



School of Social Work
UNIVERSITY *of* ALASKA ANCHORAGE

UAA School of Social Work Logo 1

2022-2023 BSW Student Handbook
Approved August 2022



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Part I: Introduction

Welcome Letter

Dear Students:

The students, staff, and faculty of the UAA School of Social work represent diverse experiences and perspectives in ideas, religion, gender, gender identity, sexual orientation, ethnicity, race, culture, nationality, age, disability, veteran, and socioeconomic status, and we are committed to promoting mutual respect and freedom from discrimination, intimidation, discriminatory harassment, or violence.

We are happy to welcome you to the UAA School of Social Work. We hope that you will find your social work education to be challenging, enlightening, and professionally fulfilling. You have our best wishes for your academic success. During your time with us you will form close relationships with your student colleagues and faculty. 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 School of Social Work BSW program has had continuous accreditation by the Council on Social Work Education since 1978 and the MSW program since 1999. We are committed to preparing social workers for practice in Alaska, while helping students develop the knowledge and skills needed to practice nationally and internationally.

This handbook has been prepared to acquaint you with information, procedures, and policies of the UAA School of Social Work. Together with the UAA Academic Catalog, this handbook provides details about School of Social Work program policies, including information on advising, admission, course work, and field work. While it is intended for your reference, we realize that it cannot answer every question. We urge you to consult your advisor or School of Social Work program staff for any additional assistance you may require. Please note that the contents of this handbook are subject to revision.

We welcome your feedback and input at any time. Again, welcome to the UAA School of Social Work. We hope that you have a wonderful academic year.

Sincerely,

Kathi Trawver, PhD, LMSW - BSW Program Coordinator

Alexa Filanowicz, LCSW - BSW Field Coordinator

Mary Dallas Allen, PhD, MSW - MSW Program Coordinator

Donna Aguiniga, PhD, MSW - MSW Field Coordinator

David Moxley, PhD, DPA - Director of the School of Social Work

School Location and Contact Information

School of Social Work

UAA's Anchorage location and community campuses reside on the traditional, unceded lands of the Dena'ina, Kenaitze, 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 other Indigenous people throughout the world.

The School of Social Work offices are located in Suite 234 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.

Mailing Address:

School of Social Work

3211 Providence Drive, PSB 234

Anchorage, AK 99508-8230

Main Telephone: (907) 786-6900

Fax: (907) 786-6912

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

Business Hours:

Monday through Friday

8:00 a.m. to 5:00 p.m. Alaska Standard 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.

School of Social Work Administration

Director, School of Social Work - David Moxley, Ph.D., MSW

The Director of the School of Social Work is the chief administrator for the School. The Director is responsible for the day-to-day operations of the school and management of the School's resources. Please feel free to stop by the office to discuss concerns, share ideas, and become involved in School activities.

BSW Program Coordinator - Kathi Trawver, Ph.D., LMSW

The BSW Program Coordinator is responsible for overseeing the day-to-day operations of the BSW Program, BSW program development, and working with the Social Work faculty and staff, UAA administration, and CSWE to ensure BSW program integrity. The Coordinator is responsible for BSW

Curriculum, program admissions, scheduling courses, overseeing the advisement of BSW students, and trouble-shooting for the BSW Program.

BSW Field Education Coordinator - Alexa Filanowicz, LCSW, MSW

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

MSW Program Coordinator - Mary Dallas Allen, Ph.D., MSW

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

MSW Field Education Coordinator – Donna Aguiniga, PhD, MSW

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

School of Social Work Faculty

Donna Aguiniga, Associate Professor – PSB 222-C

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Kathi Trawver, LMSW - Professor – PSB 224-C

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School of Social Work Staff

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Accreditation

The UAA BSW and MSW programs are both accredited by the Council on Social Work Education through 2026. The BSW program has been continuously accredited since 1978 and the MSW program since 1999.

School of Social Work Program Assessment

The UAA School of Social Work actively engages in program assessment to assess student learning and inform continuous program improvement. The School of Social Work program assessment is required by UAA accreditation, which requires each program to submit an annual program assessment plan and to report any results and changes made to the curriculum and / or programs based on program assessment, as well as by the Council on Social Work Education (CSWE) 2015 Educational Policy and Accreditation Standards (EPAS).

The CSWE 2015 EPAS requires that the BSW and MSW programs describe the assessment procedures and detail when, where, and how each social work competency is evaluated for each program option.

Students' demonstration of each program competency must be assessed by at least two measures, and one of those measures must be based on students' demonstration of the competency in real or simulated practice situations (e.g., the field, simulations). Please review the BSW and MSW assessment plans for details on the assessment process, which are on file with the UAA Office of Academic Affairs. They can be accessed at the UAA [Academic Assessment Committee website](#).

Part II: UAA & School of Social Work Resources and Procedures

UAA Student Help and Support Academic Catalog

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.

deLearning: Distance Student Services

[ELearning: Distance Student Services](#) provides support for UAA distance education students and faculty.

