activities to achieve above practice behaviors and competency:

a.

b.

c.

Means of Measuring Competency:
Competency #4: Engage diversity and difference in practice.

Practice Behaviors:
- recognize and articulate the ways in which social and cultural structures -- including history, institutions, and values -- oppress some identity groups while enhancing the privilege and power of dominant groups.
- develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values in working with diverse groups.
- recognize and dialogue with others about the role of difference and the multiple intersections of oppression and privilege in shaping a person’s identity and life experiences.
- engage the knowledge, strengths, skills, and experience of clients/constituents in social work practice.

Learning Activities to achieve above practice behaviors and competency:
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Means of Measuring Competency:
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Competency #5: Advance human rights and social and economic justice.

Practice Behaviors:
- understand and articulate the forms and mechanisms of oppression and discrimination and approaches to advancing social justice and human rights.
- advocate for and engage in practices that address disparities and inequalities and advance human rights and social and economic justice.

Learning Activities to achieve above practice behaviors and competency:
- 
-
Means of Measuring Competency:

a.

b.

c.

Competency #6: Engage in research-informed practice and practice-informed research.

Practice Behaviors:

a. use client/constituent knowledge to inform research and evaluation.
b. use his/her own practice experience to inform research and evaluation.
c. use qualitative research evidence to inform practice.
d. use quantitative research evidence to inform practice.
e. apply research literature on social disparities when selecting and evaluating services and policies.

Learning Activities to achieve above practice behaviors and competency:

a.

b.

c.

Means of Measuring Competency:

a.

b.

c.

Competency #7: Apply knowledge of human behavior and the social environment.

Practice Behaviors:

a. apply theories and conceptual frameworks relevant to understanding people and environments across systems levels.
b. critique and apply human behavior and social environment theories and conceptual frameworks to assessment, intervention, and evaluation at multiple systems levels.

Learning Activities to achieve above practice behaviors and competency:

a.

Means of Measuring Competency:

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors:

a. use critical understanding of the history and current form of US social welfare and social service policies (e.g., institutions, governance, and financing) to formulate policies and strategies that advance social and economic justice.

b. use critical understanding of the history and current form of US social welfare and social service policies (e.g., institutions, governance, and financing) to formulate policies and strategies that improve social service delivery.

c. collaborate with colleagues, clients/constituents, and others to advocate for social and economic justice to effect policy change.

Learning Activities to achieve above practice behaviors and competency:

a. 

b. 

c. 

Means of Measuring Competency:

Competency #9: Respond to contexts that shape practice.

Practice Behaviors:

a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services.
b. engage in efforts to promote sustainable changes in service delivery to alleviate disparities in the access and utilization of services to lessen the disproportionate representation of persons of color in systems of care.

c. recognize and understand the local-global context of practice.

Learning Activities to achieve above practice behaviors and competency:

a.

b.

c.

Means of Measuring Competency:

a.

b.

c.

Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Practice Behaviors:

Engagement:

a. engage with individuals in the context of diverse and multidisciplinary settings.

b. engage with families and groups in the context of diverse and multidisciplinary settings.

c. engage with organizations and communities in the context of diverse and multidisciplinary settings.

d. use listening, empathy, and other interpersonal skills to establish rapport and engage with diverse populations in diverse contexts.

e. develop mutually agreed upon focus of work and desired outcomes with clients/constituents.

f. use a strengths perspective when working with individuals, families, groups, organizations and communities.

Assessment:

g. collect, organize, and interpret client/constituent/system data (e.g., strengths, stressors, and limitations) to assess client/constituent needs.

h. assess client/constituent/system strengths, stressors, and limitations.

i. identify and select appropriate and culturally responsive intervention strategies.

Intervention:

j. initiate actions to achieve client/constituent/organizational goals.

k. implement prevention interventions that enhance client/constituent capacities.

l. help and empower clients/constituents to resolve problems.
m. negotiate, mediate, and advocate for clients/constituents.

n. facilitate transitions and endings with clients/constituents.

**Evaluation:**

o. critically analyze, monitor, and evaluate interventions.

**Learning Activities to achieve above practice behaviors and competency:**

a.

b.

c.

d.

e.

**Means of Measuring Competency:**

a.

b.

c.

