School of Social Work
UNIVERSITY of ALASKA ANCHORAGE

BSW Student Handbook and Practicum Manual

AY2026-2027



Student Handbook & Practicum Manual Purpose

This handbook and practicum manual is provided for informational purposes only and should not be construed as the basis of a contract between a student and the University of Alaska Anchorage. Although every effort is made to ensure its correctness, regulations of the university and this program's requirements change from time to time during the period any student is attending the University of Alaska Anchorage; to the extent there is a conflict between this handbook and university policies, regulations, rules, or procedures, the university policies, regulations, rules, or procedures will control.

This handbook and practicum manual applies to social work students enrolled in social work courses in AY2026-2027.

Notice of Nondiscrimination

The Annual Notifications and Disclosures published in the UAA Academic Catalog covers the following: Notice of Nondiscrimination; Biographic/Demographic Information; Campus Diversity and Compliance; Annual Security and Fire Safety Report; Computer Use and Software Copyright Policy; Copyright and Intellectual Property; Drug-Free Schools Notification; Family Educational Rights and Privacy Act (FERPA); Free Speech and Academic Inquiry; Gender-Based and Sexual Misconduct Policy; and Harassment.

The following person has been designated to handle inquiries regarding the nondiscrimination policies:

University of Alaska Anchorage
Director, Office of Compliance and Rights
3190 Alumni Drive, SSB 352
Anchorage, AK 99508
Phone: 907-786-0818
E-mail: uaa_titleix@alaska.edu
Website: https://www.uaa.alaska.edu/about/compliance-and-rights/index.cshtml

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Welcome Statement

Dear Students:

Welcome to the Bachelor of Social Work (BSW) program at UAA! We hope that you will find your social work education to be challenging, enlightening, and professionally fulfilling. During your time with us you will form close relationships with your student colleagues and faculty. Your faculty advisor will play an especially important role in helping you stay on track in the program and in helping you choose the general electives and departmental electives best suited for your professional interests. We urge you to meet with your faculty advisor every semester. Together we hope to create a learning environment that is accepting, welcoming, intellectually stimulating, challenging, and meaningful to prepare you to assume important professional social work roles.

The UAA BSW program has had continuous accreditation by the Council on Social Work Education since 1978. We are committed to preparing generalist social workers practitioners in Alaska, while helping students develop the knowledge and skills needed to practice nationally and internationally.

This program and practicum handbook has been prepared to acquaint you with information, procedures, and policies of the UAA BSW program. Together with the UAA Academic Catalog, this handbook provides details about BSW program policies, including information on advising, admission, course work, and practicum.

We welcome your feedback and input at any time. Again, welcome to the UAA Bachelor of Social Work program. You have our best wishes for your academic success.

Sincerely,

Tracey Burke, PhD, MSW
BSW Program Chair

Tracey Eason, LMSW
BSW Practicum Education Coordinator

Donna Aguiniga, PhD, MSW
Assistant Dean of Social Work

Program Contact Information

UAA's Anchorage location and community campuses reside on the traditional, unceded lands of the Dena'ina, Kenaitize, Sugpiaq, and Unangan people. The UAA School of Social Work honors Alaska's Indigenous people and cultures, and we are mindful of UAA's obligations to them and to this wonderful place. The students, staff, and faculty of the UAA School of Social Work commit to continuing in the work of developing healthy, respectful, meaningful, reciprocal relationships with Alaska's Indigenous people, as well as Indigenous people throughout the world.

The School of Social Work offices are located in Suite 218 of the Professional Studies Building (PSB), which is attached to the Wendy Williamson Auditorium. PSB is closest to the West Parking Lot, which offers a Parking Permit Kiosk. The building is open to the public weekdays 8am-5pm and to the UAA community 24/7 using university ID/keycards.

Mailing Address:
School of Social Work
3211 Providence Drive, PSB 218
Anchorage, AK 99508-8230

Main Telephone: (907) 786-6900; Fax: (907) 786-6912

Website: http://www.uaa.alaska.edu/socialwork

School Email: uaa_socialwork@alaska.edu

School of Social Work Faculty & Staff Directory

Business Hours:
Monday through Friday, 8:00 a.m. to 5:00 p.m. Alaska Time

College of Health
The Dean of the College of Health has offices located in Suite 205 of the Professional Studies Building (PSB). The phone number for the Dean's office is (907) 786-4406.
Student Lounge: The College has a lounge for students in PSB 214. The lounge includes comfortable seating, desks, a printer, a refrigerator, and a microwave.

School of Social Work Administration
BSW Program Chair – Tracey Burke, PhD, MSW

The BSW Program Chair is responsible for overseeing the daily operations of the BSW Program, BSW Program development, and working with the BSW faculty and staff, UAA Administration, and CSWE to ensure BSW Program integrity. The BSW Program Chair is also responsible for the coordination of the BSW program, scheduling courses, promoting the program, and helping BSW students connect with one another and with School activities.

BSW Practicum Education Coordinator – Tracey Eason, LMSW

The BSW Practicum Education Coordinator is responsible for identifying and training practicum instructors, placing BSW students in practicum settings, overseeing the practicum education process, and handling problems that may arise for BSW students or practicum instructors.

Assistant Dean, School of Social Work – Donna Aguiniga, PhD, MSW

The Assistant Dean of Social Work is the chief administrator for the School. The Assistant Dean is responsible for the day-to-day operations of the school and management of the School's resources.

Program Overview

The educational purpose of the Bachelor of Social Work (BSW) program at the University of Alaska Anchorage is to prepare graduates for beginning professional social work generalist practice. Preparation for professional practice builds on a broad-based liberal arts education accomplished through completion of General Education and other interdisciplinary major degree requirements. Social work is a profession committed to assisting individuals, families, groups, organizations, communities, and society as a whole through the amelioration of social problems, equitable distribution of social resources, and client empowerment. Key professional perspectives are incorporated across the BSW generalist practice curriculum and the planned change process: person-in-environment, anti-oppression, and strengths and empowerment.

Social work education engages the student in curriculum and carefully planned experiences to achieve the knowledge, skills, values, and cognitive and affective processes necessary for beginning generalist social work professional practice. These experiences take place in the classroom, laboratory, service-learning experience, small seminars, and curated practicum placements. The practicum placement is an essential component of professional Social Work education.

Mission

The UAA Bachelor of Social Work (BSW) prepares students for professional social work practice. The mission of the BSW is to prepare generalist social workers who collaborate with individuals, families, groups, organizations, and communities. Graduates enhance human well-being, engage in decolonizing and anti-oppressive practice, and promote equity and social, racial, economic, and environmental justice and equity for Alaskans across our diverse geographic and cultural communities.

BSW Program Student Learning Outcomes

Students graduating with a Bachelor of Social Work will be able to:

- Demonstrate ethical and professional behavior.
- Advance human rights and social, racial, economic, and environmental justice.

- Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.
- Evaluate practice with individuals, families, groups, organizations, and communities.
- Integrate Alaska's unique opportunities and needs into professional practice, policy, and/or research.

BSW Program Context: UAA and the College of Health

The UAA Bachelor of Social Work program is one of several programs located in the College of Health, creating opportunities for students and faculty to engage in interdisciplinary research and learning. The vision of the College of Health is "leading toward a healthier tomorrow," and the mission is "advancing the health and well-being of people and communities." The vision and mission of the College of Health are well-aligned with the mission of the UAA BSW program.

The mission of the UAA College of Health and the BSW program support and are aligned with the mission of UAA, which is,

> *The University of Alaska Anchorage (UAA) transforms lives through teaching, research, community engagement and creative expression in a welcoming environment. Serving students, the state, and the communities of Southcentral Alaska, UAA is a comprehensive, open access, public university established on the ancestral lands of the Dena'ina, Ahtna, Alutiiq/Sugpiaq, and Eyak/dAXunhyuu Peoples.*

The UAA BSW program integrates the four UAA core competencies through curricular, co-curricular, and extra-curricular learning opportunities:

- **Effective Communication:** The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.
- **Creative and Critical Thinking:** The knowledge and skills necessary for the critical exploration of issues, ideas, artifacts, and events in order to creatively design, evaluate, and implement a strategy to answer complex questions or achieve a desired goal.
- **Intercultural Fluency:** The knowledge and skills necessary to promote effective and appropriate interaction in a variety of cultural contexts, particularly in terms of the communities we serve.
- **Personal, Professional, and Community Responsibility:** The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

Accreditation Statement

The UAA School of Social Work Bachelor of Social Work program is accredited by the Council on Social Work Education (CSWE). The BSW program was re-accredited by CSWE in 2026, and the program was granted continued accreditation for eight years.

BSW Program Assessment

The BSW Program Assessment systematically gathers data to evaluate generalist student learning outcomes; the implicit curriculum and anti-racism, diversity, equity, and inclusion (ADEI); and program outcomes (CSWE, 2022). The assessment results are used by faculty for intentional and continuous improvement of the BSW explicit and implicit curriculum and ADEI in the student learning environment.

The UAA BSW program assesses student achievement of the nine social work competencies in the explicit generalist curriculum. BSW students complete the BSW assessment measures at the end of the final spring semester of the generalist curriculum. The BSW program also assesses the implicit curriculum, which refers to the learning environment provided by the program and includes diversity, student development, student participation, and advising, retention, and termination. The UAA BSW program monitors program outcomes through BSW student retention rates, graduation rates, and social work licensure exam pass rates.

See the BSW Program Assessment Plan for detailed information about the BSW assessment process.

UAA Student Resources and Support

Academic Catalog

The UAA Academic Catalog provides UAA students, faculty, and staff with information about academic policies and processes, annual notifications and disclosures, course descriptions, faculty / administration, graduate programs, and undergraduate programs.

Care Team

The mission of the UAA Care Team is to promote a safe, caring and productive learning, living, and working environment for students at UAA. This is accomplished by addressing the needs of students through service coordination, assessment, and the implementation of individualized support plans.

Consortium Library

The UAA Consortium Library provides and supports teaching, learning, and research, as well as the innovative use of information resources and technologies. Consortium Library resources include access to online periodicals, interlibrary loan, and access to electronic books.

Disability Support Services

Disability Support Services (DSS) empowers, supports, and advocates for students who experience disabilities by partnering with the University community in the provision of equal access to all curricular and co-curricular programs, facilities, services, and activities. Under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA), students with disabilities are encouraged to contact Disability Support Services regarding accommodations.

Information Technology Services

UAA IT Services is your source for all core technologies at UAA.

Military & Veteran Student Services

Military and Veteran Student Services provides the highest quality support to service members, veterans, and their families by equipping students with the tools necessary for success.

Multicultural Student Services

The UAA Multicultural Student Center promotes academic and personal growth of traditionally underserved students or underrepresented minority students.

Office of Compliance and Rights

The UAA Office of Compliance and Rights affirms its commitment to a safe and healthy educational and work environment in which educational programs, employment and activities are free of discrimination and harassment. Our staff administers and ensures compliance with the University policies, procedures and programs on equal opportunity, discrimination, affirmative action, discriminatory harassment, sexual misconduct, stalking and retaliation.

Office of Financial Aid

The Office of Financial Aid strives to make a significant and positive difference in the lives of students through quality customer service that meets their educational needs, and the efficient processing and delivery of financial aid.

Pride Center

The UAA Pride Center provides a safe and welcoming space for students to “affirm, uplift, and engage those who identify as LGBTQIAS2S+ and allies.”

Student Handbook

The UAA Student Handbook includes important information on campus safety, student complaint procedures, and student rights, freedoms, and responsibilities.

Student Health and Counseling Center

The Student Health and Counseling Center (SHCC) promotes optimal health and mental health for the University community through access to high quality and affordable health care, preventative health care, individual counseling, consulting, outreach and health education.

Student Help & Support

Student Help & Support offers a wide variety of support services to every student. Provided information helps students navigate technical support, accessibility resources, academic services, UAA policies and procedures, and more.

UAA Equal Access and Privacy Policies

Pregnancy Accommodations and Adjustments

To support students' success and equal access to education, programs, and services, UAA provides reasonable accommodations and adjustments related to pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. The UAA Office of Compliance and Rights responds to student requests for pregnancy-related accommodations and adjustments.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records.

Notice of Nondiscrimination

The University of Alaska is an equal opportunity and equal access employer, educational institution and provider. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination applies to all applicants, faculty, staff, students, student-employees, volunteers, affiliates and contractors in a manner consistent with all applicable laws, regulations, ordinances, orders, and Board of Regents' Policies, University Regulations, and related internal processes and procedures. Contact information and complaint procedures are included

on UA's statement of nondiscrimination available at http://www.alaska.edu/nondiscrimination.

Sex-Based Violence Statement

UAA prohibits sex-based violence, including: sexual misconduct, sexual harassment, dating or intimate partner violence, sexual exploitation, and stalking.

Sexual and Gender Based Discrimination (BOR 01.04)

The Board of Regents of the University of Alaska System affirms its commitment to a safe and healthy educational and work environment in which educational programs and activities are free of discrimination on the basis of sex. Sexual and Gender Based Discrimination (BOR 01.04).

BSW Student Support and Engagement

Social Work Scholarships

A variety of opportunities for Financial Assistance are available for students enrolled in the UAA BSW program. Amounts vary each year based on available funds. These typically include:

- UAA Administrative Scholarships;
- the Ella Craig NASW Scholarship;
- the Dove Kull Memorial Scholarship; and
- the Syril's Rising Star Scholarship.

Additional scholarship opportunities may be available to BSW students.

Social Work Student Organizations

BSW Student Coalition
The BSW Student Coalition provides an opportunity for BSW students to address interests and concerns and to develop activities to increase community among BSW students. The BSW Student Coalition is supported by a Faculty Advisor. Students involved in the BSW Student Coalition may be elected to participate on committees within the BSW program or the School of Social Work. The Social Work Coalition is part of the UAA Club Council.

Epsilon Chi Chapter of Phi Alpha
Phi Alpha is the National Honor Society of Social Work students. All undergraduate students who have declared social work as a major, achieved junior status (60+ credits completed), completed a minimum of nine semester hours of required social work courses including SWK A330 Practice with Individuals, and rank in the top 35% of their class are eligible for membership in the Epsilon Chi Chapter of Phi Alpha, the National Honor Society of Social Work students. A one-time fee is required to join the national organization.

UAA Student Organizations and Leadership Opportunities
UAA has many student clubs and leadership opportunities for undergraduate students. UAA regularly seeks students for membership on committees for university governance, such as the Campus Assembly and the University Board of Regents.

National Association of Social Workers

The National Association of Social Workers (NASW) is the association representing professionally educated social workers nationwide. Membership in NASW includes the monthly journal *Social Work* and the *NASW News.* The Alaska Chapter of NASW sends its members regular listserv announcements, holds a biennial statewide conference, as well as several continuing education events throughout the year. The Alaska Chapter of NASW provides for a UAA Student Representative (BSW or MSW student) on the State Board of Directors. Students are eligible to join NASW at a reduced student rate.

Admissions Process and Requirements

UAA Admission Requirements

Please see the UAA Catalog for information about Admission Requirements for the University.

Admission to the University does not guarantee admission to the professional phase of the program.

Declaration of BSW Major

Admission to UAA is required for all students planning to earn a BSW degree. Enrollment Management, located at 2901 Spirit Way, attached to the Student Union, will provide guidance and requirements of the admission process.

Students may declare Social Work as a major at the time of admission to UAA or at any time prior to applying for the professional portion of the BSW program in the junior year (described below).

The university catalog that is in effect at the time the social work major is declared is the basis for all requirements and future advising. If requirements change in future years, they will not be substituted for requirements in effect when students declared social work as their major. Enrollment Management issues a written certificate of acceptance, refers the student for assignment of an academic advisor, and confirms student's academic calendar year.

Declaration of the major does not ensure admission to the professional phase of the program or graduation with a BSW degree.