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.

Information Technology Services

[UAA IT Services](#) is your source for all core technologies at UAA.

Multicultural Center

The [UAA Multicultural Center](#) (MCC) promotes academic and personal growth of traditionally underserved students or underrepresented minority students.

Native Student Services

[Native Student Services](#) helps students find support, access resources, connect with community representatives, and interact with people who share similar experiences as indigenous peoples.

Office of Equity and Compliance

The [UAA Office of Equity and Compliance](#) 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.

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.

UAA Equity, Inclusion, 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 Equity and Compliance](#) and [Disability Support Services](#) respond 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

[Nondiscrimination Policy \(BOR 01.02\)](#)

[Notice of Nondiscrimination](#): The University of Alaska is an affirmative action/equal opportunity employer and educational institution. 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, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact

information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination. The [UAA Office of Equity and Compliance](#) is designated to handle inquiries regarding the nondiscrimination policy.

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)

UAA Student Academic and Conduct Policies

Academic Honesty and 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 materials 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 concerning party, whether it be an instructor, staff member, or a fellow student, reports the incident to the Dean of Students Office using the [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 and MSW 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.

The University may initiate disciplinary action and impose sanctions on any student or student organization found responsible for committing, attempting to commit, or intentionally assisting in the commission of any of the following prohibited forms of conduct:

- 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

School of Social Work 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 and MSW 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 field education practicum placement.

School of Social Work Academic Standards for Professional Behavior

The UAA BSW and MSW programs have identified the following behaviors and expectations, which are aligned with the competencies put forth by the Council on Social Work Education's 2015 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 area 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. Makes 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
<p>Models ethical decision-making in a variety of situations (e.g., field, class, community). The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • 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 	<p>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:</p> <ul style="list-style-type: none"> • 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
<p>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:</p> <ul style="list-style-type: none"> • Refers to various ethical codes when faced with ethical dilemmas • Identifies and applies ethical principles • Complies with relevant state laws, including, but not limited to, mandated reporting and confidentiality laws 	<p>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:</p> <ul style="list-style-type: none"> • Does not reference various ethical codes when faced with ethical dilemmas • Struggles to identify and apply ethical principles • Does not comply with relevant state laws, including, but not limited to, mandated reporting and confidentiality laws

Acceptable	Concern
<ul style="list-style-type: none"> • Compliance with the university and program specific policy and procedures, including: • UAA Student Handbook • UAA Student Handbook • UAA Human Subjects IRB • UAA BSW Student Handbook and Field Manual • UAA MSW Student Handbook and Field Manual 	<p>Non-compliance with university and program specific policy and procedures, including:</p> <ul style="list-style-type: none"> • UAA Student Handbook • UAA Human Subjects IRB • UAA BSW Student Handbook and Field Manual • UAA MSW Student Handbook and Field Manual

1b. Uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Acceptable	Concern
<p>Struggles to use reflection and self-regulation (monitor and control emotions) to manage personal values and maintain professionalism in accordance to the demand of the situation (e.g., classroom, practicum setting, email communication). The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Does not recognize personal values and the distinction between personal and professional values • Exhibits verbal or non-verbal aggression • Does not regulate personal emotions or monitor behaviors • Verbal threats directed at clients, faculty, staff, or students. • Concerns related to alcohol and/or drug use • Concerns related to mental health issues 	<p>Struggles to use reflection and self-regulation (monitor and control emotions) to manage personal values and maintain professionalism in accordance to the demand of the situation (e.g., classroom, practicum setting, email communication). The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Does not recognize personal values and the distinction between personal and professional values • Exhibits verbal or non-verbal aggression • Does not regulate personal emotions or monitor behaviors • Verbal threats directed at clients, faculty, staff, or students. • Concerns related to alcohol and/or drug use • Concerns related to mental health issues

Acceptable	Concern
<ul style="list-style-type: none"> • Recognizes personal values and the distinction between personal and professional values • Uses reflection and self-regulation to manage personal values when they conflict with professional values • Models appropriate behavior when presented with negative verbal or non-verbal cues • Models appropriate behavior in stressful situations • Utilizes effective self-care strategies to monitor personal behavior and control emotions • Assesses appropriateness of purpose, motivation, and audience when engaging in self-disclosure within professional, practicum, and academic settings 	<ul style="list-style-type: none"> • Demonstrates impaired judgment, decision-making, or problem-solving skills • Consistent failure to demonstrate ability to form effective client/social worker relationships • Appears judgmental, abrupt in manner or unapproachable • Excessively rigid/inability to embrace complexity in self, others, and/or situations • Crosses or doesn't recognize boundaries • Assesses appropriateness of purpose, motivation, and audience when engaging in self-disclosure within professional, practicum, and academic settings