**Confidentiality Statement:** Each of the parties to this educational contract recognizes the sensitivity of the client information acquired during client-provider interactions and therefore agrees to maintain and protect the confidentiality of client information and records. Although the educational nature of the experience may necessitate discussion of client-provider interactions, under no circumstance will the identity of any individual client be disclosed beyond the student, practicum liaison, and practicum instructor relationship, and then only when necessary.

__________________________________________            ________________________
Student Signature                                      Date

__________________________________________            ________________________
Task Supervisor (when appropriate)                    Date

__________________________________________            ________________________
Practicum Instructor Signature                        Date

__________________________________________            ________________________
Practicum Liaison Signature                           Date
Quarter Being Evaluated:

Student Name:       Student Number:

Student campus email:

Student phone (best number to use):

Practicum Agency:

Practicum Instructor (PI):     Phone:

Practicum Instructor e-mail:

When applicable:

Task Instructor (TI):     Phone:

Task Instructor e-mail:

Please recommend credit/no credit, fill in hours, and sign

Hours completed this quarter: _____Cumulative Hours completed: ______
The attached evaluation for the quarter indicated above is complete and I/we recommend:

_____  Credit  _____  No Credit

Practicum Instructor Signature: ___________________________ Date: __________ Yr MSW Rec’d: ______

Task Instructor Signature: ___________________________ Date: __________
(when appropriate)

I have read the evaluation and discussed it with my Practicum Instructor and/or Task Instructor.

Social Work Practicum Faculty Grade Assignment: _____  Credit  _____  No Credit
Signature: ___________________________ Date: __________
Summary of Primary Activities This Quarter
(To be completed by the Student)

1. Check the appropriate learning activities the student engaged in during this quarter.
   - Micro activities (e.g., client interviews, case management, assessments and intervention with individuals and families)
   - Mezzo activities (e.g., plan, organize and lead/co-lead a support, educational or therapy group; serve on agency committee; work on a task or multidisciplinary team).
   - Macro activities (e.g., participate in one or more of the following: program planning and/or evaluation, policy analysis, legislative advocacy, community organizing, coalition building, grant writing/fund development).

2. How often do you meet for supervision sessions with this student (example: 1 hour per week, 2 hours per week, 5 hour per week, etc.)?

3. Student’s description of competency areas covered this quarter:

4. Student’s description of areas for growth:

   List the primary activities in which you were engaged during this (quarter) placement. Students are encouraged to think about activities that allowed them to engage in multiple levels of social work practice, including direct client interaction, social policy and social change efforts, research, community-level engagement, etc.

1. List Student’s primary daily/weekly responsibilities (e.g., conducting intakes/assessments, organizing community meetings, reviewing policy briefs, etc):

2. List any professional development opportunities (e.g., training sessions, seminars, in-services, etc.) you were expected to attend:

3. List the long-term projects or products that have been assigned (e.g., developing models of intervention, collecting/analyzing data for an evaluation project, preparing a grant, etc):

4. List administrative/clerical expectations (e.g., securing client information, presentation handouts, locking up facility, etc)
Please rate the extent to which you agree with the following statements, which consist of practice behaviors intended to operationalize the core competency:

### Competency #1: Identify as a professional social worker and conduct oneself accordingly. “The Student can...”

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<tr>
<td>a. advocate for just social structures (e.g., institutions &amp; systems).</td>
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<td>b. advocate for equitable client/constituent access to social work services, in the context of diverse and multidisciplinary settings.</td>
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<td>c. practice critical self-reflection to assure continual professional growth and development.</td>
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<td>d. attend to professional roles and boundaries.</td>
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<td>e. demonstrate professional demeanor (e.g.: in my behavior, appearance, and communication).</td>
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<td>f. demonstrate ability to engage in career-long learning.</td>
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<td>g. engage in consistent use of supervision and consultation.</td>
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Please provide one to three specific examples of the ways in which the student demonstrated competency number one:

### Competency #2: Apply social work ethical principles to guide professional practice. “The Student can...”

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<td>a. recognize and manage personal values, so that professional values guide practice.</td>
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<td>make ethical decisions, in practice and in research, by critically applying the ethical standards of the NASW Code of Ethics and other relevant codes of ethics.</td>
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<td>b. tolerate and respect ambiguity in resolving ethical conflicts.</td>
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<tr>
<td>c. apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions.</td>
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<td>d. understand the role of consultation and use consultation for ethical decision making.</td>
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Please provide one to three specific examples of the ways in which the student demonstrated competency number one:

