# Table of Contents


The School of Social Work and UWT Social Work Program
  Social Work Program Administration and Faculty ................................................................. 4
  Mission & Goals of the School of Social Work & UWT Social Work Program ................. 5
    Mission of the School of Social Work .............................................................................. 5
    Program Goals of the UWT MSW Program ................................................................. 5

The MSW Curriculum
  Council on Social Work Education Competencies and Practice Behaviors ...................... 6
  Curriculum Template for UWT MSW Program ............................................................... 12
  Foundation Curriculum: Course Descriptions and Requirements .................................... 13
  Advanced Curriculum: Course Descriptions and Requirements ....................................... 16

Field Education in the MSW Program: UWT Social Work Program
  Overview of Field Education in Social Work Program ..................................................... 19
  Practicum is an educational/learning experience required for academic credit ............. 20
  Duties and Responsibilities of UWT Field Faculty ......................................................... 23

Field Education in the MSW Program: Agencies & Field Instructors
  Standards and Procedures for Certification of Agencies as Field Sites ............................. 25
  Expectations of the Agency .............................................................................................. 26
  Expectations and Responsibilities of the Field Instructor ................................................ 28
  Field Instructor Training .................................................................................................. 29
  Field Instruction Policies of the UWT MSW Program ..................................................... 30
  Policy and Procedural Guidelines for Appointment To Affiliate Instructor Status .......... 34

Field Education in the MSW Program: Students
  Requirements for Credit ..................................................................................................... 36
  Procedures for Student Placement in Field Agencies ....................................................... 36
  Placements in an Agency of Employment ........................................................................ 38
  K-12 School Social Work Certification Program ............................................................ 38
  Policies and Information Related to Field Education ....................................................... 39
    Registration Required to Begin and Continue in Field ................................................ 39
    Counselor Credentialing ................................................................................................. 40
    Accommodations Due to a Disability ............................................................................ 40
    Employment Conflicts .................................................................................................. 41
    Background Checks and Fingerprinting ...................................................................... 41
    Immunizations .............................................................................................................. 41
    Additional Field Hours May be Required in Certain Circumstances ......................... 42

Field Education at the Field Agency: Scheduling, Learning Contracts, Evaluations
  Scheduling of Field Education Hours .............................................................................. 43
Foundation Field Education ................................................................. 43
Advanced Field Education ................................................................. 43
“Block” Placements ........................................................................ 44
University Breaks ............................................................................. 44
Holidays and Inclement Weather Days ............................................. 44
Sick Time .......................................................................................... 44
Scheduling Absence from Field Site ............................................... 44
Incompletes in Field Education ........................................................ 44
Safety and Transportation ................................................................. 44
Guidelines for Enhancing Safety and Minimizing Risk in the Field ..... 44
Exposure to Pathogens or Toxic Substances ...................................... 45
What Students Should Do if Attacked, Injured, or Seriously Threatened During Field Time .............................................................. 45
Transportation .................................................................................. 46
Suspension or Termination of Placement ......................................... 46
Concerns of the Field Instructor About the Student ....................... 46
Concerns of the Student About the Field Instructor or Agency ....... 47
Situations in which immediate suspension or termination of a placement is necessary ......................................................... 47
Policy Regarding Dismissal from the MSW Program for Failure in Field Placements ............................................................. 47
STAR: Learning Contracts and Quarterly Evaluations .................... 49
STAR: System to Administer Records ............................................... 49
The Educational Learning Contract ................................................... 49
Developing Foundation Level Learning Activities ......................... 50
The Quarterly Evaluation .................................................................. 51

Appendices (Note: For reference only. Forms listed below must be completed on STAR)
Appendix A: Social Work Affiliation Agreement ............................... 53
Appendix B: Request for Field Placement in an Agency of Employment ............................................................. 60
Appendix C: Acknowledgement of Risk Form ................................. 63
Appendix D: Foundation Field Education Learning Contract .......... 64
Appendix E: Foundation Field Education Quarterly Evaluation ...... 73
Appendix F: Advanced Field Education Learning Contract .......... 80
Appendix G: Advanced Field Education Quarterly Evaluation ...... 88
Appendix H: Key to Rating Scale for Field Instructors to Rate Students ............................................................. 94
Appendix I: Standards for Essential Abilities and Attributes for Admission to and Continuance in the Social Work Program ............................................................. 97
Appendix J: Academic Performance and Conduct That May Result in a Review and Possible Dismissal from the MSW Program ............................................................. 100
Appendix K: Policy & Procedures Regarding Dismissal from Field Placements ................................. 103
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.

If you have questions about anything in this manual, please do not hesitate to contact us. To our Field and Task Instructors: thanks for your hard work with new social work students—your efforts are deeply appreciated. To our students: thanks for being such great representatives of the UW Tacoma Social Work program.

Tom Diehm on one-quarter sabbatical

Field Director Tom Diehm will be on sabbatical during Autumn quarter, 2018 (9/16/18 – 1/2/19). Teresa Holt-Schaad, Field Faculty for the BASW students will be filling in for him during that time. Please contact her at tholt@uw.edu or 253-692-5823 with any questions or concerns.

Two new stipended field placements—a first for UW Tacoma!

For the first time, UW Tacoma is able to provide stipends to a few MSW students through two new programs:

The Simon Family Endowment provides stipended field placements for selected MSW students doing their placements in agencies that work with adults with Autism Spectrum Disorders and other intellectual disabilities. This program also provides those students with supplemental educational and training opportunities. Additionally, there are two placements available at the new UW Tacoma Office of Student Advocacy and Support working with students facing life challenges (e.g., housing and food insecurity, interpersonal violence, caring for family members) that negatively impact their ability to persist and excel in their studies. We hope to be able to expand these programs to include BASW students in the future.

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Gabi Crosby, Program Assistant

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Rick Butt, CWTAP Director
Keli Regan-Drake, Field Instructor
Hermenia Jackson, Field Instructor

Mahea Kalilikane, Field Instructor
Moniquetra Slater, Field Instructor
Susan Welk, Program Coordinator
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 MSW Program

The UWT MSW Program has the following overarching goals:

- To prepare students for generalist practice including basic knowledge and skills for understanding and solving complex social problems within the values of professional social work.

- To prepare students for advanced professional practice in an area of concentration in a way that fosters social work leadership, effective social interventions, a commitment to a just and humane diverse society, and a commitment to public service.

- To provide access to social work education to residents of the south Puget Sound region.
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 (at both the Foundation or Concentration/Advanced level) are:

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

   **Foundation 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.

   **Concentration/Advanced Practice Behaviors:**
   a. Understand and identify the role of a social worker in cross-disciplinary settings.
   b. Identify opportunities to assume leadership roles in the creation, implementation, and evaluation of research-informed intervention programs.
   c. Engage collaboratively with agency and community partners in developing programs to address a range of human and societal needs.

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

   **Foundation 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.

   **Concentration/Advanced Practice Behaviors:**
   a. Recognize and manage personal biases as they affect the professional relationship in the service of the clients’/constituents’ interests.
b. Apply social work ethical principles to the design, implementation, and evaluation of research-informed intervention programs.