1c. Demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication

Acceptable	Concern
<p>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:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Acceptable	Concern
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Demonstrates a lack of respect for others • Offers little or no contribution to a group • Uses inappropriate humor or sarcasm • Gossips about confidential or sensitive information disclosed at practicum or in the classroom
<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>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:</p> <ul style="list-style-type: none"> • 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)
<p>Manages schedule and program commitments. The following are some, but not all, examples related to this professional expectation:</p> <ul style="list-style-type: none"> • Attends class regularly and communicates with the instructor when an absence is necessary • Plans and organizes work effectively 	<p>Fails to successfully manage schedule and program commitments. The following are some, but not all, examples related to this professional expectation:</p> <ul style="list-style-type: none"> • Poor organizational skills • Repeatedly requests extensions on assignments and exams

Acceptable	Concern
<ul style="list-style-type: none"> • Requests extensions for assignments or exams only when experiencing an unforeseen personal, family, or community crisis • Turns in assignments complete and on time. • Keeps scheduled appointments (e.g., advisement, field work interviews) • Adheres to field practicum schedule and/or communicates in a professional manner with agency supervisor/field instructor when will be late or absent • Dress and appearance are consistently appropriate for the setting (classroom and professional) 	<ul style="list-style-type: none"> • Turns in late or incomplete field and/or class assignments • Excessive absences from class per class syllabus • Non-response to program communications • Multiple late arrivals, early departures, and/or absences from field placement • Dress and appearance are inappropriate for the setting (classroom and professional)

1d. Uses technology ethically and appropriately to facilitate practice outcomes

Acceptable	Concern
<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>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:</p> <ul style="list-style-type: none"> • 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

Acceptable	Concern
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

1e. Uses supervision and consultation to guide professional judgment and behavior

Acceptable	Concern
<p>Accepts and utilizes constructive feedback (e.g. from peers, instructors, clients, and etc.) 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.</p> <ul style="list-style-type: none"> 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 	<p>Has difficulty accepting and utilizing constructive feedback from others (e.g. peers, instructors, clients, etc.) 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:</p> <ul style="list-style-type: none"> 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 #2: Diversity and Difference

2a. Applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels

Acceptable	Concern
<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>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:</p> <ul style="list-style-type: none"> • 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
<p>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:</p> <ul style="list-style-type: none"> • Advocates for social justice and human rights • Has sufficient self-awareness to eliminate influence of implicit bias or beliefs 	<p>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:</p> <ul style="list-style-type: none"> • Perpetuates stereotypes or discriminatory practices • Lacks a sense of self-awareness to eliminate influence of implicit bias or beliefs

2b. Presents themselves as learners and engage clients and constituencies as experts of their own experience

Acceptable	Concern
<p>Accepts others as experts of their own experience and strives to empower others in and throughout the helping process. The following are some, but</p>	<p>Unwilling or unable to see others as experts of their own experience. The following are some, but</p>

<p>not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • 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) 	<p>not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Ignores input of others • Shows indifference towards others • Withholds information • Has difficulty recognizing one's limitations or accepting new ideas, contradictory information, and advice
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2c. Applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Acceptable	Concern
<p>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:</p> <ul style="list-style-type: none"> • 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 interest 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). 	<p>Demonstrates the inability to self-regulate (monitor and control emotions) personal beliefs and attitudes related to human diversity (racial, gender, sexual orientation, ability, religion, etc.) 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:</p> <ul style="list-style-type: none"> • 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)

Acceptable	Concern
<ul style="list-style-type: none"> • 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 • Understands the effect of one's behavior on others 	<ul style="list-style-type: none"> • Appears unable/unwilling to control emotional reactions • Consistently avoids or ignores discussion of uncomfortable topics

Note. 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.

School of Social Work Procedures for Review of Academic and Professional Performance

Introduction

Students in the School of Social Work are responsible for professional and ethical conduct while engaged in the activities of their education, which includes adhering to the UAA Student Code of Conduct and the NASW Code of Ethics. In addition, students are responsible for meeting the academic requirements of each course in their social work degree program. The UAA School of Social Work is committed to providing students with the assistance and support necessary to uphold these standards.

If a BSW or MSW student experiences challenges, such as failing to demonstrate professional behavior, follow the UAA Student Code of Conduct or the NASW Code of Ethics, or meet the academic requirements of a course or a social work program, an instructor, advisor, or program administrator may determine that a School of Social Work student review of academic and professional performance is warranted. A list of There are two levels of student review: Student Progress Review and Program Student Review.

The student review process is designed to provide students with support and assistance in meeting their educational goals, so that they can achieve success as aspiring social workers. In a Student Progress Review, an instructor, advisor, or program coordinator engages directly with a student to assist them with assessing their strengths and challenges and with developing a plan of persistence, so that students can complete their program of study. A Program Student Review takes place when concerns from a Student Progress Review have not been resolved or when a student has engaged in a violation of the UAA Student Code of Conduct or the NASW Code of Ethics.