### Competency #3: Apply critical thinking to inform and communicate professional judgments. “The Student can...”

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<tbody>
<tr>
<td>a. use critical thinking to distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client/constituent experience.</td>
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</table>
b. critically analyze models of assessment, especially in relation to their cultural relevance and applicability and their promotion of social justice.

c. critically analyze models of prevention, especially in relation to their cultural relevance and applicability and their promotion of social justice.

d. critically analyze models of intervention, especially in relation to their cultural relevance and applicability and their promotion of social justice.

e. critically analyze models of evaluation, especially in relation to their cultural relevance and applicability and their promotion of social justice.

f. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with individuals.

g. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with families and groups.

h. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with organizations and communities.

i. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with colleagues.

Please provide one to three specific examples of the ways in which the student demonstrated competency number three:

| Competency #4: Engage diversity and difference in practice. “The Student can…” |
|---------------------------------------------------------------|---|---|---|---|---|
| a. recognize and articulate the ways in which social and cultural structures -- including history, institutions, and values -- oppress some identity groups while enhancing the privilege and power of dominant groups. | 5 | 4 | 3 | 2 | 1 | N |
| b. develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values in working with diverse groups. | 5 | 4 | 3 | 2 | 1 | N |
| c. recognize and dialogue with others about the role of difference and the multiple intersections of oppression and privilege in shaping a person's identity and life experiences. | 5 | 4 | 3 | 2 | 1 | N |
| d. engage the knowledge, strengths, skills, and experience of clients/constituents in social work practice. | 5 | 4 | 3 | 2 | 1 | N |

Please provide one to three specific examples of the ways in which the student demonstrated competency number four:

| Competency #5: Advance human rights and social and economic justice. “The Student can…” |
|--------------------------------------------------------------------------------------------|---|---|---|---|---|
| a. understand and articulate the forms and mechanisms of oppression and discrimination and approaches to advancing social justice and human rights. | 5 | 4 | 3 | 2 | 1 | N |
| b. advocate for and engage in practices that address disparities and inequalities and advance human rights and social and economic justice. | 5 | 4 | 3 | 2 | 1 | N |
Please provide one to three specific examples of the ways in which the student demonstrated competency number five:

**Competency #6: Engage in research-informed practice and practice-informed research. “The Student can…”**

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<tbody>
<tr>
<td>a. use client/constituent knowledge to inform research and evaluation.</td>
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<td>b. use my own practice experience to inform research and evaluation.</td>
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<td>c. use qualitative research evidence to inform practice.</td>
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<td>d. use quantitative research evidence to inform practice.</td>
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<td>e. apply research literature on social disparities when selecting and evaluating services and policies.</td>
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Please provide one to three specific examples of the ways in which the student demonstrated competency number six:

**Competency #7: Apply knowledge of human behavior and the social environment. “The Student can…”**

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<tr>
<td>a. apply theories and conceptual frameworks relevant to understanding people and environments across systems levels.</td>
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<td>b. critique and apply human behavior and social environment theories and conceptual frameworks to assessment, intervention, and evaluation at multiple systems levels.</td>
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Please provide one to three specific examples of the ways in which the student demonstrated competency number seven:

**Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. “The Student can…”**

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<td>a. use critical understanding of the history and current form of US social welfare and social service policies (e.g., institutions, governance, and financing) to formulate policies and strategies that advance social and economic justice.</td>
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<td>b. use critical understanding of the history and current form of US social welfare and social service policies (e.g., institutions, governance, and financing) to formulate policies and strategies that improve social service delivery.</td>
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<td>c. collaborate with colleagues, clients/constituents, and others to advocate for social and economic justice to effect policy change.</td>
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Please provide one to three specific examples of the ways in which the student demonstrated competency number eight:
### Competency #9: Respond to contexts that shape practice. “The Student can...”

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<tr>
<td>a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services.</td>
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<td>b. engage in efforts to promote sustainable changes in service delivery to alleviate disparities in the access and utilization of services to lessen the disproportionate representation of persons of color in systems of care.</td>
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<tr>
<td>c. recognize and understand the local-global context of practice.</td>
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Please provide one to three specific examples of the ways in which the student demonstrated competency number nine:

### Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. “The Student can...”