Admission to the Professional Phase of the Program

Students typically apply for admission to the professional phase of the program during October of the academic year (AY) prior to the AY they intend to enter practicum and graduate. The BSW accepts applications for admission to the professional phase of the program only during the fall semester. Admission to the professional phase of the social work program is based upon the requirements listed below.

Prior to applying for admission to the professional phase of the program, students must:

- Earn a minimum cumulative GPA of 2.50
- Complete with a minimum grade of C, or be currently enrolled in, SWK A330
- Meet with a Social Work Faculty Advisor
- Review and demonstrate understanding of program competencies, practice behaviors, and policies as outlined in the BSW Student Handbook
- Demonstrate commitment to social work values and ethics as established in the National Association of Social Workers Code of Ethics

Admission to the professional phase of the social work program is based on the following criteria:

- Meeting the above requirements.
- Demonstrating beginning competence in client-centered communication and interviewing skills
- Demonstrating ethical and professional behaviors and interactions with peers, faculty, staff, and community partners
- Completing all SWK 100-, 200- and 300-level SWK courses with a C or better
- The professional judgment of the social work faculty

Some students will not have all required courses completed at the time of application to the professional phase of the major. In this event, the student may be admitted with the understanding that they must complete all junior-level and below social work courses with a minimum grade of C prior to the fall semester in which they plan to enter their practicum placement, or their admission to the professional phase of the program will be denied. Other conditions may be added on a case-by-case basis.

Students may be denied admission to the professional phase of the program for failure to 1) meet application requirements; 2) demonstrate beginning competence in client-centered communication and interviewing skills in their application written statement and/or classroom assignments as determined by the professional judgment of the Social Work faculty, and/or 3) demonstrate ethical and professional behaviors and interactions as determined by the professional judgment of the Social Work faculty.

The School of Social Work uses the National Association of Social Workers *Code of Ethics* and the School's Standards for Academic and Professional Behavior to determine ethical and professional behaviors. The standards are outlined in this

Handbook (see p. 24), which is available on the Social Work website and posted in all Social Work course Blackboard shells. In addition, students who cannot obtain a minimum grade of C in two (2) attempts for any given Social Work course will be denied admission.

Students must submit the following application materials to the School of Social Work by the last Friday in October prior to intended entry into fieldwork:

- A signed School of Social Work Application for Admission to the professional phase of the BSW and practicum for fall enrollment
- Written admissions statement
- Student practicum interest sheet

The admission committee reserves the right to request additional information if necessary. On occasion, applicants may be invited to an interview. The School of Social Work will notify applicants of their admission to the professional phase of the program after fall semester final grades are completed and prior to December 31st. Students who are not accepted into the professional phase of the program will be contacted by their advisor to discuss their options.

Only students who are admitted to the professional phase of the program may complete Spring junior and Fall and Spring senior courses. Students who are admitted into the professional phase of the program but fail to enroll in senior courses must reapply to the program. Social work credits earned through other social work programs accredited through the Council on Social Work Education (CSWE) may be transferred to UAA and applied toward the BSW. Approval from the UAA School of Social Work is required for acceptance of social work transfer credits.

Adherence to the Code of Ethics established by the National Association of Social Workers is required in all Social Work courses and throughout the program.

BSW Curriculum

The UAA BSW curriculum design, including the goals, objectives and student learning outcomes, provides students with a generalist perspective for social work practice. Generalist social work practice prepares social work students who can: assume multiple roles in their work; intervene on multiple levels to enhance human well-being; address the needs of diverse peoples in distress due to poverty, oppression or other forms of social or economic injustice; and demonstrate a commitment to the values and ethics of the profession. Students in the generalist practice curriculum apply the knowledge, values, skills, and cognitive and affective processes learned in the classroom while engaged in a two-semester practicum placement, and they integrate those experiences into their practicum seminar courses. The classroom and practicum education courses are intentionally integrated in the generalist curriculum such that the classroom courses prepare students to be successful in the practicum as well as support them while they are in practicum.

Overview of the Generalist Practice Curriculum

The BSW generalist practice curriculum prepares students to meet the nine CSWE EPAS 2022 social work competencies. The competencies and their associated practice behaviors are:

Generalist Competency 1: Demonstrate Ethical and Professional Behavior - Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

G 1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
G 1b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication;
G 1c. Use technology ethically and appropriately to facilitate practice outcomes; and
G 1d. Use supervision and consultation to guide professional judgment and behavior.

Generalist Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice - Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and

responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

G 2a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and

G2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Generalist Competency 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice - Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

G 3a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and

G 3b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Generalist Competency 4. Engage in Practice-Informed Research and Research-Informed Practice - Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative

research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

G 4a. Apply research findings to inform and improve practice, policy, and programs; and

G 4b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Generalist Competency 5. Engage in Policy Practice - Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

G 5a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and

G 5b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Generalist Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities - Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

G 6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

G 6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Generalist Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities - Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

G 7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

G 7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Generalist Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities - Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

G 8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

G 8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Generalist Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities - Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human

behavior and person-in-environment, as well as interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

G 9a. Select and use culturally responsive methods for evaluation of outcomes; and

G 9b. Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

BSW Courses

A current list of BSW courses and course descriptions is available in the UAA Academic Catalog.

In both campus and distance BSW courses, the UAA BSW learning management system (LMS) is Blackboard Ultra, where students will find course syllabi, assignments, course materials/content, up-to-date grades, and all other course materials. Students enrolling in a distance learning course must follow all class policies and expectations for online participation.

Sample BSW Full-Time 4-Year Plan of Study

An **example** of a suggested BSW Plan of Study taking courses full time, fall and spring semesters only, over four years is available from your BSW Faculty Advisor and in the UAA Academic Catalog. Currently, required 300- and 400-level social work courses are only offered in the displayed semester. Part-time plans are fully supported and developed with students through advising. Please see your BSW Faculty Advisor each semester as you plan your registration.

Academic Policies

BSW Academic Requirements

Satisfactory Progress

To maintain satisfactory progress toward the degree, a student admitted to the professional phase of the BSW program is expected to achieve a minimum GPA of 2.5 on a 4.00 scale with no individual social work course grade lower than a C, and to adhere to the Code of Ethics of the National Association of Social Workers.

Transfer credit

Social work credits earned through other social work programs accredited through the Council on Social Work Education (CSWE) may be transferred to UAA and applied toward the BSW. Approval from the UAA School of Social Work is required for acceptance of social work transfer credits.

No credit for life experience or previous work experience

The BSW program does not grant course credit for life experience or previous work experience.

UAA Undergraduate Degree Policies

UAA BSW students must follow all Undergraduate Degree Policies outlined in the UAA Catalog. Select policies are provided below.

Academic Standing

- **Good Standing:** Undergraduate students are in good standing when they have a UAA cumulative grade point average (GPA) of 2.00 or higher and a semester GPA of 2.00 or higher for the most recently completed semester. Individual departments may establish additional criteria for good standing. Students are presumed to be in good standing during their first semester at UAA. Students in good standing are academically eligible to re-enroll at UAA.

- **Academic Action**
  Admitted certificate, associate, or baccalaureate degree-seeking students who fail to earn a UAA semester and/or cumulative GPA of 2.00 will be subject to academic action. Academic action may result in warning, probation, continuing probation or loss of certificate or undergraduate degree-seeking status. Individual departments may establish additional criteria for departmental academic action. Failure to meet or maintain these criteria may result in departmental probation or removal from a major program.
  - **Warning:** Academic warning is the status assigned to those students whose semester GPA falls below 2.00 but whose cumulative GPA is 2.00 or higher.

  - **Probation:** Placed on probation is the status assigned to those students whose semester and cumulative GPA falls below 2.00.

  - **Continuing Probation:** Continuing probation is the status assigned to those students who begin a semester on probation and during that semester earn a semester GPA of 2.00 or higher without raising their cumulative GPA to 2.00. This status may be continued until the student raises their cumulative GPA to 2.00 or loses their certificate or undergraduate degree-seeking status.

  - **Academic Disqualification:** Academic disqualification is the status assigned to those students who begin a semester on probation or continuing probation and fail to earn a semester GPA of 2.00 or higher. Those students' admission status will be changed to inactive and they will not be allowed to attend UAA for one academic (fall or spring) semester, including summer term if applicable. After non-attendance for either fall or spring semester, the student may complete the process for reinstatement.

  - **Reinstatement:** An academically disqualified student may submit a request for reinstatement after not attending UAA for one academic (fall or spring) semester.

The student should complete a form for reinstatement that includes a plan for academic success. This form must be reviewed by an academic advisor. Completed reinstatement forms must be submitted to the Office of the Registrar at least 4 weeks prior to the first day of the semester for which a student wishes to be reinstated. An academically disqualified student must successfully be reinstated within two years of disqualification or they will need to reapply for admission.

Following reinstatement, the student will remain on probation and be required to meet with an advisor prior to registering for classes until their cumulative GPA is 2.0 or above. Students must achieve a semester GPA of 2.0 or above for each term. Students who are reinstated who do not achieve a semester GPA of 2.0 or higher will again be disqualified and will not be allowed to attend UAA for one academic year.

- **Departmental Probation or Removal from a Major Program**
  Individual departments may establish additional criteria for departmental academic action. Failure to meet or maintain these criteria may result in departmental probation or removal from a major program. Those students' major program will be changed to exploratory. Students will remain in a certificate or undergraduate degree-seeking status as long as the university's minimum academic standards are met. Exploratory students must use the Change of Major Form and process to request re-admission or admission to a new program. Forms are available online on the Office of the Registrar website.

  For the BSW program, these additional criteria include professional behaviors as delineated below (see page 24). In order to graduate with the BSW degree, students must demonstrate the ability to work well with colleagues and especially with clients/consumers.

BSW Advising

Each declared BSW major is assigned a BSW Faculty Advisor. As developing professional social workers, students require and benefit from regular academic and professional advising from their assigned faculty. Students may request, in writing, a change of their BSW Faculty Advisor. Whenever possible, this request will be honored.

Students are asked to meet with their advisor at least once per semester. An advising appointment with the student's BSW Faculty Advisor is expected prior to each semester's registration and is encouraged throughout the semester to keep students on track. Students who frequently visit their academic advisor are more likely to complete course and graduation requirements in a timely fashion. In addition, a student will be required to meet with their BSW Faculty Advisor prior to:

- Registering for SWK A330 Social Work Practice with Individuals;
- Applying for admission into the professional phase of the BSW program to certify academic readiness; and
- Graduation to conduct a final review of credits in preparation for graduation.

Objectives of Academic Advising

1. Provide information about the BSW program, social work as a profession and the suitability of this course of study for the individual student.
2. Provide specific information about courses, registration, and program requirements.
3. Inform and assist students in use of other University resources, such as the UAA Career Services Center, Disability Support Services, Student Health and Counseling Center, Indigenous & Rural Student Center, Multicultural Student Services, and other student services.
4. Acquaint students with the BSW admissions procedures.
5. Support students in setting individualized learning and professional objectives within the overall program and areas of emphasis within the program.
6. Assist students in evaluating progress and performance.
7. Inform and assist students with seeking remedies in complaints.
8. If necessary, assist students in entering another area of study.

Objectives of Professional Advising

1. To help students identify their social work career interests and discuss post-graduation plans.
2. To direct students interested in licensing to the state's Board of Social Work Examiners and provide basic information on state licensing requirements.
3. To acquaint students with supports that can assist them in preparing for a post-graduation job search, to include the UAA Career Center and the school's Student Engagement & Admissions Specialist.

Implicit Curriculum Input & Participation

The BSW program offers ongoing opportunities for BSW students to have equitable and inclusive opportunities for input and participation in the implicit curriculum (e.g., policies and procedures):

- BSW Senior Exit Interviews: BSW seniors participate in a one-on-one interview at the end of their spring semester. Students are invited to participate in the interviews by email and in-class reminders. Interviews are completed in-person or on Zoom by a BSW Faculty Advisor. Students provide feedback about the BSW program's implicit curriculum, including advising, opportunities for feedback, student organizations, and learning environment. Students have a minimum of one week to participate in this opportunity.
- BSW Town Halls: All BSW students are invited to participate in town halls by email, in-class reminders, and notification in the monthly BSW Program Update. Each town hall provides an opportunity for BSW students to provide feedback about the program's implicit curriculum and includes a Q&A period. Town Halls are held each semester.
- Implicit Curriculum Survey: All BSW juniors and seniors are asked to participate via email and class notification to provide feedback on the program and school's

implicit curriculum. Administered online via email at the beginning of the spring semester, students have a minimum of 48 hours to complete the Implicit Curriculum Survey.

- BSW Student Coalition: All BSW students are invited to join the BSW Student Coalition. The coalition meets twice monthly to share ideas, develop programming, identify concerns, and provide student support. The BSW Student Coalition has a faculty advisor who supports the work of the Coalition and assists the Coalition with advocating for themselves and providing input about the explicit curriculum. Students are informed about BSW Student Coalition meetings and activities through emails, the monthly BSW program update, and in-class reminders.
- School of Social Work Advisory Council, BSW Student Seat: A BSW student holds a 1-year term to participate in the advisory council. The student provides input on the student perspective, helping to guide the implicit curriculum and strengthen the BSW program. The student is asked to report back to the BSW Student Coalition. The council meets three times a year online and once in-person.

Explicit Curriculum Input & Participation

The BSW program offers ongoing opportunities for BSW students to have equitable and inclusive opportunities for input and participation in the explicit curriculum (e.g., policies and procedures, curriculum):

- BSW Senior Exit Interviews: BSW seniors participate in a one-on-one interview at the end of their spring semester. Students are invited to participate in the interviews by email and in-class reminders. Interviews are completed in-person or on Zoom by a BSW Faculty Advisor. Students provide feedback about the BSW curriculum and course instruction they received. Students have a minimum of one week to participate in this opportunity.
- BSW Town Halls: All BSW students are invited to participate in town halls by email, in-class reminders, and notification in the monthly BSW Program Update. Each town hall provides an opportunity for BSW students to provide feedback about the program's explicit curriculum and includes a Q&A period. Town Halls are held each semester.
- Course Evaluations: BSW students have the opportunity to participate in the explicit curriculum by completing course evaluations at the end of each course. Evaluations are administered online in all BSW courses at the end of the semester. Students provide feedback about the curriculum and course instruction they received. Students have a minimum of one week to participate in this opportunity.
- End-of-year Practicum Program Evaluation: All BSW students enrolled in practicum at the end of the spring semester are asked to participate and provide feedback through an online evaluation form about their practicum organization,

practicum education experiences, and practicum instructor. Students have a minimum of one week to complete the evaluation.

- BSW Student Coalition: All BSW students are invited to join the BSW Student Coalition. The coalition meets twice monthly to share ideas, develop programming, identify concerns, and provide student support. The BSW Student Coalition has a faculty advisor who supports the work of the Coalition and assists the Coalition with advocating for themselves and providing input about the explicit curriculum. Students are informed about BSW Student Coalition meetings and activities through emails, the monthly BSW program update, and in-class reminders.
- School of Social Work Advisory Council, BSW Student Seat: A BSW student holds a 1-year term to participate in the advisory council. The student provides input on the student perspective, helping to guide the explicit curriculum and strengthen the BSW program. The student is asked to report back to the BSW Student Coalition. The council meets three times a year online and once in-person.