Student Progress Review

A Student Progress Review meeting takes place when an instructor, advisor, or program coordinator is concerned about a student's professional behavior or academic progress in a course or in the program and requests to meet with the student. The initiator of the Student Progress Review may request that additional School of Social Work faculty members also attend the Student Progress Review, such as a course instructor, an academic advisor, the BSW/MSW Program Coordinator, the BSW/MSW Field Education Coordinator, and/or Director of the School of Social Work.

The goal of Student Progress Review meeting is to assist the student to resolve challenges and to develop a plan to successfully meet academic expectations, progress through their course and social work program, meet expectations for professional behavior and academic honesty, and/or follow the Student Code of Conduct. A Student Progress Review meeting that addresses academic dishonesty or violations of the Student Code of Conduct may also be accompanied by a referral to the UAA Dean of Students Office using the online reporting form. The Student Progress Review Meeting will proceed at the conclusion of UAA student conduct review proceedings.

During the Student Progress Review meeting, the initiator clearly describes the identified concerns and / or expectations for improving professional behavior or academic progress. The student and initiator work together to develop a written plan and a timeline for improvement of professional behavior or academic progress, including revisiting the plan. A copy of the plan will be given to the student and placed in the student's School of Social Work student file.

If the necessary improvements in professional behavior or academic progress that were discussed in the Student Progress Review process are not met, then the instructor, advisor, or program administrator can request a Student Program Review.

Student Program Review

A Student Program Review meeting may be initiated by a School of Social Work instructor, advisor, or program coordinator when:

- A concern identified through the Student Progress Review process is not resolved;
- A student's lack of academic progress or failure to meet the academic program standards places them at risk of removal from the academic program; and / or
- A student engages in a violation of the NASW Code of Ethics or the UAA Student Code of Conduct. If there is a violation of academic integrity or the UAA Student Code of Conduct, then the Formal Student Review will be accompanied by a referral to the UAA Dean of Students Office using the online reporting form.

Student Program Review Procedures

- To request a Student Program Review meeting, a School of Social Work instructor, advisor, or program coordinator will submit a written request for Student Program Review meeting to the School of Social Work Director or Designee. The written request should include: the name and

contact information for the student, a summary of the concerns, and a description of any prior actions taken to address the concern.

- Student Program Review meetings that address academic dishonesty or violations of the Student Code of Conduct may also be accompanied by a referral to the UAA Dean of Students Office using the [online reporting form](#). The Student Program Review Meeting will proceed at the conclusion of UAA student conduct review proceedings.
- Within five working days of receiving the written Student Program Review request, the School of Social Work Director or Designee will appoint a Student Program Review Committee from the School of Social Work faculty that will consist of a non-voting committee chair, and a minimum of three voting committee members, that may include the initiator.
- The Director of the School of Social Work or Designee will forward the Student Program Review Meeting request to the Committee Chair, who will be responsible for scheduling the Student Program Review, informing the student of the meeting, facilitating, and documenting the outcome of the meeting.
- The Committee Chair will schedule the meeting with the committee members. The meeting date must be within 15 working days after the written request was submitted.
- The Committee Chair will send the student a written notification of the summary of concerns, the date and time of Student Program Review Committee meeting, instructions for requesting that the meeting be rescheduled, and contact information for the Committee Chair.
- If the student does not appear for the meeting, the Chair may determine to proceed without the student.
- The Program Student Review meeting may be conducted in person, audio-conference, or video conference.
- The student may invite a person to be present during the Program Student Review Committee meeting, but the person may not speak or ask questions on behalf of the student unless authorized by the Chair.
- The deliberations of the Student Program Review committee will be limited to committee members.
- The Student Program Review committee proceedings may result in any of the following determinations:
 - A written plan for improvement of professional behavior and / or academic progress that includes a timeline and consequences for not meeting the plan;
 - Departmental probation or continued probation; and / or
 - Removal from the BSW or MSW program.
- BSW students may be removed from the BSW major and program, and the student's major program will be changed to undeclared. MSW students may be removed from MSW degree-seeking status.

- The student will be provided with written findings and conclusions within five working days after the conclusion of the committee meeting. A copy will also be placed in the student's School of Social Work student file.

Student Complaint / 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. Part III BSW Program Policies and Curriculum

Part III: BSW Program Policies and Curriculum

BSW Program Context

The UAA Bachelor of Social Work program (BSW) 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 MSW program.

The mission of the UAA College of Health and the BSW program support and are aligned with the mission of UAA:

The University of Alaska Anchorage (UAA) transforms lives through teaching, research, community engagement and creative expression in a diverse and inclusive 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 Dene, Alutiiq/Sugpiaq, Chugachmiut, and Eyak 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 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 diverse populations of Alaska.
- **Personal, professional, and community responsibility:** The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

BSW Program Mission

The Bachelor in Social Work (BSW) prepares students for professional social work practice. The mission of the UAA Bachelor of Social Work (BSW) program is to prepare generalist social workers who enhance human well-being, engage in decolonizing and anti-oppressive practice, and promote social, economic, and environmental justice for all Alaskans. Students learn to collaborate with individuals, families, groups,

organizations, and communities to advocate for social justice and equity and promote optimal functioning and well-being.