3. **Apply critical thinking to inform and communicate professional judgments.**

**Foundation 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.

**Concentration/Advanced Practice Behaviors:**
- a. Engage in reflective practice (e.g., regularly question and reflect on one’s own assumptions and consider how these might affect practice).
- b. Apply critical thinking skills to the complexities of both the context(s) for change and the collaborative leadership necessary for the effective design, implementation, and evaluation of research-informed interventions.
- c. Evaluate, select, and implement appropriate quantitative and/or qualitative assessment tools to evaluate the efficacy of the program; and communicate effectively with diverse populations and with multi- or interdisciplinary colleagues.

4. **Engage diversity and difference in practice.**

**Foundation 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.

Concentration/Advanced Practice Behaviors:
   a. Understand the many forms of diversity and difference and how these influence the relationship with clients/constituents.
   b. Apply knowledge of the social constructions, dimensions, and intersections of the multiple aspects of human diversity to the design, implementation, and evaluation of research-informed interventions.

5. Advance human rights and social and economic justice.

Foundation 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.

Concentration/Advanced Practice Behaviors:
   a. Articulate the potentially challenging effects of economic, social, cultural, and global factors on client/constituent systems.
   b. Advocate the all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities.
   c. Understand the relationship between the social and economic policies of the United States and their impact upon global social and economic justice.


Foundation Practice Behaviors:
   a. use client/constituent knowledge to inform research and evaluation.
   b. use 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.

Concentration/Advanced Practice Behaviors:
   a. Apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process.
   b. Identify, evaluate, and select effective and appropriate intervention strategies.
   c. Apply research skills to the evaluation of intervention programs; and work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

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

Foundation 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.

**Concentration/Advanced Practice Behaviors:**
   a. Apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural), and use bio/psycho/social/spiritual/structural theories in formulating assessments.
   b. Relate appropriate theories, models, and empirical evidence to client circumstances.

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

**Foundation 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.

**Concentration/Advanced Practice Behaviors:**
   a. Recognize the interrelationship between clients/constituents, practice, organizational and public policy.
   b. 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.**

**Foundation 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.

**Concentration/Advanced Practice Behaviors:**
   a. Work collaboratively with others to effect systemic change towards sustainability.
   b. Act as a change agent to promote social justice and diminish the impact of social injustices.
   c. Advocate at multiple levels for the implementation of intervention programs that are flexible enough to meet needs in rapidly changing societal contexts.

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

**Foundation 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.

Concentration/Advanced Practice Behaviors:
   Engagement:
      a. Demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents.
      b. Engage diverse groups appropriate to the area of focus in the design of intervention programs.
      c. Collaborate with multidisciplinary colleagues in program design and development.

Assessment:
      d. Use multidimensional assessment (e.g., bio/psycho/social/spiritual/ structural).
      e. Evaluate, select, and implement appropriate assessment instruments, adapting them as appropriate to client/constituent circumstances.
      f. Relate theories, models, and research as appropriate to client systems and circumstances.

Intervention:
      g. Collaborate effectively and consult with other professionals/stakeholders to coordinate interventions.
h. Apply types of intervention strategies across levels of intervention, including individual, family, group, organization, agency, community, or larger context.
i. Develop and implement collaborative, multidisciplinary intervention strategies.

Evaluation:

j. Contribute to the theoretical knowledge base of the social work profession through practice-based research.
k. Apply research skills to evaluating interventions.
l. Identify and utilize evaluations tools for specific interventions.
## First Year—Professional Foundation

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## Second Year—Professional Foundation, Advanced Curriculum & Advanced Standing

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# Foundation Curriculum

## Course Descriptions and Requirements

Foundation 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. **All Foundation courses must be completed in order to begin the Advanced Curriculum.**

### Social Work Practice

The practice sequence is designed to prepare students for beginning social work with client systems of various sizes and types.

**Social Work Practice I - Introduction to Social Work Practice** (*T SOCW 510*): This is the first course in a two-quarter sequence providing masters-level students with foundation knowledge and skills in direct practice with individuals, families, and groups. The course, which is intended to prepare students for subsequent practice courses and for the first year practice, provides a basic understanding of social work purposes and values, and foundation skills in relationship-building, interviewing, assessment and intervention.

**Social Work Practice II - Intermediate Direct Services Practice** (*T SOCW 511*): This is the second of a two-quarter sequence providing foundation knowledge and skills in direct practice with individuals, families, and groups. This course focuses on mastery in assessment and goal setting and beginning expertise in intervention selection, planning, and evaluation with micro systems (e.g. individuals, couples, families and small groups) with primary focus on individuals and families. This course focuses on intervention, emphasizing different practice models, the empirical foundation of approaches to direct services; appropriate evaluation strategies; and approaches to monitoring implementation of intervention with individuals and small groups.

**Social Work Practice III – Organizational & Community Practice** (*T SOCW 512*): Using an anti-oppression lens, students develop foundation skills in assessment, intervention, and evaluation of groups, organizations, communities, and policy construction and implementation. These arenas are viewed as both tools and targets for change efforts. This process is driven by the principles of economic and social justice, multiculturalism, and anti-oppression practice and requires social workers to become critical thinkers and reflective practitioners engaged in and capable of facilitating an action-oriented model that reflects social works' core values.

**Social Work Practice IV - Foundation Practice Skills** (*T SOCW 514*): This course focuses on mental health assessment techniques, tools, and diagnostic skills. Students can focus on either adults or children. Students cannot exempt or substitute courses for *T SOCW 514.*

### Human Behavior and the Social Environment

**Human Behavior and the Social Environment I (HBSE)** (*T SOCW 502*): Human Behavior and the Social Environment is a two-course sequence. This sequence focuses on both person and environment,
utilizing developmental and social system perspectives to understand and influence human behavior. Developmental stages are examined across diverse backgrounds. Implications for social work practice and especially the assessment processes are highlighted. This course also introduces some of the theoretical frameworks commonly used in social work to address issues with clients. HBSE I considers behavior as a function of biological, cognitive, psychological, cultural, and social processes across the life span. Emphasis is placed upon both individual and family development. The course stresses multicultural aspects of human development, through examination of diverse ethnic and cultural backgrounds at different developmental stages. Also addressed will be the impact of life events/situations on different developmental stages.

**Human Behavior and the Social Environment II (HBSE) (T SOCW 503):** Human Behavior and the Social Environment is a two-course sequence. TSOCW 503 (HBSE II), the second course in the sequence, focuses on small groups, including the family, organizations, communities, and society as systems. A requirement for the MSW degree, TSOCW 503 uses concepts, models, and research findings selectively derived from the behavioral and social sciences. Social workers have practice responsibilities with a wide array of client systems ranging from individuals and families to small groups, organizations, and communities. Whether a social worker practices primarily with individuals, families, small groups, organizations, or communities, she/he must have an understanding of the interactions and influences of multiple social systems, i.e. the ecological model. Knowledge of human development and behavior within diverse social systems, the conditions needed for healthy growth and development, and the application of this knowledge to social welfare and social work, is a central element in education for social work practice.