#### ENGAGEMENT

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<td>a. engage with individuals in the context of diverse and multidisciplinary settings.</td>
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<td>b. engage with families and groups in the context of diverse and multidisciplinary settings.</td>
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<td>c. engage with organizations and communities in the context of diverse and multidisciplinary settings.</td>
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<td>d. use listening, empathy, and other interpersonal skills to establish rapport and engage with diverse populations in diverse contexts.</td>
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<td>e. develop mutually agreed upon focus of work and desired outcomes with clients/constituents.</td>
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<td>f. use a strengths perspective when working with individuals, families, groups, organizations and communities.</td>
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#### ASSESSMENT

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<tr>
<td>a. collect, organize, and interpret client/constituent/system data (e.g., strengths, stressors, and limitations) to assess client/constituent needs.</td>
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<td>b. assess client/constituent/system strengths, stressors, and limitations</td>
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<td>c. identify and select appropriate and culturally responsive intervention strategies.</td>
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#### INTERVENTION

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<td>a. initiate actions to achieve client/constituent/organizational goals.</td>
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<td>b. implement prevention interventions that enhance client/constituent capacities.</td>
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<td>c. help and empower clients/constituents to resolve problems.</td>
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<td>d. negotiate, mediate, and advocate for clients/constituents.</td>
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<td>e. facilitate transitions and endings with clients/constituents.</td>
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#### EVALUATION

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<tr>
<td>a. critically analyze, monitor, and evaluate interventions.</td>
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Please provide one to three specific examples of the ways in which the student demonstrated competency number ten:

Student’s Overview/Self-Assessment of learning this Quarter:

Student Statement of Priorities for Next Quarter:

Practicum Instructor’s Overall Assessment of Student’s Progress this Quarter:

Practicum Instructors Statement of Priorities for Next Quarter:
Appendix G: Key to Rating Scale for Field Instructors to Rate Students

**Note:** This key should be applied to BASW, MSW Foundation, or MSW Advanced level students as appropriate. The context and developmental stage of the field placement should be taken into account when rating students’ achievement of competency.

### 5 = Exceeds competency expected of a Foundation/Advanced MSW student:

Consistently able to apply, articulate, evaluate SW practice skills
- Demonstrates mastery of foundational knowledge and skills at micro, mezzo, and macro levels of social work practice.
- Able to explain, analyze, and interpret social work theories, frameworks, and perspectives to others.
- Uses knowledge in skillful, disciplined way, to assess clients or communities, analyze need, and implement services.
- Able to synthesize complex, abstract information and incorporate research knowledge into practice and evaluation.
- Demonstrates consistent ability to work effectively with other professionals, clients, and community members.
- Able to practice effectively across diverse populations, consistently demonstrating cultural sensitivity and competency.
- Demonstrates self-awareness in practice, understanding of strengths and limitations; committed to continuous learning.
- Displays excellent verbal and nonverbal communication skills both oral and written.
- Consistently demonstrates professional behavior and incorporates ethical standards into practice.
- Demonstrates capacity for professional social work practice, using supervision effectively to plan and review practice.

### 4 = Competent at Foundation/Advanced MSW student level:

Able to apply SW knowledge, values, and skills in practice
- Able to articulate basic theories relevant to social work and agency practice; can discuss meaning of theories.
- Can articulate potential solutions for meeting client needs, especially regarding concrete services.
- Can apply knowledge and has developed skills for problem-solving at the micro, mezzo, and macro levels.
- Able to process information both cognitively and effectively, for planning increasingly complex services and tasks.
- Can implement assessments and interventions with varying degrees of independence and under supervision.
- Demonstrates an understanding of research and evaluation principles for own practice and program effectiveness.
• Demonstrates knowledge and skills in cultural sensitivity, awareness, and competence in practice.
• Communicates effectively with clients/constituents, colleagues, and other professionals, orally and in writing.
• Utilizes supervision to enhance professional development and the knowledge, values, and skills needed in practice.
• Demonstrates self-awareness of limitations, strengths, ethical challenges, and needs for further growth.
• Demonstrates professional behavior, ethical standards, and Essential Abilities in practice.

3 = Achievement of competency in process: Building SW Practice Knowledge, Values and Skills
• Developing sensitivity and understanding of client and systems problems and practice solutions.
• Able and willing to obtain and utilize information and feedback from others to improve practice.
• Building knowledge base; able to recognize, recall, and describe components of client needs and agency practice.
• Can identify and describe social work concepts used in addressing complex issues; building communication skills.
• Able to describe classroom learning as related to practice setting; learning to apply course content to field.
• Building comprehension of values, knowledge and skills related to human behavior in the social environment.
• Learning to conduct assessments and interventions and complete projects according to agency standards.
• Articulates growing self-awareness regarding own cognitive and affective responses to practice and learning.
• Uses supervision to address questions & concerns and to learn multiple practice approaches and perspectives.