BSW Program Student Learning Outcomes/Competencies and Practice Behaviors

The BSW program prepares generalist social workers who are able to demonstrate the following student learning outcomes/competencies and practice behaviors:

1. Demonstrate ethical and professional behavior
 - a. 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.
 - b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
 - c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
 - d. Use technology ethically and appropriately to facilitate practice outcomes.
 - e. Use supervision and consultation to guide professional judgment and behavior.
2. Engage diversity and difference in practice
 - a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
 - b. Present themselves as learners and engage clients and constituents as experts of their own experiences.
 - c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
 - d. Provide contextually-relevant services and promote the improvement of service delivery systems, focusing on services to urban and rural Alaska.
3. Advance human rights and social, economic, and environmental justice
 - a. Apply their understanding of social, economic and environmental justice to advocate for human rights at the individual and system levels.
 - b. Engage in practices that advance social, economic and environmental justice.
4. Engage in practice-informed research and research-informed practice
 - a. Use practice experience and theory to inform scientific inquiry and research.
 - b. Apply critical thinking to engage in critical analysis of quantitative and qualitative research methods and research findings.
 - c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

5. Engage in policy practice
 - a. Assess how social welfare and economic policies impact the delivery of and access to social services.
 - b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
 - c. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
6. Engage with individuals, families, groups, organizations, and communities
 - a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
 - b. Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.
7. Assess individuals, families, groups, organizations, and communities
 - a. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
 - c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
 - d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
8. Intervene with individuals, families, groups, organizations, and communities
 - a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
 - b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
 - c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
 - d. Negotiate, mediate, and advocate with and on behalf of clients and constituencies
 - e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Evaluate practice with individuals, families, groups, organizations, and communities
 - a. Select and use appropriate methods for evaluation of outcomes.
 - b. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
 - c. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
 - d. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.

BSW Program Accreditation

The UAA Bachelor of Social Work (BSW) program was created in 1973, maintaining continuous accreditation by the Council on Social Work Education (CSWE) since 1978. The most recent 8-year re-affirmation was awarded in June 2018. The program will seek its next reaffirmation of its accreditation in 2026.

Licensure

Graduates completing the Bachelor of Social Work are eligible to sit for the Licensed Baccalaureate Social Work (LBSW) examination within the state of Alaska immediately after graduation.

Please go to [UAA's Authorization by State](#) website for information about licensure or certification in a state other than Alaska.

BSW 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 major degree requirements.

Social work is a profession committed to assisting individuals, families, groups, organizations, communities, and society as a whole in the improvement of their quality of life through the amelioration of social problems, equitable distribution of social resources, and client empowerment. Within an overall emphasis on non-discriminatory and anti-oppressive consumer-driven planned change and the evidence-based practice process, the Bachelor of Social Work degree program at University of Alaska Anchorage is guided by the following principles:

Social work practice promotes diversity as a strength and is based on:

- Use of varying ways of knowing in planned efforts with human systems and social problems

- Professional values and ethics
- Professional relationships
- Reciprocal role performance
- A strengths and empowerment perspective

Social work education engages the student in curriculum and carefully planned experiences to achieve the knowledge, skills, and values necessary for beginning professional practice. These experiences take place in the classroom, laboratory, volunteer experience, small seminars, and selected field work practicum placements. The practicum placement is an essential component for completion of the professional degree for the BSW.

Declaration of BSW Major

Admission to UAA is required for all students planning to earn a BSW degree. Enrollment Management, located in the University Center, will provide guidance and requirements of the admission process.

You may declare Social Work as a pre-major at the time of admission to UAA or at any time prior to applying for full admission to the BSW program and admission to practicum in your Junior year (described later in this handbook).

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 to the School of Social Work for assignment of an academic advisor, and confirms student's academic calendar year.

It is important for each student who declares social work as a pre-major to be aware that doing so in no way ensures that the student will be admitted to practicum or will graduate with a BSW degree.

Admission to the BSW Program

For current admission requirements, please see the [UAA AY22-23 Catalog](#).

Declaration of social work as a major (resulting in pre-major status) does not guarantee admission to the social work program. Students typically begin by taking 100- and 200-level GER and social work courses.

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

Admission Requirements

- Complete the [Admission Requirements for Baccalaureate Degrees](#)
- Earn a cumulative grade point average (GPA) of 2.50 or above
- Complete with a grade of C or better or are currently enrolled in SWK A206 and SWK A330
- Junior standing
- Eligible for social work licensure
- Professional readiness to work in the field
- Demonstrated commitment to social work values and ethics

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. Credit for life and/or work experience are not allowed.

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:

- 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 BSW degree and practicum for fall enrollment
- Written admissions statement
- Student practicum interest sheet

The admission committee reserves the right to request additional information if necessary.

In addition to the submission of application materials, each applicant participates in an admission interview conducted by the faculty to assess the applicant's academic and professional readiness to enter the social work program and participate in a practicum. The School of Social Work will notify applicants of their admission status by December 20 of each year.