**Social Policy**

**Social Policy and Economic Security (T SOCW 501)** This course will introduce students to the intellectual, historical, and ethical foundations of the social work profession. Through intensive and critical engagements with 1) framing values, ethics, and concepts; 2) crucial aspects of the profession’s history; and 3) contemporary issues, problems, and directions, students will begin the exploration, examination, and development of the personal, professional, and intellectual foundations necessary for practicing social work built on the central values of plurality and social justice. Also, this course provides a critical analysis of poverty and inequality in the U.S., with an analytic and descriptive focus on measurement, processes of production and perpetuation, and public policy responses. It examines competing perspectives on the causes of poverty, the role of policy, and socioeconomic dimensions of stratification, including race, ethnicity, class, gender, immigration status, disability, age, sexual orientation and family structure.

**Diversity**

**Cultural Diversity and Social Justice (T SOCW 504):** The purpose of this course is to provide the conceptual, theoretical, and empirical knowledge base related to difference, disadvantage, oppression, social justice, and empowerment. This foundation knowledge is necessary for social work practice in a multicultural society. The overall aims of the TSOCW 504 course are to have class participants: (a) explore the interplay of social and cultural identities, societal power relations, and other societal forces as they affect human functioning; and (b) develop perspectives and approaches to working with and across differences, especially those based on social group memberships. Students and instructors will explore power issues in race (ethnicity and culture), class, gender, sexual orientation, and other societal forces that affect individuals, families, groups, and communities in the context of professional values of social justice, multiculturalism, empowerment and globalization. Consequently, the course will provide a forum for students to critically examine their own race, ethnic, gender, sexual orientation, class, and
ability status assumptions, beliefs, and behaviors and to reflect on how these personal ethics and values enhance or hinder their work with people of diverse backgrounds. Experiential and dialogic learning processes will engage students to explore personal meaning systems and narratives. Such exploration through intensive involvement is geared to helping students develop a strong foundation for critical self-reflection and respectful engagement across differences in perspectives, experiences and histories.

**Research**

*Foundations of Social Welfare Research (T SOCW 505):* This is the first of a two-quarter research sequence, beginning in the winter quarter and culminating in the spring quarter. The goals of this two course sequence are to: 1) Prepare students to use research to inform practice, and 2) Provide students with the foundation level skills necessary to evaluate their own practice and contribute to the professional knowledge base. In the first course, students will be introduced to a range of methods for informing evidence-based social work practice. Emphasis is placed on critical appraisal of the literature, development of research questions, and strategies and techniques for conducting practice relevant research. The second course will focus on measurement and data collection, data analysis, and presentation of research results. In both courses, students are expected to engage in a critical analysis of the underlying beliefs, approaches and assumptions of various research methods, particularly as it relates to promoting social justice. Students are also expected to consider issues of social justice and diversity in the application of research methods. Students will be responsible for developing a proposal in the first research course that can be refined, implemented and made ready for presentation in the second course, T SOCW 535.

**Foundation Field Education**

**Students cannot begin foundation field education without meeting specific criteria:** successful completion of all foundation coursework that precedes the placement; interviews with and acceptance by an approved agency-related field instructor; and demonstration of the Essential Abilities and Attributes for Admission and Continuance in the School (see Appendix I). In addition, faculty members discuss student readiness before the field placement begins; students in question are reviewed in meetings of the MSW degree faculty.

A total of ten credits and 400 hours are required for Foundation Field Education, which is accomplished by successful completion of T SOCW 524 over four quarters. The first class held on campus in the spring, is for one credit only and prepares students for their Summer Quarter start at the agency, where nine additional credits are completed. One credit is equal to 40 clock hours in the agency.

*The Professional Foundation Practicum (T SOCW 524):* Begins with a spring course titled: Introduction to Practicum (T SOCW 524): This 1-credit course prepares students for the completion of the remaining nine credits at the community agency. Methods of instruction include online certificate completion, on campus, and at the agency. Students are expected to work collaboratively with community partners at the agency and faculty, as well as independently to learn about and prepare for their practicum experience which begins in the summer.
The Foundation Practicum incorporates content acquired in all areas of the curriculum. In a selected community agency, the student is provided the opportunity to apply social work knowledge under the supervision of an experienced social worker. Emphasis is placed on developing required competencies and foundation practice behaviors: the perspectives and skills needed for generalist practice with individuals, families, groups, organizations and communities. In addition, the development of evidence-based and culturally competent practice and planned social change skills are an integral part of the Foundation Practicum and are seen as critical for the effective delivery of social services.

**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 SOCW 524 Foundation Practicum added to your schedule. The fee goes toward costs associated with administering field education. *The practicum course fee is subject to change.*

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**Advanced Curriculum**

**Advanced Integrative Practice Concentration**

**Course Descriptions and Requirements**

The mission of the Advanced Integrative Practice concentration is to prepare MSW-level practitioners to assume leadership roles in the design, delivery, and evaluation of interventions at all levels of practice, from work with an individual client to community advocacy or policy analysis. These interventions, informed by research, focus on specific practice fields and methods of service delivery within the context of emerging societal conditions and needs. In the tradition of the social work profession, the prime motivator and ultimate goal of this advanced concentration is the realization of social and economic justice for those marginalized by society.

Students focus their advanced course of study in an area of particular interest to them. These areas might include, but are not limited to: children and youth; clinical mental health; chemical dependency; military families and veterans; older adults; criminal justice; health care systems; school social work; domestic violence; and public child welfare. Students develop knowledge and skills to address their topic in depth, while actively integrating the relevant practice concerns, policies, issues of diversity and social justice, research evidence, and the community contexts impacting their chosen topic.

*All* Advanced Curriculum must be completed in the UW Tacoma MSW Program.
**Advanced Integrative Policy and Services** *(T SOCW 531)*: Examines current policy issues related to families; applies theoretical frameworks to selected policies and considers the political nature of policy choices. Evaluates the potential for system reform at both state and national levels, as well as local communities and agencies. Enhances advocacy skills for policy change to achieve social justice.

**Advanced Integrative Practice I** *(T SOCW 532)*: Focuses on the assumption of leadership roles in the design, implementation and evaluation of research-informed intervention programs at the micro, mezzo and/or macro levels of practice. Students will begin work on a capstone paper or project during this course. *It is expected that students will remain with the same instructor during the T SOCW 532/533 sequence.*

**Advanced Integrative Practice II** *(T SOCW 533)*: The course builds on Advanced Integrative Practice I. Focuses on the ethics, values, critical thinking and program development skills needed to accomplish the intervention program researched in TSOCW 532. Classroom sessions provide opportunities for active learning of relevant interventions. Students will complete a capstone paper or project at the end of this course. *It is expected that students will remain with the same instructor during the T SOCW 532/533 sequence.*

**Research for Advanced Integrative Practice** *(T SOCW 535)*: Completes the work begun in TSOCW 505. Focuses on data collection, management, analysis, the write up of research results, and appropriate dissemination of findings.

**Social Work Selectives.** To complete the Concentration, students must choose at least three Selectives (9 credits), which consist of courses numbered between T SOCW 540-560. Offerings vary from year to year and the online Registration Guide should be consulted for current options.

**Advanced Standing Social Work Research** *(T SOCW 597)*. This course is required for students admitted to the Advanced Standing option of the social work program. Provides supervision for the research project development and a structured environment to hone previously learned research methods and content.