Student Academic and Conduct Policies & Expectations

UAA Student Academic and Conduct Policies

Academic Integrity

Academic integrity is a basic principle, which requires that students take credit only for ideas and efforts that are their own. Cheating, plagiarism, and other forms of academic dishonesty are often defined as the submission of material in assignments, exams, or other academic work that is based on sources that are prohibited by the faculty member or in ways that do not properly cite where a student's ideas and efforts came from. Academic dishonesty also includes instances in which students collaborate on assignments, labs, or any other academic work which is intended to be independent. Academic dishonesty is further defined in the Student Code of Conduct.
Student Code of Conduct #1 - Cheating, Plagiarism, or Other Forms of Academic Dishonesty:

- presenting as their own the ideas or works of others without proper citation of sources;
- utilizing devices not authorized by the faculty member;
- using sources (including but not limited to text, images, computer code, and audio/video files) not authorized by the faculty member;
- providing assistance without the faculty member's permission to another student, or receiving assistance not authorized by the faculty member from anyone (with or without their knowledge);
- submitting work done for academic credit in previous classes, without the knowledge and advance permission of the current faculty member;
- acting as a substitute or utilizing a substitute;
- deceiving faculty members or other representatives of the university to affect a grade or to gain admission to a program or course;

- fabricating or misrepresenting data;
- possessing, buying, selling, obtaining, or using a copy of any material intended to be used as an instrument of assessment in advance of its administration;
- altering grade records of their own or another student's work;
- offering a monetary payment or other remuneration in exchange for a grade; or
- violating the ethical guidelines or professional standards of a given program.

All instructors are required to report all instances of suspected academic dishonesty to the Dean of Students Office. The concerned party, whether it be an instructor, staff member, or a fellow student, reports the incident to the Dean of Students Office using an online reporting form.

Academic Rights of Students

The UAA Catalog outlines the academic rights of students, including the academic dispute resolution procedures, the procedures for disputing a final grade assignment, and procedures for disputing denial of admission to or dismissal from a program of study for academic reasons.

Academic Standards and Regulations

The UAA Catalog provides details on academic standards and regulations, so please review them carefully:

- Academic petition
- Academic rights of students (Academic honesty; Academic dispute resolution procedure)
- Academic Standing (Good standing; Academic action; Academic eligibility for student activities; Honor lists)
- Catalog year
- Class standing
- Course information
- Course load
- Course performance
- Course placement
- E-mail communications
- Grading (Academic letter grades; Non-academic grades; other designations; Credit / No credit; Deferred grade; Incomplete grade; No basis grade; Pass / no pass grade; Grade changes; GPA computation)
- Graduation
- Nontraditional credit policies
- Registration
- Resident credit
- Secondary student enrollment policy
- Transfer credits

Student Code of Conduct

The Dean of Students is responsible for UAA's Student Code of Conduct which promotes a safe campus environment by educating students about their freedoms, rights, and responsibilities. BSW students are responsible for being knowledgeable of all sections of the UAA Student Code of Conduct.

Any university student, faculty, staff member, or community member may report an alleged violation of the Code. Allegations of Code violations must be in writing and submitted to the student conduct administrator in accordance with MAU rules and procedures.

Disciplinary action may be initiated by the University and disciplinary sanctions imposed against any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following categories of conduct prohibited by the Code.

The examples provided in this section constituting forms of conduct prohibited by the Code are not intended to define prohibited conduct in exhaustive terms, but rather to set forth examples to serve as guidelines for acceptable and unacceptable behavior.

- Cheating, plagiarism, or other forms of academic dishonesty
- Forger, falsification, alteration, or misuse of documents, funds, property, or electronic records
- Damage or destruction of property
- Theft of property or services
- Harassment
- Discrimination
- Hazing
- Endangerment, assault, or infliction of physical harm
- Gender-based or sexual misconduct
- Disruptive or obstructive actions
- Mistreatment of animals
- Misuse of firearms, explosives, weapons, dangerous devices, or dangerous chemicals
- Failure to comply with University directives
- Misuse of alcohol
- Misuse of drugs or other intoxicants
- Violation of Regents' policy, University regulation, or UA rules or procedures
- Any other actions that result in unreasonable interference with the learning environment or rights of others.

BSW Program Standards for Academic and Professional Behavior

National Association of Social Workers (NASW) Code of Ethics

The NASW Code of Ethics is a guide for the professional conduct of social workers. BSW students are expected to demonstrate the basic values and ethical principles of

the NASW Code of Ethics in the social work classroom, in interactions with other students, faculty, and staff, and in the social work practicum placement.

School of Social Work Academic Standards for Professional Behavior

The UAA BSW program has identified the following behaviors and expectations[1], which are aligned with the competencies put forth by the Council on Social Work Education's 2022 Educational Policy and Accreditation Standards (EPAS), as being integral aspects of social work students' academic and professional development. These expectations are applied across program settings as well as to activities with or on behalf of the program. Concerns in one or more areas will be addressed and may prompt a Student Progress Review or a Student Program Review of the student's performance.

Competency #1: Ethical and Professional Behavior

1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

Acceptable	**Concern**
Models ethical decision-making in a variety of situations (e.g., practicum, class, community). The following are some, but not all, examples related to this professional behavior: • Consistently applies ethical principles • Seeks consultation with others (when appropriate) • Utilizes ethical decision-making models (as appropriate) • Evaluates the impact of ethical decision-making • Acknowledges faulty reasoning	Ethical decisions are made haphazardly or without a process to ensure the decision that was made was appropriate for the situation. The following are some, but not all, examples related to this professional behavior: • Does not consistently apply ethical principles • Refuses or does not seek consultation from others • Has difficulty seeing implications of ethical decisions • Cannot acknowledge errors in reasoning
Adherence with relevant laws, regulations, and procedures as outlined by the *NASW Code of Ethics* as appropriate to the situation. The following are some, but not all, examples related to this professional behavior: • Refers to various ethical codes when faced with ethical dilemmas • Identifies and applies ethical principles	Failure to adhere with relevant laws, regulations, and/or procedures as outlined by the NASW code of ethics in at least one situation. The following are some, but not all, examples related to this professional behavior: • Does not reference various ethical codes when faced with ethical dilemmas

[1] **The Professional Behaviors Guide is adapted from the West Chester University Department of Social Work's Professional Behaviors and Expectations manual and the University of Southern Mississippi School of Social Work's Social Work Professional & Technical Standards.*

Acceptable	Concern
• Complies with relevant state laws, including, but not limited to, mandated reporting and confidentiality laws	• Struggles to identify and apply ethical principles • Does not comply with relevant state laws, including, but not limited to, mandated reporting and confidentiality laws
Compliance with the university and program specific policy and procedures, including: ● UAA Student Handbook ● UAA Human Subjects IRB ● UAA BSW Student Handbook and Practicum Manual ● UAA BSW Student Handbook and Practicum Manual	Non-compliance with university and program specific policy and procedures, including: ● UAA Student Handbook ● UAA Human Subjects IRB ● UAA BSW Student Handbook and Practicum Manual ● UAA BSW Student Handbook and Practicum Manual

1b. Demonstrate professional behavior; appearance; and oral, written, and electronic communication

Acceptable	Concern
Works collaboratively and adapts communication style to fit goal, audience, context, and situation. The following are some, but not all, examples related to this professional behavior: • Actively listens • Effectively uses verbal and nonverbal cues • Conveys ideas that are sensitive to the level of knowledge and degree of sophistication of others • Openly communicates with others • Shows respect for others • Actively participates in class discussion groups/role plays • Uses humor appropriately to the situation • Uses appropriate language and tone when communicating with others • Maintains confidential or sensitive information disclosed at practicum or in the classroom	Has difficulty collaborating with others and struggles with the ability to effectively use verbal and nonverbal cues to fit goal, audience, and situation. The following are some, but not all, examples related to this professional behavior: • Makes inappropriate, facial expressions, gestures, tone, pitch body language in a professional setting • Struggles with being an active listener • Engages in frequent miscommunication • Demonstrates a lack of respect for others • Offers little or no contribution to a group • Uses inappropriate humor or sarcasm

Acceptable	Concern
	• Gossips about confidential or sensitive information disclosed at practicum or in the classroom
Produces written original work and/or cites/references other's work according to current APA style. The following are some, but not all, examples related to this professional expectation: • Free from grammatical errors • Little to no issues with content and structure • Demonstrates the ability to use citations and reference list (APA style) • Demonstrates ability to write effectively in records • Demonstrates ability to summarize, identify major points and document succinctly • Demonstrates use of critical thinking skills	Produces written work that is either not original and/or cited/referenced incorrectly according to current APA style. The following are some, but not all, examples related to this professional expectation: • Self-plagiarism or plagiarizing the work of others • Does not demonstrate ability to use citations and reference list (APA style) • Purchases and submits written materials for an assignment • Written work is frequently vague, shows difficulty in expressing ideas clearly and concisely • Work appears to have been hastily prepared and not proof-read • Many errors in the areas of spelling, punctuation, word choice, and structure and does not make effort to show improvement • Written work is excessive and/or inadequate regarding the purpose of the work (e.g., case notes vs. term paper)
Manages schedule and program commitments. The following are some, but not all, examples related to this professional expectation: ● Attends class regularly and communicates with the instructor when an absence is necessary ● Plans and organizes work effectively ● Requests extensions for assignments or exams only when experiencing an unforeseen personal, family, or community crisis	Fails to successfully manage schedule and program commitments. The following are some, but not all, examples related to this professional expectation: ● Poor organizational skills ● Repeatedly requests extensions on assignments and exams ● Turns in late or incomplete practicum and/or class assignments ● Excessive absences from class per class syllabus

Acceptable	Concern
● Turns in assignments complete and on time. ● Keeps scheduled appointments (e.g., advisement, practicum work interviews) ● Adheres to practicum schedule and/or communicates in a professional manner with agency supervisor/practicum instructor when will be late or absent ● Dress and appearance are consistently appropriate for the setting (classroom and professional)	● Non-response to program communications ● Multiple late arrivals, early departures, and/or absences from practicum placement ● Dress and appearance are inappropriate for the setting (classroom and professional)

1c. Use technology ethically and appropriately to facilitate practice outcomes

Acceptable	Concern
Adheres to the ethical (e.g. maintaining confidentiality) and professional (e.g. tone, appropriate conversational language) use of technology, email, and social networking sites. The following are some, but not all, examples related to this professional behavior: • Adheres to the *NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice* • Uses appropriate intensifiers to help convey meaning (especially using email or other social media outlets). • Presents information that is accurate and consistent with *NASW Code of Ethics* • Constantly evaluates the risk and benefits of the use of technology (weighs to benefits of face to face versus online communication) when providing services or communicating with others	Violates confidentiality or unprofessional use of technology, email and social networking sites. The following are some, but not all, examples related to this professional behavior: • Does not adhere to the *NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice* • Uses flaming (“online screaming”) or sentences in all caps • Presents inaccurate or inappropriate information • Does not follow the *NASW Code of Ethics* when providing services to others • Ignores protocols and policies to protect client confidentiality when using technology • Crosses or does not recognize professional boundaries in online communication with clients or colleagues

1d. Use supervision and consultation to guide professional judgment and behavior

Acceptable	Concern
Accepts and utilizes constructive feedback (e.g., from peers, instructors, clients) and engages in a process of reflection and self-correction to improve personal, professional practice, judgement and behavior. The following are some, but not all, examples related to this professional behavior. • Seeks out supervision and consultation to guide professional judgement and behavior. • Acts promptly to use supervision and consultation to resolve identified problems with performance or professional responsibilities • Uses feedback from supervision and / or consultation to modify behavior	Has difficulty accepting and utilizing constructive feedback from others (e.g., peers, instructors, clients) and struggles with engaging in a process of reflection and self- correction to improve personal, professional practice, judgement and behavior. The following are some, but not all, examples related to this professional behavior: • Fails to seek out supervision and consultation to guide professional judgement and behavior. • Expresses anger, or dismisses constructive feedback • Continues to exhibit behavior that impedes working relationships with others

Competency #3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

3a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels

Acceptable	Concern
Demonstrates the ability to appreciate the perspective of others in developing an in-depth understanding of the situation. The following are some, but not all, examples related to this professional behavior: • Asks clarifying questions when appropriate to understand the perspective of others • Summarizes comments when appropriate • Utilizes the perspective of others to develop empathy • Acknowledges the impact of systemic oppression, discrimination, and/or historical trauma on people's lives	Demonstrates the unwillingness to appreciate the perspective of others in developing an in-depth understanding of the situation. The following are some, but not all, examples related to this professional behavior: • Engages in unfriendly dialogue • Abruptly interrupts with counter arguments • Uses discouraging communication • Monopolizes conversations • Ignores or dismisses the perspective of others • Dismisses or denies the impact of systemic oppression, discrimination, and/or historical trauma on people's lives

Acceptable	Concern
Demonstrates the ability to actively work to identify and reduce implicit biases through education, dialogue, or introspection. The following are some, but not all, examples related to this professional behavior: • Advocates for social justice and human rights • Has sufficient self-awareness to eliminate influence of implicit bias or beliefs	Demonstrates the inability or unwillingness to actively work to identify and reduce implicit biases through education, dialogue, or introspection. The following are some, but not all, examples related to this professional behavior: • Perpetuates stereotypes or discriminatory practices • Lacks a sense of self-awareness to eliminate influence of implicit bias or beliefs

3b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Acceptable	Concern
Demonstrates the ability to self-regulate (monitor and control emotions) personal beliefs and attitudes related to human diversity (e.g., racial, gender, sexual orientation, ability, religion) in accordance with the demand of working with diverse clients and constituencies. The following are some, but not all, examples related to this professional behavior: • Refrains from imposing personal values and beliefs on others • Comments are sensitive and respectful to the cultural diversity of clients, peers, faculty, and/or community members • Personal disclosures are assessed to be in the best interstate of the client and/or others • Uses self-disclosure appropriately (e.g., student seems to have insight, and self-awareness, and has resolved the issue he/she is sharing). • Able to engage in discussion of uncomfortable topics • Deals appropriately in class with issues that arouse emotions • Demonstrates an awareness of one's own personal and limits	Demonstrates the inability to self-regulate (monitor and control emotions) personal beliefs and attitudes related to human diversity (racial, gender, sexual orientation, ability, religion) in accordance with the demand of working with diverse clients and constituencies. The following are some, but not all, examples related to this professional behavior: • Imposes personal values and beliefs on others • Pushes "own agenda" rather than listening to client • Makes discriminatory remarks to clients, peers, faculty, and/or community members • When engaged in self-disclosure, appears to be working through unresolved issues and/or avoiding client issues • Appears to overreact to, or resent feedback (e.g., takes it personally) • Appears unable/unwilling to control emotional reactions

Acceptable	Concern
● Understands the effect of one's behavior on others	• Consistently avoids or ignores discussion of uncomfortable topics
Accepts others as experts of their own experience and strives to empower others in and throughout the helping process. The following are some, but not all, examples related to this professional behavior: • Takes advantage of additional learning opportunities Demonstrates cultural humility (willingness to assess one's limitations and the ability to be open to new ideas, contradictory information, or advice)	Unwilling or unable to see others as experts of their own experience. The following are some, but not all, examples related to this professional behavior: • Ignores input of others • Shows indifference towards others • Withholds information Has difficulty recognizing one's limitations or accepting new ideas, contradictory information, and advice

Student Review Process

School of Social Work Student Concern Resolution Process

Students enrolled in the BSW program are responsible for demonstrating and maintaining professional and ethical conduct while engaged in the activities of their education. This responsibility includes adhering to the, UAA Student Code of Conduct, School of Social Work Standards for Academic and Professional Behavior found within this BSW Student Handbook, and the NASW Code of Ethics. In addition, students are responsible for meeting the academic and classroom interaction requirements of each individual social work course in which they enroll.

The BSW faculty are committed to providing students with the assistance and support necessary to uphold required professional and academic standards. When an instructor, advisor, and/or program coordinator or chair notices that a BSW student experiencing academic, conduct, or professional behavior challenges that may impact the student's academic progress, they may initiate a problem-solving and solution-focused School of Social Work Student Concern Resolution Process (SCRP). The SCRP is designed to provide students with timely and proactive support and is implemented so that students are directly communicated with and given the support to work through any concerns.