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

- Meeting the aforementioned requirements
- Beginning competence in client-centered communication and interviewing skills
- Demonstration of ethical and professional behaviors and interactions with peers, faculty, staff, and community partners
- The professional judgment of the social work faculty

Most students will not have all required courses completed at the time of application to the full major. In this event, the student may be admitted to the BSW program conditionally and will be required to complete all junior-level and below courses with a minimum grade of C prior to the fall semester in which

they plan to enter practicum or their admission will be denied. Other conditions may be added on a case-by-case basis.

Students who cannot obtain a minimum grade of C in two (2) attempts for any given social work course will be denied admission.

Only students who are conditionally or fully admitted to the program may complete Spring junior and Fall and Spring senior courses. Students who are admitted into the full major but fail to enroll in senior courses must reapply to the program.

The UAA School of Social Work BSW only accepts students who are eligible to receive Alaska state licensure. Please contact the School of Social Work for further information. Please go to [UAA's Authorization by State](#) website for information about licensure or certification in a state other than Alaska.

Students in the social work program must earn a minimum grade of C or better in all required social work courses and liberal arts foundation requirements.

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.

Field Practicum

Field practicum placements may become competitive if the number of applicants exceeds the number of practicum slots. The BSW program and field agencies reserve the right to refuse and/or terminate students who do not meet a minimum standard of performance. Thus, while the School of Social Work makes every effort to find appropriate field placements for students, admittance to the BSW program does not guarantee acceptance by cooperating social services agencies. The program does not grant social work course credit for life experience or previous work experience.

Prior to entering field practicum, students must have completed the following:

- General Education Requirements for baccalaureate degrees
- Specified liberal arts foundation courses with a grade of C or better
- The following social work courses with a grade of C or better (28 credits):

Course No.	Course Title	Credits
SWK A106	Introduction to Social Welfare	3
SWK A206	Introduction to Social Work	3
SWK A243	Cultural Diversity and Community Service Learning	3
SWK A330	Social Work Practice with Individuals	4
SWK A342	Human Behavior in the Social Environment	3

SWK A424	Social Work Research	3
SWK A430	Social Work Practice with Families and Groups	3
SWK A481	Case Management for Social Work Practice	3
SWK A482	Writing for Social Work Practice.	3
Total Credits		28

Graduation Requirements

- Complete the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the following major requirements:
 - It is recommended that students take one or two 3-credit electives each semester to bring total credits to 120.

General education and major requirements listed above do not solely fulfill the 120 credit requirement for the degree. Students will need to complete additional electives to graduate. It is recommended that students take electives and degree requirements concurrently to graduate on time.

Foundation Liberal Arts and Core Courses

Because the profession of social work draws wisdom and knowledge from a variety of disciplines, social work majors are required to complete courses in a number of behavioral, natural science, and humanities areas. Each course has been selected because it provides a foundation for content covered in required social work courses.

For further questions, consult an advisor. Students are encouraged to meet with their assigned social work faculty academic advisor at least one time per semester.

Code	Title	Credits
Liberal Arts Foundation Courses		
ANTH A200	Alaska Native Cultures	3
or ANTH A202	Cultural Anthropology	
BA A151	Business Foundations	3
or ECON A101	Principles of Microeconomics	
or ECON A102	Principles of Macroeconomics	
BIOL A102	Introductory Biology	3-6
or BIOL A100	Human Biology	

or BIOL A108	Principles and Methods in Biology	
or BIOL A111	Human Anatomy and Physiology I	
or BIOL A112	Human Anatomy and Physiology II	
ENGL A120	Critical Thinking	3
or PHIL A301	Ethics	
or PHIL A302	Biomedical Ethics	
or PHIL A303	Environmental Ethics	
or PHIL A305	Professional Ethics	
PSY A150	Lifespan Development	3
SOC A101	Introduction to Sociology	3

Core Courses

SWK A106	Introduction to Social Welfare	3
SWK A206	Introduction to Social Work	3
SWK A243	Cultural Diversity and Community Service Learning	3
SWK A330	Social Work Practice with Individuals	4
SWK A331	Social Work Practice with Organizations and Communities	3
SWK A342	Human Behavior in the Social Environment	3
SWK A406	Social Welfare: Policies and Issues	3
SWK A424	Social Work Research	3
SWK A429	Trauma and Crisis Intervention in Social Work Practice	3
SWK A430	Social Work Practice with Families and Groups	3
SWK A481	Case Management in Social Work Practice	3
SWK A482	Writing for Social Work Practice	3
SWK A495A	Social Work Practicum I	3
SWK A495B	Social Work Practicum II	3
Upper-division Social Work electives		9
Total		70-73

A minimum of 120 credits is required for the degree, of which 42 must be upper-division.