**Advanced Standing Integrative Seminar** *(T SOCW 598)*. This course is required for students admitted to the Advanced Standing option of the social work program. Focuses attention on areas of curriculum that may not have been covered in these students’ baccalaureate social work programs.

**Advanced Practicum**

A total of 17 credits equaling 680 field hours are required for the Advanced Practicum, which is accomplished by successful completion of TSOCW 525. One credit is equal to 40 clock hours in the agency.

In a selected community agency, the student is provided the opportunity to apply advanced social work knowledge under the supervision of an experienced social worker. Emphasis is
placed on developing the perspectives, competencies, and skills needed for practice with individuals, families, groups, organizations and communities. Placements must support competency development in an area of concentration. In addition, the development of culturally competent practice and planned social change skills are an integral part of the Advanced Practicum and are seen as critical for the effective delivery of social services.

**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 SOCW 525 Advanced 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 MSW 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 MSW 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 MSW 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 MSW 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 Director of Field Education at 253-692-5823 or email him at tdiehm@uw.edu


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.

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 MSW Program.
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 part way 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 MSW Program and/or make recommendations that a student be referred to the MSW Program Conflict Resolution and Behavioral Review Committee.
Field Education in the MSW 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. 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.

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.
**Expectations of the Agency**

1. The Agency should provide students with:
   - Learning opportunities/experiences in all Competencies in the Foundation and Advanced placement years.
   - 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 MSW 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 or Gulf War 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 MSW 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, 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.

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 complete an online Social Work Program Field Orientation 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.

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 Appendices C & D) 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 MSW 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 MSW Program, and call upon the MSW 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.

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 MSW 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 MSW 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 MSW 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.

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**Field Instructor Training**

In 2015-2016, the Field Education office of the School of Social Work introduced an online version of Field Instructor Training (FIT).

This training, which new Field Instructors and Task Supervisors are required to complete is available year-round and you will receive notice of its availability and how to access it when you’ve been confirmed to take a student for the upcoming year. The training includes a Basic Level, which is applicable to all students and which provides generalized training information to new field instructors. You are then directed toward campus-specific modules (Seattle or Tacoma-based students), and either Foundation or Advanced/Concentration level placements. While everyone completes the Basic training, you only need to do those additional modules that are specific to the student you’re taking. You can always go back at a later date to complete other modules if needed.
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.

Additionally, the UW Tacoma Field Faculty conduct individual and group trainings in Field Instruction by request and as needed. If need be, we’re happy to come to your agency and talk one-to-one about having a student and respond to your questions and concerns.

**Field Instruction Policies of the UWT MSW Program**

Following are general policies to guide the interaction between the UWT MSW 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 UW Tacoma program operates.

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 Foundation Placement as
well as all Foundation Competencies and Practice Behaviors. When planning Advanced placement, Field Faculty will review student learning plans to make sure the plan and concentration are consistent with field choice and Advanced Competencies and Practice Behaviors.

Students in both the Foundation and Advanced field placements 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. **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 MSW Program. Together they will determine the need to refer the situation to the MSW Program Professional Standards 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.

5. If a student receives a failing grade (2.6 or below or NS or NC) in a Foundation or Advanced 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. Students are not allowed to enter a field placement unless they have successfully completed all required coursework to date.

6. **Prior to beginning the Advanced Field Education placement** (T SOCW 525) students must successfully complete all Foundation requirements, including the Foundation Field Education Placement.

7. **Immunizations:** Students must be compliant with University of Washington Health Sciences Immunization Program requirements before starting their Field Education Placement and while in Placement, including yearly flu vaccines, and B tests and readings. These requirements are in addition to immunizations necessary for admittance to the University. The MSW 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.

9. The Field Education Agency and/or the MSW Program have the right to terminate a student's placement following consultation between the Field Instructor and the Field Faculty. In such an event, the Policy Regarding Dismissal from the BASW Program for Failure in Field Placements will be implemented (see Appendix M).

10. Students may use the Social Work Program Professional Standards Committee or the services of the Ombudsman 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.

11. 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 38 and Appendix B.

12. 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.

13. 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.

14. 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.

15. **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.

16. **Off-Site 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.

17. **The UWT 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.
Policy and Procedural Guidelines for Appointment to Affiliate Instructor Status

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 individual of his/her eligibility by the end of the Spring 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 Executive Vice Chancellor for Academic Affairs (EVCAA) no later than May 15. 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 June 10.

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 MSW 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 49 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 Immunization Program. See page 41 for additional detail.

Procedures for Student Placement in Field Agencies

**Foundation Field Placement Process**

The Foundation field placement (TSOCW 524) consists of 400 hours in a single Field Education agency in which the student can obtain instruction and experience at the micro, mezzo, and macro levels. Forty hours of field time are credited to the student for their 1-credit Introductoin of Practicum course in Spring of their first year. The remaining 360 hours are completed in the field agency. Foundation 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 Foundation Field Education Syllabus and Learning Contract. As a rule, Field Education placements for Foundation students begin in the Summer quarter at the end of the first year of classroom instruction. In some instances, at agency or student request, the placement may not begin until the following Autumn quarter (e.g., placements in public school systems that are not available during the summer months). The student-related process for Field Education placement is as follows:
1. During Winter quarter of the first year, 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 Foundation placement.

2. During Spring quarter of the first year, the student will enroll in one credit of T SOCW 524 and successfully complete it. Activities required in the course include, but are not limited to: interviewing for field placement with identified agency; shadowing in the agency for a designated period of time; completion of online and in-class trainings and assignments; development of Learning Contract with the agency Field Instructor. Students are credited for 40 field hours for successful completion of the course, leaving a total of 360 hours to be completed in the field agency.

3. Once the field placement has been confirmed by the student, agency, and Field Faculty, the online Learning Contract form will be set up in the STAR system and the student and Field Instructor can begin developing Learning Activities. It is expected that the Learning Contract will be finalized no later than the third week of the placement, but preferably sooner.

**Advanced Field Placement Process**

The Advanced field placement (TSOCW 525) consists of 680 hours in a single Field Education agency in which the student can obtain instruction and experience in a focused area of practice. Advanced Field Education sites are placements which will contribute to a student’s depth of knowledge and experience and which will allow them to meet the curriculum competencies and practice behaviors of the Advanced Field Education Syllabus and Contract. The student must have successfully completed the entire Foundation level curriculum, including the Foundation field placement before they can enter the Advanced placement.

The student-related process for Field Education placement is as follows:

1. During Winter quarter, the Field Faculty meet with students individually to determine their interest areas for in-depth practice experience, review the Foundation field placement evaluations to identify areas of particular strength and those areas which may warrant further growth. From that conversation, the student and Field Faculty will identify agencies which meet these needs and which are appropriate to the Advanced year of the MSW degree.

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

3. 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.
4. 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.

5. 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.

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. 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. 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.

K-12 School Social Work Certification Program

The UW School of Social Work and UWT Social Work Program do not manage the certification process for School Social Workers. Students seeking certification as School Social Workers must apply through the Office of the Superintendent of Public Instruction (OSPI). Social workers in school settings will need that certification in order to be hired by a school district for certificated positions.