Please note that any concerns related to the UAA Student Code of Conduct "#1 Cheating, Plagiarism, or Other Forms of Academic Dishonesty" will also be

accompanied by a referral to the UAA Dean of Students Office. An academic penalty or sanction may only be imposed after the successful conclusion of the Formal Notation Process or after a finding of "responsible" through the Student Conduct Process. However, when concerns are also referred outside of the BSW program, we cannot always be aware of how long external processes may take. In addition, as UAA operates at limited capacity during the summer months, concerns that arise during summer semester may need to wait to be addressed until the start of the fall semester.

Student Concern Resolution Process Procedures

The following describes the UAA School of Social Work SCRP. The SCRP has three (3) phases. Depending on the urgency of a student concern, the SCRP may be initially addressed beginning with any of the phases. However, if the concern is not resolved in the initial phase, then the process may move to the next phase. Each of the three Phases are described below.

Student Concern Resolution Process: Phase 1

A Phase I concern is initiated when a student is experiencing developing challenges in a course or the BSW program that is beginning to, or has the potential to, disrupt their education or the education of others in the program. The intention of Phase 1 is to engage in an early problem-solving conversation about the issue so that all parties involved can comprehensively understand the issue and effectively address both a student's immediate needs and to prevent future challenges. The overall goal of Phase 1 SCRP is a mutual exploration and understanding of the issues and identification of a viable plan aimed toward a resolution.

Phase 1 Meeting: A Phase 1 SCRP meeting is initiated when an instructor, advisor, and/or program chair is concerned about a student's professional behavior and/or academic progress in a course and/or in the program and requests to meet with the student. At Phase 1, an instructor, advisor, or program chair engages directly with a student to assist them with assessing their strengths and challenges to develop a plan of persistence, so that students can complete their program of study.

Steps of Implementation of the Phase 1 SCRP

1. The faculty initiator completes sections A and B of the SCRP Process Form and submits a copy to the a) student; b) student's program chair; and 3) student's file.
2. The faculty initiator contacts the student to request and schedule a SCRP Phase 1 meeting. During a Phase 1 meeting, the faculty initiator describes their concern(s), explores how their concerns relate to the students' progress in the course/program, and develops a mutual understanding of the presenting issues with the student. If warranted, the faculty and student will assess the students' strengths, challenges, and needs, mutual expectations, and develop a written plan of persistence along with a timeline for improvement that addresses the areas of concern that is documented in Part C of the SCRP form.
3. The faculty initiator is responsible for tracking the Phase 1 plan progress. Once the student meets the requirements of the plan, this will be communicated with the student by email and documented on the plan.

4. If the necessary improvements in professional behavior, challenges, and/or academic progress that prompted the SCRP Phase I process are not resolved according to the agreed upon timeline for improvement, the instructor, advisor, and/or program coordinator may request a Phase2 meeting.
5. A copy of the SCRP Form, developed plan, and resolution will be placed in the student's file.

Student Concern Resolution Process: Phase 2

A Phase 2 SCRP may be initiated when a concern is identified that suggests that a student has been unable to resolve issues identified in a Phase 1 concern and/or demonstrates a minor to moderately serious violation to the UAA Student Code of Conduct, the NASW Code of Ethics, or the School of Social Work Standards for Academic Behavior in a course or the BSW program (e.g., disrupting their learning and/or the educational experience or the learning/education experience of other students in the School of Social Work, or creating challenges in their relationships with other students, faculty, and / or practicum education placements). Phase 2 may also be initiated if a student is making inadequate academic progress in the BSW program for any reason.

Phase 2 Meeting: The goal of a Phase 2 SCRP meeting is to explore the concerns and stop them from continuing to impact the student's progress and/or well-being. This includes assisting students to assess their strengths and challenges and develop a plan that addresses the contributing challenges and concerns.

Steps of Implementation of the Phase 2 SCRP

1. The faculty initiator completes sections A and B of the SCRP Process Form and submits a copy to the a) student; b) student's program chair; and 3) student's file.
2. The faculty initiator requests a meeting with the student and the Program Chair and BSW Practicum Education Coordinator (if relevant). If the BSW program chair is the initiator, then the MSW program chair will be asked to participate. The initiator will also identify other faculty members who should be involved with the Phase 2 meeting. During the meeting, the initiator explains their concern(s) and any efforts to resolve the concern through the Phase 1 process.
3. The faculty initiator, the program chair or coordinator, and the student will assess the students' strengths, challenges, and needs, mutual expectations, and develop a written plan of persistence and timeline for improvement that addresses the areas of concern that is documented in Part C of the SCRP form.
4. The faculty initiator gives a copy of the SCRP form to the student and places a copy in the student's file.
5. The initiator is responsible for tracking the Phase 2 plan progress. Once the student meets the requirements of the plan, this will be communicated with the student and documented on the plan.
6. If the necessary improvements in professional behavior, challenges, and/or academic progress that were discussed in the meeting are not resolved according to the timeline for improvement, then the instructor, advisor, and/or program chair or coordinator may request a Phase 3 meeting.

Student Concern Resolution Process: Phase 3

A Phase 3 SCRP may be initiated when a student has demonstrated repeated, multiple, or serious violations of the UAA Student Code of Conduct, the NASW Code of Ethics, or the School of Social Work Standards for Academic and Professional Behavior. Serious violations are characterized as those which have harmed or have the potential to harm themselves, other students, faculty, the BSW program, a practicum placement agency, or practicum clients, and warrant consideration of serious interventions or sanctions (e.g., academic probation, denial of admission to the professional phase of the program, or removal from the program).

Phase 3 Meeting: A Phase 3 meeting may be initiated by a BSW instructor, advisor, practicum coordinator, or program chair when 1) a concern identified through a Phase 2 student resolution meeting is not resolved; or 2) the level of concern is so high, it warrants a higher level of review.

Examples of Phase 3 level concerns include:

- Failing to make adequate progress across multiple courses including practicum education
- Demonstrating a significant challenge across multiple courses with meeting the UAA School of Social Work Standards for Academic and Professional Behavior in the classroom or in the practicum education setting
- Making inadequate progress in the BSW program and is at risk of removal from the academic program
- Failing to meet the BSW academic program requirements, including those of practicum education and is at risk of removal from the academic program
- Engaging in a violation of the NASW Code of Ethics or the UAA Student Code of Conduct that places them at risk of removal from the BSW program

Steps of Implementation of the Phase 3 SCRP

1. The faculty initiator completes sections A and B of the SCRP Process Form and submits a copy to the a) student; b) student's program chair; and 3) student's file. In addition, the initiator completes a written request to the SSW Assistant Dean for a Phase 3 student review. The written request should include the student's name and a reason for the Phase 3 student review and a copy of the completed SCRP Process form.
2. Within 5 working days, the SSW Assistant Dean will appoint an odd number of voting School of Social Work faculty members (minimum of three) and a non-voting committee chair. Voting members of the Phase 3 committee should be impartial and should exclude the student's academic advisor, the initiator, or other faculty directly involved in the student issue. Within 15 days of the submission of the written request, the Phase 3 committee chair will schedule and hold the Phase 3 meeting with the Phase 3 committee, the initiator, and the student. The meeting may take place in person or via web conference. If the student does not communicate the need for a meeting to be rescheduled within 3 days of receiving the meeting request

or does not appear for the meeting, the Phase 3 meeting will proceed without the student.

3. Phase 3 meeting procedures:
    a. Prior to the Phase 3 meeting, the initiator and the student should submit any supporting documents to the committee chair for distribution to the committee members, such as the course syllabus, assignments at issue, the student's academic transcript, phase 1 or 2 documentation, and any other items relevant to the concerns.
    b. The committee may request and collect additional information to make a full and informed decision as needed.
    c. The student may bring a person for support to the committee meeting, but support persons may not interact with the committee.
    d. During the Phase 3 committee meeting, the initiator and the student will each have an opportunity to describe the initial concern, the review steps that have been previously taken, and the status of the concern.
    e. When the student and the initiator(s) have concluded presenting their information, the student will be given the opportunity to share their ideas on how to move forward to resolve the issues presented.
    f. The committee of voting members only then moves to a closed session for deliberation that will include a review of the information presented, supporting documents, and discussion to reach a decision vote.
4. The Phase 3 committee deliberations may result in any of the following determinations (see academic standing in the UAA Catalog):
    - No action;
    - Departmental academic warning. This finding will prompt development of a written plan for improvement of professional behavior and/or academic progress that includes a timeline and consequences for not meeting the plan – see section C of the SCR form;
    - Departmental probation or continued probation. This finding will prompt a written plan for improvement of professional behavior and/or academic progress that includes a timeline and consequences for not meeting the plan -– see section C of the SCR form; or
    - Removal from the BSW program. BSW students may be removed from BSW degree-seeking status. The student will be provided with written findings and conclusions within five (5) working days after the conclusion of the committee meeting by the Assistant Dean. A copy will also be placed in the student's confidential student file.
        - The written findings will provide information about UAA's process for requesting formal review of program dismissals and other academic actions.
5. The Phase 3 committee chair will provide a summary of the findings and recommendations of the committee and will complete Section C of the SCRP form. The committee chair will forward a copy of the summary and the SCRP form to the student, program chair, Assistant Dean of the School of Social Work as well as place a copy in the student's file.

6. If the committee's recommendation is for removal from the program, the Assistant Dean of Social Work will report the committee's decision to the College of Health Associate Dean and to the UAA Registrar for processing. A copy of the letter will also be provided to the Office of Academic Affairs. However, if the decision is probation, the plan will be monitored by the BSW Program Chair.

UAA Academic Dispute Resolution

The Academic Dispute Resolution Procedure in the UAA Catalog outlines procedures available to students for disputes about final grade assignments, denial of admission, or dismissal from a program of study, or other academic decisions.

UAA Student Conduct Review Procedures

The Student Conduct Review Procedures in the UAA Student Handbook outlines procedures available to students when they have been found responsible for violating the UAA Code of Conduct.

Graduation and Credentialing

Graduation Requirements

- Complete the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- All graduating BSW students are required to complete program assessment activities as detailed in the current BSW Assessment Plan. There are no minimum scores required for graduation.
- Complete PSY A150 and (BIOL A102 or BIOL A100 or BIOL A108 or (BIOL A111 & BIOL A111L) or (BIOL A112 & BIOL A112L)) with a minimum grade of C.
- Complete all required Social Work courses with a minimum grade of C.
- Complete the major requirements.

Honors in Social Work

The Bachelor of Social Work recognizes distinguished achievement by conferring departmental honors in social work. In order to receive departmental honors, a student must meet the following requirements:

- Submit an intent to graduate with honors application to the BSW program chair during the spring of the junior year;
- Complete all requirements for the BSW. A minimum of 30 credits applicable to the BSW must be completed at UAA;
- Achieve a minimum GPA of 3.75 in upper-division (300-and 400-level) social work courses.

Licensure

The Bachelor of Social Work program is designed to meet the educational requirements for professional licensure or certification in Alaska. However, the program might not meet the educational requirements for other states' professional licensure or certification. Please see UAA's Licensure and Certificate website for more information.

BSW Practicum Manual

AY2026-2027



The social work practicum experience has been defined as social work's "signature pedagogy" by the Council on Social Work Education (CSWE) and is thus an important aspect of each BSW student's education (EPAS 2022, Educational Policy 3.3, p. 20). Whether your role is student, practicum instructor, agency supervisor/representative, faculty, or community member, this section is intended to assist you in understanding the various aspects of the UAA BSW Practicum Program. It outlines policies, procedures, expectations, and requirements of the current UAA BSW Practicum Program.

Input from students and community partners regarding utility of the manual is welcome and may be submitted to the UAA BSW Practicum Education Coordinator at any time.

Glossary of Terms

Affiliation Agreement: The formal letter of agreement between the agency and the university specifying the terms of the placement and the responsibilities of each party.

Agency Representative: A person employed by the placement agency that represents the agency in all matters relevant to the practicum education placement process and administrative components. The agency representative, agency supervisor, and practicum instructor may be the same or different persons. This person is not required to be a social worker nor have supervision duties of the student.

Agency Supervisor: The agency professional directly responsible for supervising the student's day-to-day activities. The practicum instructor and agency supervisor may be the same person. When an agency does not have a person who meets CSWE requirements to supervise the student, the agency supervisor or their designee, provides day-to-day oversight of the student in the practicum site.

CSWE (Council on Social Work Education): The organization that establishes accreditation standards for BSW and MSW educational programs.

Practicum Education Coordinator: The social work staff member with overall responsibility for coordinating the practicum education program. They review existing and potential new practicum placement sites to determine if they meet CSWE standards and the goals of the program, refers and approves student placements, oversees the orientation and training of the practicum supervisors, and works with the practicum seminar instructor to resolve issues arising in the practicum placement.

Practicum Instructor: A person who meets CSWE standards who supervises and evaluates the social work student in the practicum placement. The practicum instructor usually is an employee of the agency in which the student is placed and may serve the role of "agency representative" as well. CSWE requires practicum instructors to be graduates of an accredited BSW or MSW program. In addition, a minimum of 2 years' professional, postgraduate experience with no ethical violations is required.

Off-site Practicum Instructor: If an agency does not have a person available on staff meeting CSWE requirements, it may still be a placement site if it enters into an agreement with a person who meets qualifications to assume the role of off-site practicum instructor. The BSW Practicum Education Coordinator will assist agencies in recruiting volunteer practicum instructors who meet CSWE standards.

Learning Contract: A written contract completed early in the practicum placement that specifies the terms of the placement including hours, work schedules, goals, and student learning outcomes of the practicum placement. All learning contracts must be reviewed and approved by the seminar instructor, practicum instructor, and, if applicable, agency supervisor.

Portfolio of work: Students enrolled in an BSW practicum seminar are required to complete a Portfolio of work as a signature assignment for their practicum coursework. The portfolio assignment will include, but not be limited to, the following:

a) Artifacts that document the demonstration of a given practice behavior; and
b) Student reflection that describes and justifies how each included artifact illustrates demonstration of the selected practice behavior.

Practicum Seminar Instructor: A member of the social work faculty who is the instructor for the generalist practicum seminar. The practicum seminar instructor serves as the faculty liaison between the agency and the program, participates in the student's evaluation, helps resolve problems arising in of the placement, assigns the final grade for the practicum seminar, and assures that the agency understands the mission, goals, and student learning outcomes of the BSW program.

Stipend: A fixed, regular allowance given to a student as a grant-in-aid to assist with educational expenses. The stipend must be paid as specified as long as the student remains in good standing at the placement. The stipend cannot be contingent upon performing specified duties or working specified hours for the sponsor's convenience or advantage.

Introduction and Overview of the BSW Practicum Education Program

The UAA BSW Practicum Education Program provides students with a rich opportunity to apply skills and knowledge that have been developed in the classroom to the demonstration of program competencies in agency settings and clients. Students enter the practicum experience during their senior year, after having developed foundational knowledge about the theoretical underpinnings of social work and human behavior, social work research methods, and practice skills necessary to facilitate change with client systems. The UAA BSW Practicum Education Program provides students with the opportunity to integrate classroom learning with supervised social work practice. Practicum serves as the bridge between academic preparation and professional practice, allowing students to demonstrate the knowledge, values, skills, cognitive and affective processes, and professional behaviors expected of entry-level social workers.

Students begin practicum during their senior year after completing foundational coursework in social work theory, human behavior, research, policy, and generalist practice. Through supervised agency experiences and the concurrent practicum seminar, students apply the concepts, theories, and practice frameworks of the BSW curriculum while developing competency in the nine CSWE social work competencies. Practicum provides opportunities for students to integrate classroom learning with practice, engage in critical reflection, receive professional supervision, and develop the skills necessary for competent and ethical social work practice.