Felony Admissions Policy

The School of Social Work BSW Admissions Committee will, at its discretion, deny an applicant for admission if the committee finds that the applicant's history of felony or misdemeanor convictions make the applicant unfit for social work practice. The committee will consider the number and recency of any convictions, and the relationship those convictions may have to license eligibility and social work practice. Notwithstanding the above, a person who has been convicted of a felony crime against a person, described in AS 11.41, within the ten years before the date of application, is unfit for admission to the BSW Program and will be denied.

Honors in Social Work

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

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

Successful completion of programmatic honors in social work in the UAA BSW earns the right to waive a regular review of an admission packet to the foundation curriculum of the UAA Master of Social Work (MSW). Students are responsible for completing a UAA Graduate Application for Admission and a program application for admission to the MSW. The application packet should be submitted to the MSW Admissions Committee by the application deadline, with a request to waive the regular review process. Admission to the full program will be granted if the applicant meets all the requirements for programmatic honors. Students interested in waiving the foundation curriculum must apply for advanced standing with a full review.

BSW Academic Advising

Each declared BSW pre-major and full majors are assigned a faculty advisor. As developing professional social workers, students require and benefit from regular academic and professional advising from their assigned faculty. **At minimum, students are asked to meet with their advisor at least once per semester.**

Objectives of Academic and Professional Advising

- Provide information about the BSW program, social work as a profession and the suitability of this course of study for the individual student.
- Provide specific information about courses, registration, and program requirements.

- 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, Native Student Services, AHAINA, and other student services.
- Acquaint students with the BSW admissions procedures.
- Support students in setting individualized learning and professional objectives within the overall program and areas of emphasis within the program.
- Assist students in evaluating progress and performance.
- Inform and assist students with seeking remedies in complaints.
- If necessary, to assist students in entering another area of study.

Students may request, in writing, a change of advisor. Whenever possible, this request will be honored.

An advising appointment with the student's academic advisor is expected prior to each semester's registration and is encouraged throughout the semester to keep students on track. Historically, 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 advisor prior to:

- Registering for SWK A330;
- Applying for admission into the BSW program/practicum to certify academic readiness; and
- Graduation to conduct a final review of credits in preparation for graduation.

In order to facilitate advising, the School of Social Work staff schedule times for advising appointments during the semester. Group advising sessions may be scheduled. Contact the School of Social Work for advising availability. Summer advising is limited.

BSW Course Descriptions

BSW Distance Delivered/Online Class Participation

When students enroll in a UAA BSW distance delivered course, they find that faculty have clear and high expectations for class engagement and participation. These expectations are designed to maximize student learning and engagement in their learning community. Additionally, these expectations help develop a deepening understanding and demonstration of professional/ethical practice standards. If a student registers for a UAA BSW distance course, they should be prepared to follow all course engagement expectations (e.g., cameras on, private space, no distractions) and [professional social work technology standards.](#)

The UAA BSW program primarily utilizes a “hybrid” distance learning approach to its distance courses. By hybrid, we mean that we offer both synchronous and asynchronous class time and

content delivery in our distance courses. Synchronous classes run in real-time, with students and instructors attending together from different locations usually via [Zoom](#). In asynchronous classes, students access class materials and activities during different hours and from different locations without live class time. In our hybrid course model, students attend class via Zoom for a shorter amount of time than campus-based classes (i.e., 2 hours vs. 3.25), but should expect additional asynchronous content and course activities assigned to compensate for those required contact hours in addition to regular assignments and class expectations. In both campus and distance BSW courses, the UAA BSW learning management platform (LMP) is [Blackboard](#), 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.

Synchronous Zoom Sessions. Students are expected to attend and actively participate in all required Zoom sessions. To maximize learning and class engagement, students should connect to Zoom using a computer. Using a larger computer screen rather than a phone enhances both the experience of the individual student as well as their classmates. ***UAA BSW distance courses require that your cameras are turned on during class and failure to adhere to this policy may result in receiving an unintended absence.***

The use of a microphone and headset improves audio quality and assures the privacy of other students in the class. Additionally, closing all other open programs or web windows when using Zoom can help preserve the internet bandwidth. We also understand that high-speed internet access is not available or fully accessible to everyone. If this is the case, please let the instructor know. Faculty understand the inequities related to internet access and will accommodate as much as possible while maintaining the integrity of the learning community. Students may consider joining by telephone, but only if the audio quality is poor due to internet issues and with the instructor's prior permission.

Students are required to join Zoom classes from a location that is safe, quiet, distraction-free, and private. You may not join the class from a public location or while traveling in a car, train, bus, etc. for your safety, to minimize distractions, and to protect the privacy of everyone participating. In-person classes and in-class discussions are not open to the public. The same applies to virtual classes, online class content, and all class activities. Please note that there are other ways to participate in Zoom such as the use of reactions, the raise hand options, and the chat when having connectivity issues. Demonstrating that you remain actively engaged during synchronous class time is each student's responsibility.