Requirements for State of Washington School Social Worker Certification

- Completion of the MSW degree at a CSWE-accredited program
- Completion of a course in school social work or school law
• Fingerprint and background check and Character and Fitness form

While a practicum/field experience is no longer required for certification, candidates are advised to arrange a school placement experience with a certified social worker, as this field is VERY competitive.

Currently enrolled MSW students may do a Foundation or Advanced placement in a school, however students seeking certification are encouraged to complete their Advanced field placement in a school setting under the supervision of a certified school social worker.

**Resources UW SSW and UW Tacoma offers toward K-12 Social Worker Certification:**

- **School Social Work Course:** UW Seattle and UW Tacoma offer the School Social Work course for current students, and for graduate non-matriculated students on a space-available basis. A different, and more abbreviated course is offered through the Puget Sound Educational Services District office and intended only for candidates that have already completed their MSW degree, often in another State. Both of these courses meet the requirements of WAC 181-79A-223.

- **Advising:** Students interested in social work practice in a school setting can receive advising on School Social Work Certification from the Office of Field Education at UW SSW and the Field Faculty at UW Tacoma. Additional advising is also available from the Washington Association of School Social Workers (WASSW) and OSPI.

- **Field experience:** UW SSW and UW Tacoma offers practicum/field experience to currently enrolled students provided the schools are able to meet the requirements of the Office of Field Education. For people who have already finished their MSW degree, the UW School of Social Work (Seattle and Tacoma) does not coordinate field experiences. Please contact the WASSW for questions regarding practicum/field experience in school social work after having finished your MSW degree.

Currently enrolled MSW students who are placed in a school setting may need to complete a current background check, complete a fingerprinting check and other orientation requirements by the particular school district. Students may also be given the opportunity to start field experience before fall quarter begins (usually after Labor Day) so they can be present at the beginning of the school district school year. Students need to be in touch with their assigned Field Faculty if they plan to begin early.

**UWT Policies and Information Related to Field Education**

**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 (T SOCW 524 or 525). 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 covered by liability insurance if they are at that field site during the time between academic quarters so long as they are registered for the following quarter, and are approved for such hours by their Field Instructor. 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.

Liability coverage does not extend beyond the total number of required field hours. If a student wishes to remain at the agency as a volunteer after completing their required hours, they will need to make those arrangements with the agency personally. Students are not covered for liability beyond their required hours, at whatever point those hours are completed.

**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 is 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 Resource Services (DRS) for academic accommodation. If your accommodations extend into your practicum placement, you must share your letter with the agency at the time of interview to insure the agency will be able to provide appropriate accommodations.

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/](http://www.tacoma.washington.edu/studentaffairs/SHW/dss_about.cfm/)
Employment Conflicts

If a student is employed full-time, 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. Costs related to fingerprinting or other requirements may be reimbursable by the Social Work Program and you should consult with your Field Faculty for details and approval of any such reimbursement.

Immunizations

Students are required to meet the immunization requirements set by University of Washington Health Sciences Immunization Program (HSIP). The UWT Social Work Program does not grant requests for waivers to the Immunization requirements; any such waivers must be issued by HSIP. Students in the UWT Social Work Program may access assistance with immunizations through their personal healthcare provider, or through the campus Student Health Services providers.

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

2. 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 HSIP by e-mail or phone call to the Field Faculty member will be accepted as verification that a student is in compliance).

3. Any and all time missed from the Field Education site must be made up prior to the end of the quarter.

4. 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.

5. 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, notably 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.
Scheduling of Field Education Hours

The schedule for students in the Foundation and Advanced Field placement may be individually arranged between the student and Field Instructor. As a rule, Field Education placements begin in the Summer quarter. In some instances, at agency or student request, the placement may not begin until the following Autumn quarter (e.g., placements in public school systems that are not available during the summer months). It is very important that both the student and Field Instructor be aware of how the student is progressing toward completion of hours. It often occurs that hours are completed much more quickly than either is aware.

While students make a commitment to 9-12 months of field placement, when they complete the required number of hours for their Foundation or Advanced practicum (360 or 680, respectively), their liability coverage with the University ends and the student MUST leave their field placement.

**Foundation Field Education (T SOCW 524)**

Students complete 360 hours extended over Summer, Autumn, and Winter quarters. This is in addition to the 40 hours completed during the Spring quarter prior, for a total of 400 hours. Due to liability coverage by the University, students cannot have client contact prior to the first day of the quarter in which their placement begins. They can engage in orientation or training activities that do not involve client contact prior to the first day of the quarter.

**Advanced Field Education (T SOCW 525)**

Students must complete 680 hours extended over Summer, Autumn, Winter, and Spring quarters. Due to liability coverage by the University, students cannot have client contact prior to the first day of the quarter in which their placement begins. They can engage in orientation or training activities that do not involve client contact prior to the first day of the quarter. It is possible for MSW students to graduate “early” (March instead of June of their final year). If a student wishes to do this, they must complete all field hours prior to the last day of Winter quarter and their final field evaluation must be submitted via STAR. Students must have approval from their Field Instructor and the MSW Program in order to pursue this option and it should be discussed as early as possible to avoid unexpected disruptions to placements.
“Block” placements: While most students will spread their field hours over 9-12 months, on occasion it will be to the benefit of both a student and the field agency for the student to do their hours as a “block,” that is: 30-40 hours per week for a shorter period of time. This can be arranged by the student and Field Instructor, but must be approved by the Field Faculty member. Note: Completion of hours in a block fashion still requires that the student register for and receive credit for the required number of academic credits for graduation, and will impact both subsequent course registration and financial aid (if applicable).

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, as long as they are registered for the upcoming quarter.

Holidays and Inclement Weather Days: Students from the Tacoma option of the MSW 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 Professional Standards 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.

Students are NOT covered for Labor and Industries (L&I) insurance by the University while in their field placements.

**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—what is referred to as a “disrupted placement.” 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 Faculty 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 Faculty 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.

Policy Regarding Dismissal from the MSW Program for Failure in Field Placements (See Appendix K)

Both the Foundation (T SOCW 524) and Advanced/Concentration (T SOCW 525) level Field Education placement (also known as “practicum”), must be successfully completed with a grade of “credit” for each quarter in order to graduate from the MSW program.
If a placement is discontinued at any point prior to the end of the placement due to unsatisfactory performance, the student will receive a grade of “no credit” for that quarter and no field hours will be credited to the student’s overall required total. With the approval of the Field Faculty, and in consultation with the student’s faculty advisor, students are allowed to repeat a Field Education placement for which they have received a grade of “no credit” at a different placement site. The conditions of the second placement (e.g., total number of hours to be repeated; when the new placement can begin, etc.) are at the discretion of the Field Faculty, in consultation with the student’s faculty advisor. If a second placement also is discontinued due to unsatisfactory performance, the student will be dismissed from the MSW program.

This policy is intended to be cumulative and covers the entire course of study for the MSW degree. If a student is dismissed from a Foundation level placement, and is later dismissed from a Concentration level placement for unsatisfactory performance the student will be dismissed from the MSW program.
STAR: Learning Contracts and Quarterly Evaluations

STAR: System to Administer Records

All Field Education documentation is accomplished through STAR, our online system for completing and monitoring Learning Contracts, Quarterly Evaluations, and MSW Program Assessment tools.