Practicum settings require that students explore and engage in multiple generalist practice roles, examine their own values and beliefs, and continue to develop skills for competent, ethical practice. Students are afforded the opportunity to refine their professional judgment through the examination of ethical dilemmas in context as they arise in real time, in consultation with their practicum supervisors, the seminar instructor, and their classmates. The practicum education program provides students the opportunity to experience and conceptualize social work practice at micro, mezzo, and macro service levels through activities working directly with clients, various groups, organizations, and the community. Through these efforts and activities, the UAA BSW Practicum Education Program prepares students to flexibly meet the diverse needs of clients, agencies, and programs in the community and across the state. Integral components of the program (curriculum, requirements, and elements) are further discussed below.

The BSW Practicum Education Program is structured through two sequential generalist practicum courses: SWK A495A Social Work Practicum I and SWK A495B Social Work Practicum II. BSW student learning outcomes for SWK A495A and SWK A495B are comprised of the 9 CSWE generalist practice competencies, the 20 practice behaviors, and 1 additional competency relating to social work roles that is used only in the BSW practicum seminar courses. The 9 CSWE competencies and practice behaviors are found on page 12 of the BSW Student Handbook. The practicum-specific competency is:

- Differentiate generalist social work roles and professional boundaries applicable to professional practice across client systems (e.g., advocate, broker, case manager/care coordinator, community organizer, counselor, discharge planner, educator/trainer, group worker, evaluator, mediator/arbitrator, program developer/planner).

General BSW Practicum Requirements

- 448 Hours of practicum work over two semesters (fall and spring)
- Participation in a weekly practicum seminar course
- Development of a formal learning contract in collaboration with the practicum team

- Maintenance of a portfolio of work documenting learning experiences that demonstrates achievement of CSWE Generalist Practice Competencies and Practice Behaviors
- Submission of weekly time sheets
- Participation in site visits with the practicum team
- Adherence to the policies and procedures in the BSW Student Handbook and Practicum Manual
- Adherence to all host agency's policies and procedures
- Adherence to the NASW Code of Ethics

Practicum Seminar

The student will participate in a weekly practicum seminar course (SWK 495A, SWK 495B) concurrent with the practicum placement. Weekly seminars also complement the practicum with a primary purpose of integration of BSW curriculum content with the placement experience. The seminar is a process-oriented class designed to assist students with integrating the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist levels of practice developed in academic courses with hands-on experience in real settings under the mentorship of an experienced social work practitioner. Participation in the practicum seminar and completion of course assignments further support the integration of classroom learning and practice. Through discussion, reflection, and shared learning with peers completing practicum in diverse settings, students broaden their understanding of social work practice across populations, organizations, and systems. The practicum seminar is the vehicle for students to generalize experiences from individual placements to practice within the diversity of social work roles, services, populations, settings, approaches, and levels of practice. The seminar encourages students to use peer consultation and support for resolving issues arising from practice by providing a safe forum for discussion of issues and facilitates the development of professionalism.

Generalist Practice Opportunities for Demonstration of Competencies

The two BSW practicum courses (SWK A495A and SWK A495B) require students to demonstrate all competencies and practice behaviors at the generalist level of practice in their practicum placements over the course of fall and spring semesters. CSWE competencies are required to be demonstrated in the practicum at all system levels. Identification of potential opportunities for students to demonstrate the competencies and practice behaviors is a collaborative process between the student, seminar instructor, practicum instructor, and, if applicable, agency supervisor.

Prior to beginning practicum, all students and practicum instructors, and if applicable, agency supervisors, are trained on required student learning outcomes (SLOs), which for seminar courses are the CSWE competencies and practicum-specific competency, the learning contract, and expected opportunities for students to demonstrate SLOs. A crucial role of the seminar instructor is to assure that students will be able to demonstrate the SLOs at all system levels and help identify ways to augment the

placement if there were to be a SLO that would be problematic to reasonably demonstrate.

Each semester, the student develops a learning contract to identify how they will demonstrate competencies and practice behaviors as part of their responsibilities in practicum. The learning contract is a written document specifying the SLOs and how they will be demonstrated in the placement. Documenting progress or completion of each SLO provides a basis for evaluating the student at the end of each semester. Consequently, careful attention is placed on specificity and the ability to document attainment of each outcome with observable indicators.

UAA BSW students completing the two-semester, 448-hour practicum placement are engaged in an array of experiences to meet the needs of diverse clients and constituents. Examples of opportunities that BSW students are afforded include working with individuals, families, groups, and stakeholders in contexts such as the state's child welfare system, tribal health organizations, refugee and immigration services, domestic violence/sexual assault shelters, homeless service agencies, schools, and community behavioral health centers.

Each student develops a measurement strategy for demonstrating competency of the SLOs in the learning contract. For SLOs #1-#9 (i.e., CSWE's nine generalist practice competencies), students develop an observable way in which each practice behavior will be demonstrated and evaluated in the practice setting. Students are expected to demonstrate approximately one-third to one-half of the competencies during the first semester of the academic year and the remaining during the second semester. For course-based SLO #10, the student identifies one (1) social work role per semester and develops the specific indicators to document attainment of the performance standards associated with that role. Once a draft learning contract is developed by the student, it is reviewed, revised as needed, signed, and dated by all parties.

The learning contract serves as an agreement between the student, the agency, the practicum instructor, and the UAA BSW program. The student and/or the practicum instructor/agency representative are free to add outcomes to address the unique learning opportunities available in the placement setting. It serves as a guide for the placement and is reviewed periodically, such as during site visits. The quality of the written contract and the student's attainment of each SLO is part of the end-of-semester evaluation and course grade. The learning contract may be amended during the semester, subject to approval by all parties.

Students are encouraged to use every available opportunity their placement affords to meet student learning outcomes. However, not all placements can provide all experiences a student may need. In the event a placement site cannot provide a needed experience, the student is encouraged and guided by their seminar instructor, as well as their practicum instructor, to use opportunities available within the community context of the placement site to expand the possible avenues for student learning outcomes. For example, a student in placement with an agency that serves clients as a broker of services might be encouraged to participate in a community forum about

policy changes for that population and possibly demonstrate completion of Student Learning Objective #2: Advance human rights and social, racial, economic, and environmental justice.

Demonstration of BSW Generalist Practice Competencies Through In-Person Contact

All UAA BSW students are required to have contact with clients or constituencies on a regular basis through their practicum site. All students must demonstrate the competencies in real practice. While telehealth and telebehavioral health are commonly utilized across rural Alaska, the placements used by the UAA BSW program are primarily located in Anchorage or the Matanuska Valley (e.g., Wasilla and Palmer). The agencies, programs, and organizations in which BSW students are placed offer rich learning opportunities to apply knowledge and skills gained in the program and demonstrate all program competencies and practice behaviors. These placement sites vary year to year, depending on students' interests and availability of potential learning opportunities. Through their practicum placements, BSW students are afforded a dynamic experience to demonstrate each of the practicum program competencies and practice behaviors.

Practicum Education Roles, Tasks, and Responsibilities

Role of the BSW Program

1. Appoints coordinators of practicum education and sufficient additional faculty to administer and implement the BSW practicum education program;
2. Recruits a wide array of organizations and agencies representative of the types of work settings students will be entering after leaving the program and the diversity of the community served by the program as potential practicum sites;
3. Assists in recruiting social workers meeting CSWE and program requirements to serve as practicum instructors;
4. Orients and trains practicum instructors;
5. Screens and approves practicum placement sites;
6. Screens and approves student placements;
7. Establishes criteria and process for evaluation of student performance; and
8. Establishes a mechanism for obtaining systematic feedback from the practicum instructors for planning and improving the practicum education program.

Role of the Practicum Seminar Instructor

1. Develops a positive working relationship with the student, the practicum instructor, the agency representative, and others involved in the student's practicum education experience by being available on a reasonable basis, having a working knowledge of BSW program policies and procedures, and understanding the expectations of the practicum site agency;

2. Serves as a representative of the BSW program with the practicum site agency and personnel associated with the practicum education placement;
3. Assures implementation of BSW program and practicum education policies and procedures in all aspects of the practicum learning experience by providing consultation and necessary materials including course student learning outcomes;
4. Facilitates student's professional growth in the practicum placement agency and assists any party in managing difficulties which may arise in the placement;
5. Monitors and facilitates the student's learning in the practicum education placement by reviewing and approving the student's learning contract, maintaining regular contact with each site via in-person or web conference site visits, telephone, and/or email; and participating in student evaluation; and assisting with the evaluation of each site and instructor;
6. Facilitates the continuous quality improvement activities of the practicum education program through participation in planning, training, and evaluation in collaboration with the BSW Practicum Education Coordinator; and
7. Assigns the final grades for the practicum seminar.

Role of the Agency Representative (where distinct from the practicum instructor or agency supervisor):

1. Represents the agency in all practicum matters as determined by the organization.
2. May represent the agency in determination of available practicum placements and coordination of the selection process of practicum students.
3. May facilitate the obtaining of the Affiliation Agreement.
4. May represent the agency in determination of available stipends and stipend recipients.

Role of the Practicum Instructor

1. Facilitates the student's learning by establishing and maintaining positive working relationships with the student, the practicum seminar instructor, the agency representative, and others involved in the practicum program;
2. Helps ensure that the student meets practicum course requirements by developing a working knowledge of the course student learning outcomes, procedures, requirements, and the integration of the practicum placement experience into the total social work educational program;
3. Promotes successful outcomes in the practicum placement through participation in the student selection, orientation to the agency, and evaluation; and timely and constructive feedback to the student concerning the strengths and weaknesses of his or her performance;
4. Maximizes the student's professional growth and learning through participation in learning activities designed to promote continuous expansion of the ability to apply social work skills in progressively more challenging situations;

5. Assures that the student is able to implement social work values and ethics in all professional interactions in the practicum setting through weekly supervision and by example in his or her own professional conduct;
6. Facilitates student learning and achievement of student learning outcomes by being accessible to the student at reasonable intervals (minimum of 1 hour/week); identifying and collaborating with the agency representative and practicum seminar instructor to resolve problems or disputes as early as possible; and serving as champion for the student's professional development; and
7. Promotes the continuous improvement of the practicum course through participation in feedback activities designed to evaluate the course.

Role of the Agency Supervisor

The positions of practicum instructor and agency supervisor often will be the same person. However, a practicum placement agency may separate these roles when a person meeting CSWE qualifications is not available, an agency has multiple student placements, or an agency elects to separate the roles. The agency supervisor or designee will:

1. Represent the practicum placement agency in all interactions with the program;
2. Assure that the practicum placement enhances the development of a student's professional skills to work with diverse populations, vulnerable at-risk groups, and progressively more challenging situations dealt with by the agency by assignment to programs and duties maximizing experiential learning;
3. Help ensure the student meets practicum education course requirements by developing a working knowledge of the student learning outcomes, procedures, requirements, and integration of the practicum placement experience into the total social work educational program;
4. Assure the agency supports the placement by provision of adequate working space and other essential materials necessary to perform their assigned functions;
5. Promote the achievement of practicum education and student learning outcomes by orienting the student, practicum instructor (if necessary), and practicum seminar instructor to the agency including its service mission, expectations, values, priorities, and key personnel; and
6. Help ensure the safety of the student in the placement by fully disclosing any known or suspected risks at the practicum site during the pre-placement selection process and by arranging for appropriate training to minimize risks.

Role of the Student

Students must remain in good academic standing in the BSW Program to remain in practicum.

Additionally, the student will:

1. Accept responsibility for and ownership of their own learning process.

2. Actively seek to establish a positive, courteous, and effective working relationship with the practicum instructor, other staff of the host organization as appropriate, and the seminar instructor.
3. Within the placement setting, engage in professional relationships and change efforts in a manner that reflects a commitment to the ethics and values of the social work profession, and to the mission, policies, and procedures of the placement organization, and that assures the confidentiality of clients at all times and in all circumstances.
4. Engage with the practicum team in preparing a learning contract to guide the practicum learning process.
5. In response to varied client needs and requests, select from a repertoire of intervention theories and conduct social work assessments, problem identifications, and evaluations of interventions based on the learning contract and the syllabus for the practicum course.
6. Complete placement and seminar learning assignments as required by the learning contract and the course syllabus in a timely and appropriate manner.
7. Submit BSW Practicum Education Timesheets in timely, accurate fashion.
8. Completes all other required written work essential to effective practice in the agency and documents work through the compilation of the learning portfolio.
9. Prepare for and participate in weekly supervision meetings with the practicum instructor.
10. Meet with the practicum seminar instructor as necessary, but at least once per semester during site visits, to keep the seminar instructor aware of his/her progress, achievements, and concerns during the course of the placement.
11. Attend and actively participate in the weekly practicum seminar.
12. Complete all University requirements in relation to the practicum placement.
13. Engage in on-going self-assessment, including a formal written end-of-semester self- assessment, in concert with the practicum instructor and seminar instructor.
14. Inform the practicum instructor and the practicum seminar instructor of potential problems and conflicts in a timely and appropriate manner to ensure opportunity for discussion and problem solving at the earliest possible time.
15. Provides the BSW Practicum Coordinator with an end of the year evaluation of the practicum placement experience.
16. Reduce personal risk of harm or injury by avoiding situations increasing risk and following the agency's policies and procedures for identifying and dealing with job site hazards, violent clients, and other emergencies. Particular attention should be paid to procedures related to violent clients in both office and home visit settings.

Selection of Practicum Sites & Practicum Instructors

Accessibility and Disability Accommodation Requests

If you experience a disability or suspect you experience a disability, please contact Disability Support Services to arrange for approved accommodations in your practicum placement. UAA is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure access to your BSW practicum, please contact DSS to engage in a confidential conversation about the process for requesting accommodations in your practicum placement. Meetings can occur by telephone or Zoom. Further, if you anticipate issues related to the format or requirements of practicum, please contact the BSW Practicum Education Coordinator to discuss ways to ensure your full participation in practicum. Together we can plan how best to remove barriers and coordinate your accommodations in practicum. Accommodations are not provided retroactively. Please contact the Disability Support Services office at uaa_dss@alaska.edu or 786-4530.

Selection of Practicum Sites

Placement sites must be with an established organization that provides, regulates, or establishes policy for a social service function to a population at-risk, provides access to the service for individuals without financial resources, and represents organizationally a set of values consistent with those of the profession of social work. Every effort is made by the practicum education coordinator to recruit a wide range of agencies, practicum instructors, and client populations served that reflect the diversity of the community.

Suggestions for the development of specific placement sites may be initiated by interested agencies, University of Alaska Anchorage faculty, students, or other interested parties. Suggestions of placement sites should be addressed to the BSW Practicum Education Coordinator, who will determine if the organization is interested and meets CSWE criteria.

Approval of Practicum Sites

All potential sites for BSW students are contacted and assessed by the UAA BSW Practicum Education Coordinator to ensure that placements can offer high quality learning experiences and opportunities for students to demonstrate the CSWE generalist practice competencies and behaviors with all system levels. Agencies must meet the following criteria to be considered as a practicum site:

1. Willingness by the agency to commit itself to assist the UAA BSW program to meet its goals and student learning outcomes for professional social work education;
2. Commitment of necessary staff time and resources to support, supervise, and evaluate students placed at the agency;
3. A philosophy of service that is congruent with social work values and ethics;
4. Provision of work space, equipment, and resources necessary for performance of tasks assigned to the student;

5. Willingness and ability to assist the university in providing appropriate and diverse learning opportunities for students to fulfill generalist competencies and practice behaviors at all system levels;
6. Identification of a staff member meeting CSWE requirements to serve as practicum instructor or willingness to enter into an agreement with a social worker meeting those requirements to serve as practicum instructor;
7. Identification of a staff member to serve as agency representative when the practicum instructor is not designated to represent the agency or an agency has multiple practicum instructors;
8. Willingness to educate and involve the student in all agency functions relevant to functioning in their placement including unit staff meetings and case conferences;
9. Acceptance of students without discrimination related to race, ethnicity, age, gender, sexual orientation, religion, physical disability or political belief except where such discrimination is permitted for employment under Federal statutes governing the facility;
10. Adequate agency staff resources exist to develop and operate the agency program without dependence upon students except if all the following conditions are satisfied: (a) the student's role in the development of the project is negotiated in advance; (b) the proposal represents a unique learning opportunity for the student; and (c) the student is not used in lieu of paid staff or compensated in any way for the work; and
11. Timely and accurate submission by the organization and staff involved in the proposed placement of required information necessary to determine if CSWE requirements are met.