2 = Area of concern: Identifying Problems with Practice Skills
• Unable to practice according to ethical, theoretical, or agency standards.
• Poor motivation, attitude, communication, attendance, or other aspect of the required Essential Abilities.
• Poor awareness of values, knowledge, and skills that build social work competencies.
• Unresponsive to supervisor, focused instruction, clear expectations and boundaries, guidelines or learning priorities.
• Unable to understand or accept rationale for need for change or consequences of behavior (including possible termination).
• Unable to articulate cultural or other factors in communication and behavior, relationship or placement concerns.

1 = Student unable to demonstrate effective learning in this area:
• Student demonstrates no understanding of practice concepts.
• Has not demonstrated the willingness or ability to transfer classroom knowledge to practice on any level.
• Student unable to demonstrate effective learning.

N = **No opportunity yet to evaluate:**
• Plan focus of learning in this area in subsequent quarter(s).
• Contact Field Faculty if needed for help determining agency-specific activities to meet practice behaviors.
Appendix H: Standards for Essential Abilities and Attributes for Admission to and Continuance in the Social Work Program

Essential Skills, Values and Standards of Professional Conduct Important to Admission and Continuance in the School and Profession of Social Work

Essential Skills, Values and Standards of Professional Conduct for Admission to and Continuance in the School of Social Work are part of the School’s academic standards. They are the physical, cognitive, emotional and character requirements necessary to participate fully in all aspects of social work education and the practice of social work. The expectation is that students will possess and develop these skills, values and standards as they progress through all aspects of the program, including in the classroom, in their field placements, and in the professional practice of social work. Attention to them will be paid by faculty responsible for making admissions decisions and for evaluating students’ classroom and practicum performance. Violations of these Skills, Values, and Standards of Professional Conduct can also become grounds for dismissal from the program and from the profession. Thus, it is important that they are well understood.

Essential Skills

Motor and Sensory. Developing the competencies needed to become a social worker is a lengthy and complex process that requires students to participate in the full spectrum of experiences and requirements of the curriculum. The social work student must have sufficient motor abilities to attend class and perform all the responsibilities expected of students in practicum placement, at places such as hospitals and clinics. The student must also have the ability to acquire and integrate new information through the use of their senses to perform the functions that will be expected of them both as students and as professional social workers.

Students who wish to request reasonable accommodations for meeting the Essential Motor and Sensory Skills requirement should contact the Office of Disability Resources for Students (DRS). DRS provides services to enrolled students who have a documented permanent or temporary physical, psychological or sensory disability that qualifies them for academic accommodations under the law. Information about DRS can be found at: http://www.washington.edu/students/drs/.

Knowledge Base for Social Work Practice. The professional activities of social work require that students be grounded in relevant social, behavioral and biological science knowledge and research. This includes knowledge and skills in relationship building, data gathering, assessment, interventions and evaluation of practice.

Interpersonal and Communication Skills. The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These include compassion, objectivity, integrity and the demonstration of respect for, and consideration of others. The social work student must communicate effectively and sensitively with other students, faculty, staff, clients and other professionals. He/she must express ideas and feelings clearly and demonstrate a willingness and ability to listen to others. He/she must have sufficient skills in spoken and written English to understand the content presented in the program.

Values
For admission to and continuance in the School of Social Work at the University of Washington, students must demonstrate a commitment to the core values of social justice and diversity. These values are critical to social work education and practice.

**Social Justice.** The social work student must value social justice, which includes promoting equality and human rights and recognizing the dignity of every human being.

**Diversity.** The social work student must appreciate the value of human diversity. He/she must serve in an appropriate manner all persons in need of assistance, regardless of the person’s age, class, race, religious affiliation (or lack thereof), gender, disability, sexual orientation and/or value system. Social work students must not impose their own personal, religious, sexual, and/or cultural values on their clients. The social work student must know how his/her values, attitudes, beliefs, emotions and past experiences affect his/her thinking, behavior and relationships. The student must be willing to examine and change his/her behavior when it interferes with his/her working with clients and other professionals. The student must be able to work effectively with others in subordinate positions as well as with those in authority.