Access to STAR: UW students and employees utilize their UW Net ID’s to access STAR. Users who are not UW employees or students need to create a Protect Network account in order to access STAR. Your field faculty will provide instructions on how to do this when a placement is confirmed.

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.

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 Foundation and Advanced education as set forth by CSWE and the Social Work Program.

3. The major effort of writing an educational contract should occur in the Spring quarter prior to the start of the placement, with finalization occurring during the first few weeks of the practicum. 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 third 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 contract in discussion with the Field Instructor. Both the student and Field Instructor must sign the learning contract in STAR and the Field Instructor must submit it.

**Developing Foundation 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 Foundation Learning Contract. Activities are required at each level of practice—micro, mezzo, and macro.

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 measureable. 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 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.

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 MSW 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 MSW 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.
5. 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

6. 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.

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

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

9. 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.

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

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

12. 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.

13. School will ensure evaluation of students’ immune status with regard to current CDC standards for healthcare personnel, upon program entry and again each time standards are changed or updated. School will also ensure students receive initial and annual tuberculosis screening according to current CDC guidelines.

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.

21. The School will require each student referred to the Training Site to complete a training in universal precautions and transmissions of blood borne pathogens, if required by the Training Site. Training Site will provide personal protection equipment that is appropriate for the tasks assigned to School’s students.

In the event a student sustains a needle-stick injury or other substantial exposure to bodily fluids of another or other potentially infectious material while participating in the practicum program at Training Site, Training Site agrees to provide the following services:

- Provide or, at the option of the student, assist with seeking emergency medical care, at the student’s expense;
- Provide HIV counseling and appropriate testing, at the student’s expense; and
- Cooperate in the identification of and documentation for the source individual.

The source patient’s HBV, HCV and HIV status will be determined by Training Site in the usual manner to the extent possible.

Liability Coverage Provisions

22. 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.

23. 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.

24. 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.

25. 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

26. 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

27. 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

28. 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.
29. 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

30. **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, absent.

31. **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.

32. **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.

33. **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.

34. **Survival.** The School and Training Site expressly agree that the liability coverage provisions of this Agreement will survive the termination of this Agreement.
35. **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.

36. **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.

37. ** 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.

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

39. **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 Academic Affairs, School of Social Work  Date

______________________________________________  ______________

Director, University of Washington  Date
Tacoma Social Work Program

______________________________________________  ______________

Executive Director, Health Sciences Administration  Date

**TRAINING AGENCY:**

______________________________________________

Signature  Date

______________________________________________

Printed Name and Title  Date

______________________________________________

Phone Number

______________________________________________

Email Address (please print)

______________________________________________

Signature
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
ii. Division/Unit(if applicable)
iii. Agency Address
iv. Agency Telephone

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:

<table>
<thead>
<tr>
<th>Responsible Administrator</th>
<th>Current Supervisor</th>
<th>Proposed Field Instructor (MSW)</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Name:</td>
<td>Name:</td>
<td></td>
</tr>
<tr>
<td>Title:</td>
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<td>Telephone Number/Email:</td>
<td>Telephone Number/Email:</td>
<td>Telephone Number/Email:</td>
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</tr>
<tr>
<td>Signature &amp; Date:</td>
<td>Signature &amp; Date:</td>
<td>Signature &amp; Date:</td>
<td>Signature &amp; Date:</td>
</tr>
</tbody>
</table>

Field Faculty Signature: _________________________________________________________________

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: 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 D: Foundation Field Education Learning Contract
To be accessed and electronically signed on STAR

University of Washington, Tacoma
TSOCW 524: MSW Professional Foundation Practicum
Student Competency and Learning Contract

Academic Year:

Student Name:              Student Number:

Student campus email:

Student phone (best number to use):

Practicum Agency:

Field Instructor (FI):            Phone:

Field Instructor e-mail:

When applicable:

Task Instructor (TI):            Phone:

Task Instructor e-mail:

Planned Practicum Schedule
(this may be adjusted collaboratively with the TI/FI 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 Foundation 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 Field 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:**
- advocate for just social structures (e.g., institutions & systems).
- advocate for equitable client/constituent access to social work services, in the context of diverse and multidisciplinary settings.
- practice critical self-reflection to assure continual professional growth and development.
- attend to professional roles and boundaries.
- demonstrate professional demeanor (e.g., in my behavior, appearance, and communication).
- demonstrate ability to engage in career-long learning.
- engage in consistent use of supervision and consultation.

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

**Means of Measuring Competency:**
- 
- 
- 

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

**Practice Behaviors:**
- recognize and manage personal values, so that professional values guide practice.
- 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.
- tolerate and respect ambiguity in resolving ethical conflicts.
- apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions.
- 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:**
- 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.

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

a. 

b. 

c. 

**Means of Measuring Competency:**

a. 

b. 

c. 

Competency #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.

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

a. 

b. 
Means of Measuring Competency:

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

Practice Behaviors:

- use client/constituent knowledge to inform research and evaluation.
- use his/her own 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.

Learning Activities to achieve above practice behaviors and competency:

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Means of Measuring Competency:

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Competency #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.

Learning Activities to achieve above practice behaviors and competency:

- 
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- 

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:**

a. 
b. 
c.
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, field faculty/liaison, and field instructor relationship, and then only when necessary.

______________________________  _______________________
Student Signature                   Date

______________________________  _______________________
Task Supervisor (when appropriate)  Date

______________________________  _______________________
Field Instructor Signature          Date

______________________________  _______________________
Field Faculty/Liaison Signature    Date
Appendix E: Foundation Field Education Quarterly Evaluation
To be accessed and electronically signed on STAR

University of Washington, Tacoma
SOCW 524 MSW Foundation
Quarterly Evaluation of Student Competency and Learning

Quarter Being Evaluated:

Student Name:       Student Number:

Student campus email:

Student phone (best number to use):

Practicum Agency:

Field Instructor (FI):     Phone:

Field 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

Field Instructor Signature: ___________________________ Date: ___________Yr MSW Rec’d: _______

Task Instructor Signature: ___________________________ Date: ___________

(when appropriate)

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

Social Work Practicum Faculty Grade Assignment: _____ Credit     _____ No Credit
Signature: ___________________________ Date: ___________
All sections of this narrative evaluation must be completed by students and field instructors as indicated. The student must demonstrate satisfactory progression in practicum, according to the Competencies and Practice Behaviors to receive credit.