As part of the practicum site approval process, the BSW Practicum Education Coordinator completes the following steps to approve practicum education sites:

- The BSW Practicum Education Coordinator schedules a meeting with a potential practicum site. This meeting occurs in-person or online and is an opportunity to gather and share the following information:
    - Types of programs and services offered by the agency.
    - Ability to ensure that students will have opportunities to demonstrate the nine (9) generalist practice competencies with all five (5) system levels.
    - Ability to provide supervision and support to the student, and availability of practicum team members with appropriate educational backgrounds.
    - Availability of sufficient physical and/or technology resources needed to support the student.
    - Ability to perform the required activities (e.g., practicum orientation, site visits, evaluation forms).
    - Understanding of the practicum hours requirements.
- The agency confirms they understand the required activities, supervision and support, hours, and social work competencies and are interested in hosting a student.
- The BSW Practicum Education Coordinator assesses the gathered information and decides if the agency is suitable to serve as a practicum site and, if so, for

what type of placement: generalist practice, Generalist specialized practice, or both.

- Once a site has agreed and the BSW Practicum Education Coordinator has determined the site is suitable, they are added to a list of potential site placements.
- Upon approval by the BSW Practicum Education Coordinator, a UAA College of Health (COH) Affiliation Agreement is signed by the agency and the university. The COH's Compliance Officer works with the BSW Practicum Education Coordinator, the Program Support Specialist (PSS), and the community partner's Agency Representative (who may or may not be the Practicum Instructor or Agency Supervisor) to ensure that a signed Affiliation Agreement is in place before practicum commences. The PSS works with the COH Compliance Officer to ensure up-to-date Affiliation Agreements are on file for all practicum sites.
- The PSS supports the BSW Practicum Education Coordinator in maintaining a list of approved agencies.

Selection Criteria for Practicum Instructors

In order to serve as a practicum instructor for the BSW program, the interested social worker must submit a Practicum Instructor Application.

The social work practicum instructor must meet the following qualifications:

1. Possess a BSW or MSW degree from a CSWE accredited school of social work;
2. Have a minimum of two years of post-degree professional social work experience; and
3. Demonstrate commitment to professional ethics and values including no history of ethical violations in their career.
4. Be in one of the following roles:
    a. an employee of the practicum work agency who meets CSWE standards;
    b. a social worker meeting CSWE standards who is not an employee of the agency, but is willing to serve as practicum instructor and enters into an agreement with the placement agency; or
    c. a UAA faculty member or employee meeting CSWE standards who enters into an agreement with the placement agency to serve as practicum instructor when the agency does not have a person meeting CSWE standards available.
5. Be willing to uphold the mission, goals, and student learning outcomes of the UAA BSW social work education program and demonstrate commitment and capability to take on the role of social work educator, supervisor, and mentor.
6. Facilitate students' learning by establishing and maintaining positive working relationships with the student, the faculty liaison, the agency representative, and others involved in the practicum education program.
7. Help ensure students meet practicum course requirements by developing a working knowledge of the course student learning outcomes, procedures, requirements, and the integration of the practicum placement experience in the total social work educational program.

8. Promote a successful outcome in the practicum placement through participation in student selection, orientation to the agency, development of learning objectives reflecting program requirements and student career goals; evaluation, and timely and constructive feedback to the student concerning the strengths and weaknesses of his or her performance.
9. Maximize students' professional growth and learning through participation in activities designed to promote continuous expansion of the ability to apply social work skills in progressively more challenging situations.
10. Assure that students can implement social work values and ethics in all professional interactions in the practicum work setting through weekly supervision and by example.
11. Facilitate student learning and achievement of student learning outcomes by being accessible to students at reasonable intervals (minimum of 1 hour/week), identifying and collaborating with the agency representative and seminar instructor to resolve problems or disputes as early as possible, and serving as champion for students' professional development.
12. Promote the continuous improvement of the BSW Program and practicum course through participation in feedback activities designed to evaluate and revise the program and course.
13. Submit all necessary documentation to the social work program to demonstrate qualifications, competency, and preparedness for the role of practicum instructor.
14. Have adequate time available to provide supervision for the student(s) and participate in university provided orientation and training. A minimum of one hour per week individual supervision is required in addition to time needed to meet with the seminar instructor and to evaluate the student's performance.
15. Be capable, prepared, and committed to teach to the BSW program generalist competencies and practice behaviors.

Orientation for Practicum Instructors and Agency Supervisors

The BSW Practicum Education Coordinator is responsible for planning and conducting an annual practicum orientation. The orientation is scheduled to occur prior to the start of the fall semester and takes place remotely through Zoom or another online communication platform. Attendance at the orientation is required for new and returning agency supervisors and practicum instructors. The orientation is recorded and distributed to the participating sites and for those who were unable to attend. The BSW Practicum Education Coordinator hosts a live Q&A session for practicum personnel who were unable to attend the orientation during the first week of the semester.
The BSW Practicum Orientation and Training include at minimum the following topics:

- Orientation to BSW social work practice as conceptualized by the Council on Social Work Education and the BSW Program Curriculum;
- Orientation to the generalist practice competencies and practice behaviors, explaining how to integrate them into practicum work, and facilitating students' demonstration of the competencies and practice behaviors at all system levels;
- Overview of empirically-supported teaching principles relevant to practicum instruction and to stages in the learning process;

- Orientation to all of the practicum education program policies and course expectations, including hour requirements;
- Training specific to development of students' comprehensive, competency-driven learning contracts;
- Evaluation timelines, measures, and criteria for evaluation;
- Strategies and suggestions for effective supervision;
- Policies regarding addressing student issues and placement termination processes; and
- Review of student safety protocols, including provided liability insurance and other considerations
- At the orientation, contact information for the program, BSW Practicum Education Coordinator, and seminar instructors are provided to all in attendance. Attendees are encouraged to call or email as needed throughout the academic year.
- An e-mail is sent by the Practicum Coordinator within a week of the orientation that reiterates this message and again provides contact information, which allows for all involved to maintain contact with one another to monitor and support the student in their placement.

Engagement with Practicum Sites & Personnel

The BSW Practicum Education program engages with practicum education settings and personnel in the following ways:

- All sites are required to participate in the online BSW Practicum Orientation and Training held before fall semester begins. The practicum instructor and, if applicable, agency supervisor attends this orientation. Agency representatives, when distinct from the practicum instructor or agency supervisor may also attend.
- All sites participate in three (3) online or in-person site visits per year (two in the fall and one in the spring). All members of the practicum team participate in these meetings.
- The BSW Practicum Education Coordinator sends out email updates, reminders, and other relevant information as needed throughout the year to practicum instructors, agency supervisors, and agency representatives.
- All practicum team members are encouraged to communicate with the practicum seminar instructor and, if needed, the BSW Practicum Education Coordinator via email, phone, or Zoom if and as needed throughout the academic year.

Placement Options

Standard Placement

Students are required to complete a total of 448 hours of practicum work for the practicum course exclusive of seminar hours. The standard way to fulfill the practicum course requirement is by consecutive placements completed during the fall and spring semesters. The courses for the two semesters are continuous with the second semester building upon the first. Students remain in the same placement site and seminar. Summer placements are not offered due to program constraints.

Block Placement

A block placement is an option for completing all practicum hours and requirements in one semester instead of two concurrent semesters. Students, with the approval of the BSW Practicum Education Coordinator, may complete a block placement. A block placement is contingent on the program's ability to provide an equivalent experience and the ability of the student to meet all course requirements.

Criteria for Block Placements is as follows:

1. Students must have an extenuating circumstance to apply for a block practicum placement.
2. Block placements are only possible in the fall or spring semesters.
3. Students must be considered **in good standing in the BSW Program.**
4. Students must demonstrate **personal and professional readiness** (outlined below) for practicum to request a block placement.
    a. Evidence of personal readiness: appropriate personal conduct, good judgment, self-awareness, and separation of personal issues from professional practice.
    b. Evidence of professional readiness: reliability in all aspects of practicum education program, required practice skills, capacity to handle stress, appropriate professional boundaries, adherence to university policies and procedures and the NASW Code of Ethics posted on the NASW website.

Approved Block Placement Criteria:

Students who are approved for the block placement option will enroll in and complete both Social Work Practicum I and Practicum II in the semester they are completing the block placement, so that they are completing a total of six (6) credits for the generalist practicum. The practicum seminar course that is not being offered that semester will be completed as an individualized section (see Special Courses in the Course Information section of the UAA Catalog). Students must complete all course work for both courses, including attending all practicum seminar dates and practicum hours, in one semester.

Students completing a block placement and enrolling in Social Work Practicum I and Practicum II in the same semester acknowledge that they will receive the same grade for both practicum seminar courses, including an incomplete grade. If a student chooses to withdraw from practicum, they must withdraw from both Social Work Practicum I and Practicum II. The final grade for both practicum seminar courses will be assigned at the end of the 15-week semester.

Practicum Outside of Alaska

The UAA BSW program is designed to educate social workers who are familiar with the needs of the state and develop competency in working with Alaskans and Alaska communities. To that end, UAA BSW students are required to complete their practicum placement(s) within Alaska. A student may request an exception to this policy for their social work practicum, if they meet one of the following criteria:

- Are an active-duty military member, or military family member, who has a permanent change of station (PCS) outside of Alaska.
- Have an approved international practicum placement.
- Have family or financial considerations that require relocation. Students will provide a brief explanation for why the out-of-state placement is necessary.
- Have a unique out-of-state placement option. Students will identify how this practicum opportunity will enhance their ability to practice in Alaska.

Exception Process

Students requesting an exception to policy must notify the BSW Practicum Education Coordinator using the Practicum Exception form as soon as possible to facilitate the placement process. Under most circumstances, students should notify their practicum coordinator by January 15th for placements to begin in August of the same year. Please note the following:

- Students will be asked to identify potential practicum sites in their new community.
- Sites must be approved by the program's practicum coordinator before a practicum can begin. Decisions made by the practicum coordinator about a site's appropriateness for placement are final. In addition, all out-of-state practicum placements must be approved by the Office of Academic Affairs.
- It may not be possible to locate an acceptable practicum site. In that instance, the student can choose to be referred to an Alaska-based practicum location or to delay their practicum placement. Students selecting to delay their practicum placement must work with their advisor to determine how a delay would affect their degree plan.
- As with all practicum referrals, placement into an agency is not guaranteed.
- All other practicum policies and practicum seminar course requirements remain in place.

Students must work with the financial aid office to determine the impact of an out-of-state placement upon their residency status and tuition costs.

Paid Practica and Stipends

The School of Social Work seeks and encourages other organizations to support social work education by developing stipends and scholarships for students enrolled in the program. Organizations interested in supporting practicum students may contact the BSW Practicum Education Coordinator to discuss this option.

Employment-based Practica

The UAA BSW Program allows employment-based practicums for eligible students. To be eligible, students need to have worked at their current social service employer, which must meet criteria for a BSW practicum placement, for a minimum of three months. The student must be an employee in good standing and intend to remain at their place of employment through the course of the practicum/school year. Interested students are asked to discuss this option with the BSW Practicum Education Coordinator during their

practicum placement interview. Students are asked to think carefully about this option, as there are key considerations to keep in mind, including student protections, the quality of student learning, accountability, and role confusion.

An Employment-Based Practicum Application must be submitted by May 1. The submitted application must be complete and have both the student's and an agency personnel's signature. If approved, a student may count up to 20 hours per week of work toward practicum hours. Students in an employment-based practicum must spread their hours across the semester so as not to finish early.

Students in an employment-based practicum must demonstrate achievement of the generalist practice competencies and practice behaviors through activities documented on the learning contract and approved by the practicum team (i.e., student, seminar instructor, practicum instructor, and, if applicable, agency supervisor). As part of their practicum, students in an employment-based practicum must receive an hour per week of social work supervision, separate from employment supervision, and provided by a social worker who graduated from a CSWE-accredited master's program and has a minimum of two years of post-BSW or post-MSW practice experience.

When a student accepts an employment-based practicum, the student is expected to fulfill the agreement they have made with the organization. A student completing an employment-based practicum who is terminated due to circumstances beyond the agency's control will follow the process for a No-Fault Agency Initiated Termination. A student who is completing an employment-based practicum who is terminated due to cause attributable to the student's performance will follow the process for an Agency Initiated Termination for Cause.

Eligibility Criteria and Placement Process

General Considerations

Student placement and approval of all student practicum placements is the responsibility of the BSW Practicum Education Coordinator. The program will attempt to match educational needs and student preferences with availability; however, educational needs must take precedence. Criteria used for placement decisions include, but are not limited to, the student's prior experiences, educational needs, interests and career objectives and learning opportunities within the agency, qualities and expectations of the practicum instructor and organization, and a current affiliation agreement with the College of Health or readiness to enter into one. Students are referred to agencies by the BSW Practicum Education Coordinator for placement consideration. Assignment to an organization is made by the coordinator following the agency/student interview based on willingness of the agency and student to work together and fit of the placement to the student's educational needs.

In order to maximize diversity in learning, the program generally will avoid placing students with prior practicum instructors, employers, or agencies in which they have previously worked or served as a volunteer, intern, or practicum student. Students are

expected to accept referrals made by the program and to represent themselves in the best possible manner during the placement process. Refusal to accept a placement referral or placement offer without a reason acceptable to the coordinator of BSW practicum education may result in cessation of further placement referrals. The program also may not make additional referrals of students who have been denied acceptance at an agency for reasons reflecting on the student's unprofessional performance. In addition, students who have been denied acceptance at two or more agencies without good cause may not be allowed to continue in the practicum education sequence until the student makes a plan, subject to approval of the BSW Practicum Education Coordinator, to identify and correct the issues resulting in denials. Failure to negotiate a placement in a timely manner may result in removal from degree seeking status in the BSW program.

The BSW Practicum Education Coordinator may approve or deny any placement based on professional judgment as to whether the educational mission, goals, and student learning outcomes of the program will be met.

Eligibility Criteria

To be eligible for and maintain good standing in the practicum education program students must:

- be enrolled in the BSW program
- have maintained at least a 2.5 grade point average
- maintain at least 2.0 in all practicum education courses
- successfully complete all prerequisite courses for the semester in which the student is enrolled
- demonstrate a capacity to relate to others
- demonstrate a commitment to social work values and ethics
- demonstrate good communication skills
- submit all application materials in a complete and timely manner

Placement Process

The following steps are followed in the order listed for all placements.

1. BSW students who are enrolled in the approved 300-level social work courses in a given fall semester and plan to move forward in the program complete an application to the professional phase (which includes practicum) of the BSW program. The application includes a section related to past and current professional experience, practicum interests, learning goals, and a section to share additional information, such as requiring special needs for accommodations, having a history with potential placement sites, having motor vehicle violations other than non-moving violations, having an occupational license revocation or surrender, being registered as a sex offender, being named on Federal government debarment list, having a criminal history, and presently abusing or being dependent on substances. This information is used only for placement purposes. The deadline for the "professional phase" application is set by the BSW Program Committee and is typically at the end of October.