**Professional Conduct.**

The social work student must abide by the ethical standards of the profession developed by the National Association of Social Workers (NASW) Code of Ethics. (The Code of Ethics can be found at http://www.naswdc.org/pubs/code/code.asp)

In general, the social work student must behave professionally by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities and completing assignments on time. The social work student must learn to be resilient in the face of the undesirable effects of stress and avoid burnout by exercising appropriate self-care including the development of cooperative and facilitative relationships with colleagues and peers.

*Adapted from the NASW Code of Ethics:*

**Privacy and Confidentiality.**

(a) Social work students and professionals should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research.

(b) Social work students and professionals may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social work students and professionals should protect the confidentiality of all information obtained in the course of professional service unless sharing information is necessary to preventing serious, foreseeable, and imminent harm to a client or other identifiable person. . . .

**Sexual Relationships & Physical Contact**

(a) Under no circumstances should social work students and professionals engage in sexual activities or sexual contact with current or former clients, whether such contact is consensual or forced.

(b) Social work students and professionals should not engage in sexual activities or sexual contact with clients’ relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client.
(c) Social work students and professionals—not their clients, their clients’ relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(d) Social work students and professionals should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as hugging or massaging clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

Respect
(a) Social work students and professionals should treat colleagues and clients with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social work students and professionals should avoid unwarranted negative criticism of colleagues and clients in communications with others. Unwarranted negative criticism may include demeaning comments that refer to level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.

Unethical Conduct of Colleagues
(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues’ unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
Appendix I: Academic Performance and Conduct That May Result in a Review and Possible Dismissal from the MSW Program

Students may be terminated from the UW Tacoma MSW Program for any of the following:

1. Failure to meet or maintain academic standards as established by the University and the School of Social Work and the UW Tacoma MSW Program in Tacoma. (This is automatic and may take place without a review or further procedure.).

2. Academic cheating, lying, or plagiarism.


4. Documented evidence of conviction of a criminal act occurring during the course of study, or which occurred prior to admission to the UW Tacoma MSW Program and became known after admission.

5. Failure to meet the Essential Skills, Values and Standards of Professional Conduct Important for Admission and Continuance in the UW Tacoma MSW Program and Profession of Social Work.


Academic Honesty: Cheating and Plagiarism

What is academic misconduct?

Academic misconduct occurs if you present as your own work something that you did not do, or if you intentionally present incorrect data. It is also considered academic misconduct if you help someone else present work that is not his or her own.

Plagiarism

One of the most common forms of cheating is plagiarism, using another’s words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:
1. Using another writer’s words without proper citation. If you use another writer’s words, you must place quotation marks around the quoted material and identify the source of the quotation.

2. Using another writer’s ideas without proper citation. When you use another author’s ideas, you must indicate with an in-text citation, note, or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.

3. Citing your source but reproducing the exact words of a printed source without quotation marks. This makes it appear that you have paraphrased rather than borrowed the author’s exact words.

4. Borrowing the structure of another author’s phrases or sentences without crediting the author from whom it came. This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer’s style than to think about what you have read and then put it in your own words. The following example is from A Writer’s Reference by Diana Hacker (New York, 1989, p. 171).

Original: If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.

Unacceptable borrowing
sign language unsettled linguists and startled animal behaviorists.

Unacceptable borrowing of sentence structure: If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.

Acceptable paraphrase: When they learned of an ape’s ability to use sign language, both linguists and animal behaviorists were taken by surprise.

5. Borrowing all or part of another student’s paper or using someone else’s outline to write your own paper.

6. Using a paper writing "service" or having a friend write the paper for you. Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student’s paper.

Note: The guidelines that define plagiarism also apply to information secured on internet websites. Internet references must specify precisely where the information was obtained and where it can be found.
You may think that citing another author’s work will lower your grade. In some unusual cases this may be true, if your instructor has indicated that you must write your paper without reading additional material. But in fact, as you progress in your studies, you will be expected to show that you are familiar with important work in your field and can use this work to further your own thinking. Your professors write this kind of paper all the time. The key to avoiding plagiarism is that you show clearly where your own thinking ends and someone else’s begins. Integrity is essential to effective performance in the profession of Social Work. Social work professionals are entrusted to carry out responsibilities that significantly impact human lives. Upholding academic honesty is consistent with a professional focus on acting with integrity and demonstrates the student’s willingness to do so