Summary of Primary Activities This Quarter
(To be the 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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<tbody>
<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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<tr>
<td>a. recognize and manage personal values, so that professional values guide practice.</td>
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<tr>
<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...” |
|--------------------------------------------------|   |   |   |   |   | N |
| 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...” |
|--------------------------------------------------|   |   |   |   |   | N |
| 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.</td>
<td>use client/constituent knowledge to inform research and evaluation.</td>
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<tr>
<td>b.</td>
<td>use my own practice experience to inform research and evaluation.</td>
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<td>c.</td>
<td>use qualitative research evidence to inform practice.</td>
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<td>d.</td>
<td>use quantitative research evidence to inform practice.</td>
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<td>e.</td>
<td>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.</td>
<td>apply theories and conceptual frameworks relevant to understanding people and environments across systems levels.</td>
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<td>b.</td>
<td>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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<tbody>
<tr>
<td>a.</td>
<td>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.</td>
<td>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.</td>
<td>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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<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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<tr>
<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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<tr>
<td>e. develop mutually agreed upon focus of work and desired outcomes with clients/constituents.</td>
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<tr>
<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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</table>
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:

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

Field Instructors Statement of Priorities for Next Quarter:
Appendix F: Advanced Field Education Learning Contract
To be accessed and electronically signed on STAR

University of Washington, Tacoma
TSOCW 525: MSW Concentration Practicum
Advanced Integrative Practice
Student Competency and Learning Contract

Academic Year:

Student Name:                      Student Number:

Student campus email:

Student phone (best number to use):

Practicum Agency:

Field Instructor (FI):              Phone:

Field Instructor e-mail:

When applicable:

Task Instructor (TI):               Phone:

Task Instructor e-mail:

Planned Practicum Schedule
(this may be adjusted collaboratively with the TI/FI 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.):

---

**Required Competencies & Practice Behaviors for MSW Concentration Practicum**

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

**Practice Behaviors:**

a. Understand and identify the role of a social worker in cross-disciplinary settings.

b. Identify opportunities to assume leadership roles in the creation, implementation, and evaluation of research-informed intervention programs.

c. Engage collaboratively with agency and community partners in developing programs to address a range of human and societal needs.

**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 biases as they affect the professional relationship in the service of the clients’/constituents’ interests.

b. Apply social work ethical principles to the design, implementation, and evaluation of research-informed intervention programs.
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. Engage in reflective practice (e.g., regularly question and reflect on one’s own assumptions and consider how these might affect practice).

b. Apply critical thinking skills to the complexities of both the context(s) for change and the collaborative leadership necessary for the effective design, implementation, and evaluation of research-informed interventions.

c. Evaluate, select, and implement appropriate quantitative and/or qualitative assessment tools to evaluate the efficacy of the program; and communicate effectively with diverse populations and with multi- or interdisciplinary colleagues.

Learning Activities to achieve above practice behaviors and competency:

a.

b.

c.

Means of Measuring Competency:

a.

b.

c.

Competency #4: Engage diversity and difference in practice.

Practice Behaviors:
a. Understand the many forms of diversity and difference and how these influence the relationship with clients/constituents.
b. Apply knowledge of the social constructions, dimensions, and intersections of the multiple aspects of human diversity to the design, implementation, and evaluation of research-informed interventions.

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

a.

b.

c.

**Means of Measuring Competency:**

a.

b.

c.

**Competency #5: Advance human rights and social and economic justice.**

**Practice Behaviors:**

a. Articulate the potentially challenging effects of economic, social, cultural, and global factors on client/constituent systems.
b. Advocate the all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities.
c. Understand the relationship between the social and economic policies of the United States and their impact upon global social and economic justice.

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

a.

b.

c.

**Means of Measuring Competency:**

a.

b.

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

**Practice Behaviors:**

a. Apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process.

b. Identify, evaluate, and select effective and appropriate intervention strategies.

c. Apply research skills to the evaluation of intervention programs; and work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.

**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 the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural), and use bio/psycho/social/spiritual/structural theories in formulating assessments.

b. Relate appropriate theories, models, and empirical evidence to client circumstances.

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

a. 

b. 

c. 

**Means of Measuring Competency:**

a. 

b. 

c.

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

**Practice Behaviors:**

a. Recognize the interrelationship between clients/constituents, practice, organizational and public policy.

b. 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:**

a.

b.

c.

**Competency #9: Respond to contexts that shape practice.**

**Practice Behaviors:**

a. Work collaboratively with others to effect systemic change towards sustainability.

b. Act as a change agent to promote social justice and diminish the impact of social injustices.

c. Advocate at multiple levels for the implementation of intervention programs that are flexible enough to meet needs in rapidly changing societal contexts.

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

a.

b.

c.

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

Practice Behaviors:

Engagement:
- a. Demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents.
- b. Engage diverse groups appropriate to the area of focus in the design of intervention programs.
- c. Collaborate with multidisciplinary colleagues in program design and development.

Assessment:
- d. Use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural).
- e. Evaluate, select, and implement appropriate assessment instruments, adapting them as appropriate to client/constituent circumstances.
- f. Relate theories, models, and research as appropriate to client systems and circumstances.

Intervention:
- g. Collaborate effectively and consult with other professionals/stakeholders to coordinate interventions.
- h. Apply types of intervention strategies across levels of intervention, including individual, family, group, organization, agency, community, or larger context.
- i. Develop and implement collaborative, multidisciplinary intervention strategies.

Evaluation:
- j. Contribute to the theoretical knowledge base of the social work profession through practice-based research.
- k. Apply research skills to evaluating interventions.
- l. Identify and utilize evaluations tools for specific interventions.

Learning Activities to achieve above practice behaviors and competency:
- a.
- b.
- c.

Means of Measuring Competency:
- a.
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 Field Instructor relationship, and then only when necessary.

_________________________  _______________________
Student Signature          Date

_________________________  _______________________
Task Supervisor (when appropriate)  Date

_________________________  _______________________
Field Instructor Signature  Date

_________________________  _______________________
Practicum Liaison Signature  Date
Appendix G: Advanced Field Education Quarterly Evaluation
To be accessed and electronically signed on STAR

University of Washington, Tacoma
SOCW 525 MSW Concentration
Quarterly Evaluation of Student Competency and Learning

Quarter Being Evaluated:

Student Name: 
Student Number:

Student campus email:

Student phone (best number to use):

Practicum Agency:

Field Instructor (FI): 
Phone:

Field 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

Field Instructor Signature: __________________ Date: ___________ Yr MSW Rec’d: ______

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

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

Student Signature: __________________ Date: __________

Social Work Practicum Faculty Grade Assignment: _____ Credit _____ No Credit

Signature: __________________ Date: __________
TSOCW 525 MSW Concentration Practicum  
Quarterly Evaluation of Student Competency and Learning

All sections of this narrative evaluation must be completed by students and Field Instructors as indicated. The student must demonstrate satisfactory progression in practicum, according to the Competencies and Practice Behaviors to receive credit.

1. 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.)?

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

3. Student’s description of areas for growth:

Summary of Primary Activities This Quarter  
(To be the completed by the Student)

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…” |
|---------------------------------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| a. Understand and identify the role of a social worker in cross-disciplinary settings. | 5 | 4 | 3 | 2 | 1 | N |

2018-2019 UWT MSW Field Manual  Page 89
b. Identify opportunities to assume leadership roles in the creation, implementation, and evaluation of research-informed intervention programs.

c. Engage collaboratively with agency and community partners in developing programs to address a range of human and societal needs.