2. Students are informed about their approval to move forward as a major admitted to the professional phase of the BSW program prior to or during winter break.
3. Students make appointments with the Practicum Coordinator. The purpose of the practicum appointments are to:

    a. discuss placement interests and potential opportunities
    b. discuss the type of placement that best meets the student's educational needs
    c. address individual issues related to the placement including special accommodations, employment-based practicum, proscriptions, etc.
    d. remind students of the process and share when they can expect to receive practicum interview referrals

All placements are made by referral through the BSW Practicum Education Coordinator. Students are asked not to contact agencies without prior approval by the BSW Practicum Education Coordinator. Agencies also are expected to adhere to this protocol to assure equal opportunity for all students.

4. Upon receiving a practicum interview referral, the student reaches out to the contact person noted on the referral to introduce themselves and schedule a placement interview. Placement sites may require submission of a resume or an application before scheduling the interview. The interview should be viewed as a mutual assessment process addressing some or all of the following:
    a. the student's career goals
    b. the student's expectations for a practicum
    c. the student's strengths and weaknesses as pertinent to the placement
    d. the kinds of experiences the agency can offer relevant to the learning expectations of the practicum course
    e. the agency's expectations of the student
    f. the frequency and format for supervision
    g. possible schedule
    h. additional independent learning that will be required by the agency
5. Following the interview, the student and the agency will each (separately) email the BSW Practicum Education Coordinator indicating the party's interest in the placement. If both parties want to move forward with the placement, the BSW Practicum Education Coordinator will notify the parties of the decision and send a confirmation email to the student, agency supervisor, practicum/field instructor, any additional agency representative(s), and will copy program support staff.
6. Students may be required to complete physical and background checks as a prerequisite of acceptance by a placement organization. For example, agencies may request immunization records, check fingerprints, review driving records, check federal debarment lists, and check child and sexual abuse registries. Some agencies may refuse to accept the student based on findings, a student's refusal to agree to the check, or a student's failure to obtain immunizations required by agency policy.
7. Students with a confirmed placement will contact their practicum instructors and/or agency supervisors to establish the date and time to begin practicum

placement activities. Starting dates may begin following the BSW Practicum Orientation and Training session the week before the beginning of the semester.
8. The Affiliation Agreement between the University and the agency must be signed before the practicum placement can begin.
9. The student should provide the practicum instructor with a copy of the course syllabus for that semester on the first day of the placement.
10. The student and the practicum instructor should begin developing the learning contract immediately by establishing a schedule for weekly hours, including supervision, as the first element of the contract.

Required Hours

Students complete 448 hours of practicum work within an agency over two semesters (fall and spring).

Schedule of Practicum Hours

The schedule of practicum work hours should coincide with the usual hours that the practicum instructor and/or agency supervisors at the placement organization are present and working.

Placements that offer evening and weekend hours are rare. Students need to be aware that practicum hours are primarily weekday hours from 8:00 a.m. to 5:00 p.m. and will require students to be available for practicum during those hours. Exceptions are approved in advance by the practicum seminar instructor.

Practicum hours may be accrued fully in person or a combination of in-person and online depending on what is considered appropriate and approved by the agency. The majority of practicum hours are acquired in person at the site. Sites may also allow some virtual hours for a student to complete some hours offsite to complete identified research, reading, training, or projects specific to the practicum placement. This option is encouraged when there is inclement weather to travel safely to a practicum site for in-person hours.

Practicum hours are scheduled consistently across the entire semester in a manner that enables students to maintain a significant presence in the organization throughout the semester and to complete the total number of required hours within the semester time frame.

With prior consent of the agency supervisor (if other than the practicum instructor), practicum instructor, and practicum seminar instructor, students may complete a ***minimal*** number of practicum hours during the winter intersession if such activities are essential for continuity of services. Consent is contingent on the presence of appropriate agency staff for supervision and the availability of the practicum seminar instructor. The number of hours permitted must be specified and approved in advance. Students may not complete practicum hours during UAA's official hard closure. During the hard closure, the university is closed and faculty and staff are not available to provide support to students or practicum sites. Winter intersession hours will be

counted toward Spring semester practicum hours since it is expected that students will have completed all fall practicum course requirements, including hours, prior to the winter intersession.

Documentation of Practicum Hours

Placement hours must be documented. Unless otherwise specified in your instructor's syllabus, documentation using the BSW Program Timesheet utilizing the online practicum software program. . Hours should be approved by the placement agency, practicum instructor and submitted weekly to the practicum seminar instructor.

Practicum Leave Bank

Leave bank hours were temporarily allowed during the COVID 19 emergency and are no longer available.

Student Orientation

All BSW students beginning practicum attend a mandatory practicum orientation before the fall semester begins. Students must complete orientation prior to the start of hours being accrued at the practicum agency. The practicum orientation is presented by the BSW Practicum Education Coordinator. This synchronous Zoom session is scheduled for 2.0 hours in the morning with students and all practicum agency personnel (practicum instructors and agency supervisors). The agenda for the orientation includes the following:

- Welcome and BSW Practicum Team introductions
- BSW Program Mission, Program, and Courses/Curriculum
- CSWE Educational Policy and Accreditation Standards (EPAS), including the CSWE Competencies and Practice Behaviors
- Roles involved with the student's Practicum Team
- Supervision expectations and guidance/suggestions
- Hours requirements for each semester and the academic year
- Information on practicum/seminar expectations
    - Engagement
    - Evaluation
- Registering for and using the practicum software
- Identifying and problem-solving issues
- UAA BSW Practicum policies & procedures
- Non-discrimination and Title IX policies
- Dates and deadlines for the fall semester and academic year
- Breakout sessions to connect BSW students with their practicum instructor and agency supervisor (if applicable)

In addition, BSW students attend an online student-only orientation in the early afternoon of the same day to review the learning contract and address any questions and concerns that students have before they begin their practicum placement at the start of the semester.

Monitoring and Supporting Students

The BSW program employs a collaborative and multi-faceted approach to monitor and support student learning. The Practicum Seminar Instructor maintains primary contact with the field settings and students to ensure the integration of curriculum and practicum learning. The program ensures robust monitoring and support through a combination of scheduled and as-needed interactions.

Methods of monitoring and supporting student learning used by the BSW Program include:

- Site visits conducted three times per year, either in-person or online. Students coordinate the time to meet with their practicum team and schedule the site visit with the seminar instructor. The seminar instructor facilitates the site visits. Visits include a review of the learning contract and student's progress; highlights of the student's practicum; challenges the student, practicum instructor, or agency supervisor are experiencing relevant to practicum; student strengths; and areas for student growth.
- Weekly, in-person practicum seminar class.
- Seminar instructors' ongoing review of students' practicum timesheets and related assignments.
- Email, Zoom, or phone communication as needed with seminar instructors.
- Centralized platforms Tevera and Blackboard for assignment grading and feedback.
- Office hours and additional meetings as required, hosted by seminar instructors.
- Partnership with practicum instructors who collaborate closely with the program to maximize student learning by:
    - Guiding students in applying social work theories to practical situations.
    - Participating in evaluations and providing constructive feedback on student progress.
    - Supporting students in achieving the goals outlined in their Learning Contracts.
    - Participating in three (3) site visits per year.

As needed, the UAA BSW Practicum Education Coordinator will also provide support to students, their agencies, and the seminar instructor.

Rules and Expectations Regarding Placement

Late Placement

Starting a practicum placement late does not relieve the student of any course requirements including hours and learning assignments.

Schedules

Students are expected to schedule their practicum hours during the usual business hours of the placement agency when the social work staff is present. Typically, these are weekdays. An exception for unique educational opportunities (e.g., emergency service work) occurring primarily outside of regular business hours may be approved by

the faculty liaison when essential to fulfilling part of the learning contract. Practicum schedules are expected to be consistent across the entire term.

The BSW Practicum Education Coordinator is continually searching for placements that offer weekend and evening hours which also meet the criteria for a well-supervised practicum. Placements offering evening and/or weekend hours are extremely rare. Therefore, the student needs to be willing to work with the practicum coordinator and practicum site to create a workable schedule for practicum.

In-service Education, Conferences, Workshops, and Other Special Activities

Students wishing to attend conferences, workshops, or special activities related to their career and educational goals are encouraged to talk with their practicum instructor to see if practicum site hours can be rescheduled when these activities conflict with their practicum education schedule. If the educational experience is consistent with their learning contract and the course objectives, credit for the hours spent in this training may be granted toward fulfillment of the practicum requirements with the consent of both the practicum instructor and the faculty liaison. The maximum number of hours that may be credited toward fulfillment of course requirements for these educational and training activities is limited to 5% of the total time required for the year. Supervision with the practicum instructor is exempt from this restriction as are case conferences, staff meetings, and 20 hours of orientation time to the agency. Students may be required to engage in educational activities outside of hours spent at the practicum site as needed to maximize the educational and professional growth opportunities presented by the practicum placement.

Safety and Risk Management

General

Students should recognize that practicum placement, as any workplace, might involve exposure to potential risks and hazards. In addition to documented risks from disgruntled employees and clients, many agencies serve clients with histories of assaultive behavior or employ modes of intervention such as home visits in which security may be significantly less than traditional office-based services.

The agency representative should describe any known risks or potential hazards to the student in advance. No student should knowingly expose himself or herself to bodily injury or harm and no practicum instructor or agency representative should assign a student to a function where such risk is present historically without special training specific to the risk and taking all reasonable precautions a prudent social worker would take in the situation. Exposure of students to known risks should be done only if there is no other way to accomplish an educational objective. Students should be permitted to decline any assignment exposing them to excessive risk without prejudice.

Students are expected to take reasonable precautions for their own safety. This includes parking vehicles in safe areas, avoiding being the only person in an office after hours without adequate security, avoiding being isolated with clients known to be

violent, and leaving the site of a home visit immediately on discovering that drugs or alcohol are in use. Students who have a safety concern should notify their practicum seminar instructor, or the BSW Practicum Education Coordinator if the seminar instructor is not available, within one business day.

Liability and Injury Insurance

The UAA School of Social Work provides professional liability coverage for students.

Transporting Clients and Flying in Small Aircraft

Students may not transport clients in agency or personal vehicles. Any exception to this requires a specific amendment to the Affiliation Agreement and approval by University Counsel.

From time to time it may be necessary to fly to remote villages in small aircraft to provide social services. Given the inherent risks, practicum instructors or agency representatives should disclose in advance whether this activity would be required of a student accepting the placement. If they accept the assignment, the student should be prepared for an emergency with adequate clothing, survival gear, food, and water.

Job Site Risks and Hazards

Agency representatives are expected to fully disclose any known or suspected risks to the student at the practicum site as part of the pre-placement selection process. Students are expected to review and become familiar with the agency's policies and procedures for identifying and dealing with job site hazards, violent clients, and other emergencies. Particular attention should be paid in procedures related to violent clients in both office and home visit settings.
Students, agency representatives, and practicum instructors should assure that students are trained to deal with potential risks of their placement as early as possible in the placement.

Bloodborne Pathogens

If the student is at risk of infection by bloodborne pathogens (e.g., HIV, Hepatitis B), they must be provided training involving recognition of the risks and procedures to minimize risk of infection. Students placed in residential facilities, hospitals, or agencies dealing with high-risk populations should be particularly sensitive to this potential risk.

After education and training, the student may wish to consider immunization against Hepatitis B. Immunization may be available at the agency, Municipality of Anchorage Department of Public Health, or the UAA Health Center. The student should be prepared to pay for any part of the cost not covered by his or her health insurance.

Tuberculosis

Given the increasing prevalence of TB, students anticipating placement in a setting serving client populations with higher than normal risk for TB should be tested prior to starting the placement. This is usually done by a simple skin test at low cost. Some agencies may require this testing.

Evaluation Roles and Processes

Evaluation of the student

Course syllabi outline the criteria and processes for evaluation of the student. The seminar instructor establishes a grade for the practicum course(s) based on the student's performance in the organization and in the seminar. Course requirements and grading criteria are outlined in the course syllabus. Students should provide the parties involved in their practicum with copies of the syllabus at the beginning of each semester. As part of the course assignments, students complete an ePortfolio. Students demonstrate achievement of each of the competencies by providing practicum-specific artifacts and other relevant assignments. The ePortfolio is reviewed and evaluated by the seminar instructor.

At the end of each semester, students complete a self-assessment. This self-assessment is provided to the student's practicum instructor and included in the student's ePortfolio.

At the end of each semester, practicum instructors complete an evaluation of the student based on the student's attainment of the generalist practice competencies and practice behaviors, as evidenced by completion of Learning Contract objectives and overall performance at the practicum site. The practicum education assessment tool completed at the end of the student's final semester in practicum is also used for program assessment and is completed electronically by the practicum instructor.

Practicum Instructor & Site Evaluation

Students will evaluate the practicum instructor and the practicum site at the end of each practicum placement on a standard form provided by the BSW practicum program. The evaluation will include the placement process; agency orientation; adequacy of supports provided including office space, materials; attitudes and responsiveness of agency staff; contribution of placement to student's professional growth and career objectives; the frequency and quality of supervision received from the practicum instructor; and modifications to the placement which could enhance the learning experience for future students. Additional opportunities for formative evaluation evaluating practicum instructor and practicum education setting effectiveness include site visits and seminar course assignments (e.g., learning contracts, supervision agendas and reflections, mid-semester report).

Practicum Education Program Evaluation

1. **Students**. The students evaluate the seminar, practicum seminar instructor, and practicum education program using the university's course evaluation form for the seminar and a program form for the practicum education program specific evaluation.
2. **Practicum Instructors**. Practicum Instructors are asked to evaluate the placement process, orientation, the readiness of students to enter practicum education at their respective level, the quality of the support provided by the program, and recommendations for improving the quality of the program.

Termination of Practicum Placement

Use of Problem-Solving Techniques, Mediation, and Informal Processes

The BSW program strongly encourages parties involved in disputes, differences of opinion, or otherwise feeling dissatisfied with a situation to address the issue using means such as problem-solving techniques, mediation, or other informal processes. Any party may utilize the following formal procedures at any time; however, it is hoped that they will be employed only when communication and good will between the parties appears to have broken down or one of the parties is unwilling or unable to engage in a constructive problem resolution process.

Student Requested Termination

When a student accepts an assignment to a specific organization, including an employment-based practicum, the student is expected to fulfill the agreement they have made with the organization. If a student becomes dissatisfied with the placement, the following steps should be followed to address the concern(s).

If a student's concern involves allegations of serious offenses by the practicum instructor or agency personnel such as sexual harassment, threats and intimidation, or demands that the student commit an unlawful act, then the student should immediately report those allegations to the practicum seminar instructor and/or BSW Practicum Education Coordinator, who shall review the allegations and take appropriate action to protect the parties involved.

The formal process for Student Requested Termination is outlined below. A student who terminates a placement without following this process shall receive a failing grade in the practicum seminar course.

1. The student is to discuss their concerns with the practicum instructor and agency representative (if applicable) in a constructive, focused manner in an attempt to resolve the issue(s). Any party may invite the practicum seminar instructor and/or BSW Practicum Education Coordinator. A written summary of the meeting should be prepared, signed, and distributed to the parties involved.
2. If the student's issues have not been resolved in a manner satisfactory to the student after meeting with the practicum instructor and, if applicable, agency

representative, the student may request a meeting to address his or her concerns with the practicum seminar instructor and/or BSW Practicum Education Coordinator. The BSW Practicum Education Coordinator and the practicum seminar instructor will jointly consider the matter and attempt to develop a plan with all the parties to continue the placement. The plan should specify in writing who will do what by when. Copies will be sent to all parties and the BSW Practicum Education Coordinator.

3. If a mutually acceptable plan cannot be developed or the matter still is not resolved to the student's satisfaction, they may request that the BSW Practicum Education Coordinator terminate the practicum placement. This request must be in writing and contain a detailed statement of the facts and grounds for the request.
4. The BSW Practicum Education Coordinator, in consultation with the practicum seminar instructor, practicum instructor, and, if applicable, agency representative, will review the request and notify the student of the decision as soon as is reasonably possible.
5. The decision will be based on the severity and validity of the concerns raised by the student, the likelihood that the placement can have a successful outcome, and the ability of the student and placement to accommodate each other for the remainder of the placement. Copies of the decision will be provided to the practicum seminar instructor, the student's faculty advisor, the practicum instructor, the agency representative (if applicable), and the student's file.
6. Students should be aware that termination of a practicum placement has serious implications including the fact that an acceptable alternative placement may not be available.
7. If the decision is made to terminate the placement, the practicum seminar instructor will meet with the student and the practicum instructor to develop a plan to end the student's agency responsibilities in a professional manner.
8. If the student's request to terminate the placement is denied, the practicum seminar instructor will consult with the affected parties and write a plan for continuing the placement. Copies will be provided to the student, practicum instructor, agency representative (if applicable), the BSW Practicum Education Coordinator, and the student's file.
9. When a student requested termination is approved, the BSW Practicum Education Coordinator will make reasonable efforts to find an alternative placement able to meet the student's educational needs and assist with continued progress towards the BSW degree. Alternative placements within the agency will be considered before those external to the agency.
10. If the placement is terminated and an alternative placement found, time spent in the first practicum may or may not be transferred into the next placement. The practicum seminar instructor, in consultation with the BSW Practicum Education Coordinator, will determine how many of the hours performed in the terminated placement will be credited toward satisfaction of practicum education hour requirements. Time credited toward activities such as orientation to the agency, introduction to agency specific procedures and practices, and other things not indicative of continuous professional growth shall not be credited twice even

though repetition may be required by the new placement. Extension of the student's practicum or repetition of the course may be necessary in order to meet educational objectives.

Agency Initiated Termination

Agencies may initiate termination proceedings for internal issues unrelated to the student (see No Fault Termination below) or for cause attributable to the student's performance. The procedures for each follow.

No-Fault Agency Initiated Termination

A placement, including an employment-based practicum, may be terminated due to circumstances beyond the agency's control. These include change in the availability of the practicum instructor or key agency personnel involved in the placement, closure of a program, or major policy change affecting the placement. The practicum agency is expected to notify the practicum seminar instructor and/or BSW Practicum Education Coordinator as early as possible when a placement must be terminated. The BSW Practicum Education Coordinator will make reasonable efforts to locate another placement and to facilitate the student's completion of the practicum during the same semester. The hours accrued in the placement will be credited toward the total clock hours required for the practicum when an acceptable plan is established to ensure that the educational objectives of the practicum are met. Additional hours and/or extension of the student's practicum may be necessary in order to meet student learning outcomes.

Agency Initiated Termination for Cause

If an agency has concerns about the performance, ethics, professionalism, or behavior of the student, including a student completing an employment-based practicum, that go beyond or have not responded to the usual supervisory process, the following steps should be followed. Step 1 can be skipped when the matter involves an allegation of one or more serious offenses by the student.

1. The student and practicum seminar instructor should be informed by the practicum instructor and/or key agency personnel involved in the placement of concerns regarding the student's behavior or performance. Expectations regarding behavior change and the time frame for these changes should be discussed. It is recommended that expectations for corrective action be written with copies provided to the student, the practicum instructor, key agency personnel involved, and the practicum seminar instructor.
2. If the student's response to the corrective action plan is unsatisfactory or the agency seeks termination of the placement based on one or more of the termination criteria below, the practicum instructor, agency representative, or other agency designee should contact the practicum seminar instructor and/or BSW Practicum Education Coordinator immediately and describe the reason(s) for the request.
3. The practicum instructor, agency representative, or other agency designee will provide the practicum seminar instructor and/or BSW Practicum Education

Coordinator with a written statement specifying the grounds and outlining the circumstances for the termination.
4. Students terminated for cause shall receive a grade based on their performance compared to the expectations for the entire semester.
5. The practicum seminar instructor and/or the BSW Practicum Education Coordinator will notify the Director of the School of Social Work of the practicum termination and refer the student for a formal student review (See the BSW Student Handbook for details of the Student Concern Resolution Process).

Criteria for Termination for Cause

Grounds for involuntary termination from the practicum placement include, but are not limited to, the following:

1. Excessive absenteeism or tardiness;
2. Repeated failure to provide reasonable notice of an absence from the practicum placement or failure to appear as scheduled for three or more consecutive days without approval of the practicum instructor and agency representative;
3. Termination of a placement by the student without following prescribed procedure;
4. Serious or repeated violations of the NASW Code of Ethics;
5. Serious or repeated violations of the agency's policies and procedures;
6. Sustained low level of performance unresponsive to corrective action;
7. Reporting to the practicum site under the influence of drugs or alcohol;
8. Evidence of a personal behavior problem of the student manifesting itself in performance in the practicum or one that is incompatible with the profession of Social Work such as abusing a child, elder, or dependent person under his or her care; domestic violence conviction; criminal acts; or current substance abuse or dependence;
9. Maintaining, after it has been addressed, a hostile, negative attitude incompatible with the values of the profession of social work manifested in behavior toward clients, instructors, peers, agency staff, or university personnel;
10. Failure to maintain generally accepted professional boundaries and behavior in respect to agency clients and staff;
11. Any sexual relationship with an agency client;
12. Failure to disclose critical background information in application forms, pre-placement and placement interviews; and
13. Failure to meet academic and behavioral standards specified in the university catalog and student handbooks.

Student Drops and Withdrawals from Practicum Courses

Students should follow regular university procedures and requirements for dropping or withdrawing from a practicum course. The student must meet with the practicum seminar instructor if dropping or withdrawing after a placement has been made to ensure that the agency termination is done in a professional manner. Students must return promptly to the host agency any keys, program materials, equipment, or other items provided for the student's use.

Any withdrawal will be reviewed and performance in the placement to the date of the withdrawal will be considered if application for future practicum placements is made. Partial credit for hours worked in the practicum placement will not be granted to students dropping or withdrawing from the practicum course.

UAA Title IX Reference Guide for Off-Campus Programs

This document is a summary of resources, contacts and the University of Alaska's Board of Regents Policy & Regulations (BOR P&R) located at: http://alaska.edu/bor/policy-regulations/

Document Purpose
The University of Alaska Anchorage affirms the commitment to a safe and healthy educational and work environment in which educational programs, employment, and activities are free of discrimination and harassment, by providing an environment in which students and employees can learn and work safely. Thus, efforts must be made to i) provide the safest environment possible at all times and in all locations and ii) in the event that this goal is not met, to have reporting and responsive mechanisms in place and clearly communicated. This reference guide has been created to accompany University of Alaska Anchorage students, employees and affiliates into the practicum with resources for reporting sexual misconduct. This document provides several important definitions as well as the contact information of resources for victims and those reporting instances of sexual misconduct.

Definitions
- **Sex or Gender-based Discrimination** include actions that adversely treat or affect someone, either intentionally or unintentionally, in a manner that unlawfully differentiates or makes distinctions on the basis of sex of the individual's sex or gender.
- **Sexual or Gender-based Harassment** includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.
- **Sexual Assault** includes non-consensual penetration.
- **Sexual Exploitation** occurs when a person takes non-consensual or abusive sexual advantage of another person.
- **Nonconsensual Sexual Contact** is any intentional or reckless sexual contact without consent.
- **Complicity** includes any act taken with the purpose of aiding, facilitating, promoting or encouraging sex or gender-based discrimination.
- **Stalking** is repeatedly following, harassing, threatening, or intimidating including by telephone, mail, electronic communication, or social media.
- **Dating or Violence** includes emotional, verbal, and economic abuse with or without the presence of physical abuse committed by a person who is or has been in an intimate relationship with the victim or by a current or former spouse or partner.
- **Retaliation** is adverse employment, academic, or other actions against anyone reporting or participating in an investigation of Title IX allegations.

- **Confidential Employee:** 1) Any University employee who is a licensed medical, clinical or mental-health professional (e.g., physicians, nurses, physician's' assistants, psychologists, psychiatrists, professional counselors and social workers, and those performing services under their supervision), when acting in his or her professional role in the provision of services to a patient who is a University student.
- **Responsible Employee:** All University employees are required to report sexual misconduct to the Title IX office within 24 hours. This excludes the confidential employee identified as a confidential resource.

What this Means
The rules of University of Alaska Anchorage apply at all practicum stations, clinical and educational sites, and during all class related travel. If you experience or observe sexual or gender-based misconduct by any individual (UA student, employee, affiliate, unaffiliated or unfamiliar individual), we encourage you to report this to an instructor or internship coordinator. If you feel uncomfortable reporting misconduct to these individuals, there are additional contacts and resources listed in this document. You can contact as many or as few as you feel comfortable and necessary.

University of Alaska Anchorage takes immediate, effective, and appropriate action to respond to reported acts of sexual harassment and sexual violence. As a University of Alaska student, you have many rights related to Title IX Regulations. These include:
- You are entitled to a fair, impartial, and prompt investigation of your complaint.
- You have the right to be protected from further discrimination, both while the investigation is happening, and after to assure that your academic environment is free of hostility.
- You have the right to an alternative placement to minimize any disruption to your academic progress, and other interim measures.
- You have the right to identify witnesses who can attest to the alleged discriminatory behavior.
- You have the right to be notified of any updates or delays, and outcomes regarding the investigation and any pertinent sanctions.
- You have the right to appeal.
- You have the right to be protected from retaliation. Reporting sexual harassment/sexual violence will not impact your University of Alaska standing.
- You have the right to file civil or criminal complaints, outside of the processes of the institution.

Reporting Options
Emergency Situation: Please call 911 or local law enforcement.

Non-emergency Situation
Non-emergency situations are those in which there is no immediate threat of harm to you or another person, but you would still like to report an incident or are in need of assistance or counsel because an incident has already occurred.

Confidential Reporting:

- University of Alaska Anchorage students can access University of Alaska Anchorage Health & Counseling Services. To make an appointment call 907-786-4040
- University of Alaska Anchorage Employees: Employee Assistance Program Counselors (Confidential) (800) 697-0353 or http://www.alaska.edu/benefits/employee-assistance-progr/
- Online reporting through the UA Confidential Hotline

An anonymous online reporting form that allows you to file your complaint electronically. Once a complaint is received, the office that addresses your specific type of report will reach out to you, if requested.
Website: www.alaska.ethicspoint.com
Phone: 1-855-251-5719
Reporting to Title IX: (Responsible Employee)
- Contact your Title IX Coordinator: 907-786-0818 or email: uaa_titleix@alaska.edu
- Report Online to your Title IX Office: www.uaa.alaska.edu/equityandcompliance

Internship Coordinator: (Responsible Employee)
This person should already be known to you.
Name: Tracey Eason
Phone: 907.786. 6973
Email: tpeason@alaska.edu
Department Contact: (Responsible Employee)
Name: Tracey Burke, BSW Program Chair
Phone: (907) 786.6905
Email: tkburke@alaska.edu
Dean of Students: (Responsible Employee)
Name: Ben Morton
Phone: (907) 786.1214
Email: bmorton4@alaska.edu

Additional Resources
National Domestic Violence Hotline: Available 24/7 to talk confidentially for anyone experiencing domestic violence, questioning unhealthy relationships or seeking support.
Phone: 1-800-799-7233 / Phone (TTY): 1-800-787-3224
http://www.thehotline.org/

National Sexual Assault Hotline (RAINN): Provides confidential, 24/7 support
Phone: 800-656-4673 / https://rainn.org/get-help/national-sexual-assault-hotline/
International Domestic Violence and Abuse Agencies List:
An international inventory of hotlines, shelters, refuges, crisis centers and women's organizations, searchable by country, plus an index of domestic violence resources in over 70 languages http://www.hotpeachpages.net/

International Crime Victim Compensation Program Directory:

A directory to help victims of crime find victim service agencies in the United States and abroad. http://ovc.ncjrs.gov/findvictimservices/search.asp

RAINN International Sexual Assault Resources
A list of international centers in Australia, Bolivia, Belarus, Botswana, Canada, Estonia, Finland, Indonesia, Israel, Japan, Mexico, Namibia, New Zealand, Pakistan, Philippines, Russia, South Africa, Sweden, and United Kingdom https://rainn.org/get-help/sexual-assault-and-rape-international-resources

Important Notes
Confidentiality and responsible employees:
Given the personal nature of Title IX violations, many victims are understandably reluctant to come forward. As such, it is particularly important that they understand how to report and how that report will be handled. Reports made to the confidential resources are confidential and can be anonymous. Except in rare, extreme circumstances, nothing will be shared with anyone outside of these offices without explicit permission.

Information shared with other University of Alaska Anchorage offices is kept as private as possible, but some information will be shared with the Title IX coordinator, who is expected to be made aware of all reported Title IX violations. Reports of sexual misconduct must be reported by employees to the Title IX office within 24 hours unless the employee is designated as a confidential resource.

Protections for reporters:
- The University strongly encourages students to report incidents violating Title IX policy regardless of whether the consumption of drugs or alcohol was involved. Therefore, students who act responsibly by reporting information about violations of Title IX policy to the appropriate authorities will not face University disciplinary action for their own possible drug or alcohol consumption in connection with the reported incident.
- Title IX also protects against retaliation, defined as adverse action against a person reporting or participating in an investigation of Title IX allegations.

Goals & Expectations for off-campus educational programs
University of Alaska Anchorage is a respectful environment for students, faculty, and staff regardless of location.
- Ensure that students, faculty, and staff have appropriate access to resources to address and help resolve interpersonal conflicts of any nature, including but not limited to sexual harassment and/or assault.
- Enable rapid communication between the involved parties, the department, and other offices on campus with relevant expertise in the event of any such conflict.

Expectations for participants in practicum experiences:

- Students, employees, and affiliates who participate in any University of Alaska programs are expected to uphold the highest standards of professional conduct while involved in an off-campus educational program.
- Students are further obligated to remain in compliance with UAA's Student Code of Conduct in all contexts. http://www.alaska.edu/bor/policy/09-02.pdf
- All participants in off campus educational programs are also expected to be aware, respect, and comply with the customs, cultural norms, expectations, and laws of the country that they are working in. Not only does this ensure a safe working environment, it also ensures good relations between the local community and those attending or leading the off campus educational program.
- Given their position of authority, faculty and staff accompanying or supporting students during off campus educational programs are expected to maintain a safe working and learning environment by communicating the resources available to students for resolving any issues, remaining alert for evidence of misconduct, and setting a professional tone throughout the practicum.
- Faculty and Staff that are not designated as confidential reporters are required to report any incidents to the Title IX office at their home campus promptly. Informing a supervisor who is present on site is one appropriate action, but the reporter should be aware that additional reporting is necessary to appropriately resolve the situation.

Expectations for the internship coordinator or department:

- The Department, Internship Coordinator, or Faculty will communicate a non-exhaustive list of resources for resolving interpersonal conflicts of various natures to all participants in department sponsored practicum activities.

Expectations for the third party educational provider:

- Third party providers will assist and cooperate with University of Alaska, as necessary, in any process or investigation related to Title IX policy and compliance responsibilities related to the obligations of University of Alaska as a public institution of higher education.
- Third party providers agree to take no action affecting any student placed at their agency that would be prohibited by Title IX.

Notice of Non-Discrimination

The Annual Notifications and Disclosures published in the UAA Academic Catalog covers the following: Notice of Nondiscrimination; Biographic/Demographic Information; Campus Diversity and Compliance; Annual Security and Fire Safety Report; Computer Use and Software Copyright Policy; Copyright and Intellectual Property; Drug-Free Schools Notification; Family Educational Rights and Privacy Act (FERPA); Free Speech and Academic Inquiry; Gender-Based and Sexual Misconduct Policy; and Harassment.