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…” |
|----------------------------------------------------|-------------------------------------------------|---|---|---|---|---|---|
| a. Recognize and manage personal biases as they affect the professional relationship in the service of the clients’/constituents’ interests. |
| b. Apply social work ethical principles to the design, implementation, and evaluation of research-informed intervention programs. |

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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…” |
|----------------------------------------------------|-------------------------------------------------|---|---|---|---|---|---|
| a. Engage in reflective practice (e.g., regularly question and reflect on one’s own assumptions and consider how these might affect practice). |
| b. Apply critical thinking skills to the complexities of both the context(s) for change and the collaborative leadership necessary for the effective design, implementation, and evaluation of research-informed interventions. |
| c. Evaluate, select, and implement appropriate quantitative and/or qualitative assessment tools to evaluate the efficacy of the program; and communicate effectively with diverse populations and with multi- or interdisciplinary colleagues |

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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…”

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<td>a. Understand the many forms of diversity and difference and how these influence the relationship with clients/constituents</td>
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<td>b. Apply knowledge of the social constructions, dimensions, and intersections of the multiple aspects of human diversity to the design, implementation, and evaluation of research-informed interventions.</td>
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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…”

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<td>a. Articulate the potentially challenging effects of economic, social, cultural, and global factors on client/constituent systems.</td>
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<tr>
<td>b. Advocate the all practice levels for the creation and implementation of intervention programs that promote social and economic justice and diminish disparities.</td>
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<td>c. Understand the relationship between the social and economic policies of the United States and their impact upon global social and economic justice.</td>
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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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<td>a. Apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process.</td>
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<td>b. Identify, evaluate, and select effective and appropriate intervention strategies</td>
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<tr>
<td>c. Apply research skills to the evaluation of intervention programs; and work collaboratively with evaluators/researchers to assess intervention efficacy and effectiveness.</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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<td>a.</td>
<td>Apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural), and use bio/psycho/social/spiritual/structural theories in formulating assessments.</td>
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<td>b.</td>
<td>Relate appropriate theories, models, and empirical evidence to client circumstances.</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.</td>
<td>Recognize the interrelationship between clients/constituents, practice, organizational and public policy.</td>
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<td>b.</td>
<td>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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<td>a.</td>
<td>Work collaboratively with others to effect systemic change towards sustainability.</td>
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<td>b.</td>
<td>Act as a change agent to promote social justice and diminish the impact of social injustices.</td>
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<td>c.</td>
<td>Advocate at multiple levels for the implementation of intervention programs that are flexible enough to meet needs in rapidly changing societal contexts</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…”**

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a. Demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents.

b. Engage diverse groups appropriate to the area of focus in the design of intervention programs.

c. Collaborate with multidisciplinary colleagues in program design and development.

**ASSESSMENT**

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<td>d.</td>
<td>Use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural).</td>
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<td>e.</td>
<td>Evaluate, select, and implement appropriate assessment instruments, adapting them as appropriate to client/constituent circumstances.</td>
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<td>f.</td>
<td>Relate theories, models, and research as appropriate to client systems and circumstances.</td>
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g. Collaborate effectively and consult with other professionals/stakeholders to coordinate interventions.

**INTERVENTION**

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<td>h.</td>
<td>Apply types of intervention strategies across levels of intervention, including individual, family, group, organization, agency, community, or larger context</td>
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<td>i.</td>
<td>Develop and implement collaborative, multidisciplinary intervention strategies</td>
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**EVALUATION**

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<td>j.</td>
<td>Contribute to the theoretical knowledge base of the social work profession through practice-based research.</td>
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<td>k.</td>
<td>Apply research skills to evaluating interventions.</td>
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<td>l.</td>
<td>Identify and utilize evaluations tools for specific 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:

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

Field Instructors Statement of Priorities for Next Quarter:
Appendix H: 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 I: 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](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.

Revised by Gary Olson, per Jane Yung, 2009-10; NASW items added by Gary per Margaret Spearman and Jon Conte, 2009-10. Draft 10/22/10 by Gary, revised by Todd Herrenkohl and Jenn Stuber for FC; revised by Gary Olson 11/16/10; revised by Program Directors 2011; Approved by FC June, 2011.
Appendix J: 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.
Appendix K: Policy & Procedures Regarding Dismissal from Field Placements

Both the Foundation (T SOCW 524) and Advanced/Concentration (T SOCW 525) level Field Education placement (also known as “practicum”), must be successfully completed with a grade of “credit” for each quarter in order to graduate from the MSW program.

If a placement is discontinued at any point prior to the end of the placement due to unsatisfactory performance, the student will receive a grade of “no credit” for that quarter and no field hours will be credited to the student’s overall required total. With the approval of the Field Faculty, and in consultation with the student’s faculty advisor, students are allowed to repeat a Field Education placement for which they have received a grade of “no credit” at a different placement site. The conditions of the second placement (e.g., total number of hours to be repeated; when the new placement can begin, etc.) are at the discretion of the Field Faculty, in consultation with the student’s faculty advisor. If a second placement also is discontinued due to unsatisfactory performance, the student will be dismissed from the MSW program.

This policy is intended to be cumulative and covers the entire course of study for the MSW degree. If a student is dismissed from a Foundation level placement, and is later dismissed from a Concentration level placement for unsatisfactory performance the student will be dismissed from the MSW program.

Procedures

1) If a student is dismissed from a practicum placement for unsatisfactory performance, he/she will receive a grade of “no credit” for the quarter, and will meet with the assigned Field Faculty member, along with the student’s faculty advisor. If those two roles are one in the same, the student may bring a different social work faculty member to the meeting. The purpose of the meeting will be twofold: a) to discuss the behaviors and conditions that led to the student being dismissed from the placement; and b) determine whether a second attempt at a practicum placement is warranted, and how the student will change behaviors to make the new placement successful.

2) The student may appeal the grade of “no credit” to the Director of the Social Work Program in the same manner prescribed for appeal of classroom grades. There is no grade appeal beyond the Program Director.

3) The Field Faculty member will attempt to re-place the student at a different agency and may inform the agency of the conditions under which the original placement was discontinued. The Field Faculty member will have the authority to determine the number of hours which the student must repeat, when the new placement can begin, and other logistics related to the re-placement of the student. The student will be informed in writing by the Field Faculty member that this will be their final opportunity to be successful in a field placement, and that an additional dismissal from a field placement will result also in dismissal from the Social Work Program.

4) The Graduate School will be notified in writing of the student’s dismissal from the practicum site, the reasons for that dismissal, and of the proceedings of any meetings dealing with this issue. The Graduate School will place the student on “Probation” status.
5) If the student is discontinued from the second placement for unsatisfactory performance, she/he will be dismissed from the Social Work program and the Graduate School will be so notified. The student will receive a written notification from the program to this effect. The Graduate school will place the student on “Drop” status. There is no “Final Probation” status in this instance.

6) The student may appeal the dismissal from the Social Work program to the Program Director who will, in consultation with the Social Work members of the Faculty Council determine whether the student’s dismissal is warranted. The student may access other existing University of Washington procedures, if any apply, to appeal the dismissal if she/he so chooses.

The UW Tacoma Social Work Program may revise this policy at any time. Students will be notified of changes via e-mail and through the program’s website. This policy is effective upon approval by program faculty.

Approved by AG: 7/22/15
Approved by Graduate School: 8/7/15
Approved by Social Work faculty: 9/17/15
Approved by full faculty: 9/25/15
Effective: Autumn quarter, 2015