Faculty expectations include, but may not be limited to, the following: arriving on-time, staying signed on and present for the entirety of the virtual class, joining class in a distraction-free environment, turning cameras on during class, using backgrounds, muting audio during lectures, participating in small and large group class discussion (held via breakout rooms or other virtual mechanisms), and not engaging in other activities during class (e.g., walking around, cooking, cleaning, participating in other meetings). This requires students to make the same arrangements as they would if they were attending class on campus (e.g., childcare, ability to sit quietly and focus, time off work). In BSW distance courses, it is no more acceptable to be coming and going or otherwise distracted during a distance class than it would be in a campus classroom. When you are “in class,” you are expected to be in class. This kind of dedicated attention while on Zoom allows us to preserve the most important features of face-to-face education while making the program accessible more broadly.

Zoom and online class etiquette are continually being developed and discussed. Students and faculty should discuss and clearly define expectations for each other early on in each class to ensure that everyone is continually on the same page.

Freshman/Sophomore Social Work Courses

SWK A106 Introduction to Social Welfare - Analyzes social inequality and the American social welfare system. Traces historical development of government response to social inequality. Explores historical and persisting dilemmas-ethical, political, social, and economic-explicit and implicit in social welfare provisioning. Develops understanding of social welfare problems and solutions. Social Science GER.

SWK A206 Introduction to Social Work - Introduces the profession of social work and its fields of practice, roles, professional values and ethics, and guiding theories and perspectives. Highlights the profession's commitment to engaging diversity, serving at-risk populations, and advancing human rights and social and economic justice, especially within Alaska.

SWK A243 Cultural Diversity and Community Service Learning - Focuses on the intersection of multiple dimensions of difference and their relationship to oppression and privilege. Concepts introduced in the class will be applied to students' interactions with clients of community-based partner organizations as part of a required 20-hour service learning component. Prerequisite: ENGL A111 with a minimum grade of C. Social Sciences GER.

Junior Social Work Courses

SWK A330 Introduction to Practice Social Work Practice with Individuals - Develops generalist social work practice knowledge and skills for implementing the planned change process with individuals. Utilizes evidence-based practice guided by values, ethics, culture, research, theory, client preference and the needs of Alaska. Includes both lecture and a relationship-building and interviewing skills lab. Prerequisite: SWK A206 with a minimum grade of C.

SWK A342 Human Behavior in the Social Environment - Uses a multidimensional framework to assess the biological, psychological, social, cultural and spiritual dimensions of human behavior across the lifespan. Applies theories and perspectives to understand the behavior of individuals, families, groups, organizations, and communities and to guide practice with client systems. Prerequisites: PSY A150 with a minimum grade of C and (BIOL A102 with a minimum grade of C or BIOL A111 with a minimum grade of C or BIOL A112 with a minimum grade of C or BIOL A108 with a minimum grade of C or LSIS A102 with a minimum grade of C or LSIS A201 with a minimum grade of C).

SWK A424 Social Work Research - Introduces quantitative and qualitative research methods. Provides a foundation for evaluating and utilizing research findings to employ the evidence-based practice process, evaluate social work practice outcomes, and to improve social work services and service delivery.

SWK A430 Social Work Practice with Families and Groups - Develops generalist social work practice knowledge and skills in implementing the planned change process with families and groups. Extends the use of evidence-based practice that is guided by values, ethics, culture, research, theory, client preferences, and the needs of Alaskan families and groups. Prerequisite: SWK A206 with a minimum grade of C. Registration restriction: Admission to the Bachelor of Social Work Program.

SWK A481 Case Management in Social Work Practice - Enhances knowledge and skill development in delivering professional social work case management, care coordination, and discharge planning services to individuals and families. Emphasizes the planned change and evidence-based practice processes. Develops professional skills guided by social work values and ethics, cultural contexts, and the needs of Alaska. Prerequisite: SWK A330 with a minimum grade of C. Corequisite: SWK A482.SWK

A482 Writing for Social Work Practice - Applies professional writing skills to the documents of the social work profession. Emphasizes critical thinking and analysis in effective professional writing as required for generalist social work practice. Prerequisites: SWK A330 with a minimum grade of C and (ENGL A211 with a minimum grade of C or ENGL A212 with a minimum grade of C or ENGL A213 with a minimum grade of C or ENGL A214 with a minimum grade of C). Corequisite: SWK A481.

Senior Social Work Courses

SWK A331 Social Work Practice with Organizations and Communities - Develops generalist social work practice knowledge and skills in implementing the planned change process with organizations and communities. Utilizes evidence-based practice guided by values, ethics, culture, research, theory, client preferences and the needs of Alaska. Prerequisite: SWK A430 with a minimum grade of C.

SWK A429 Trauma and Crisis Intervention in Social Work Practice - Presents the historical and theoretical basis of trauma and crisis intervention within the context of generalist social work practice. Prepares students to utilize empirically-supported approaches to engage, assess, intervene, and evaluate services with individuals, families, and communities experiencing trauma and crisis. Special vulnerabilities and ethical concerns for at-risk populations are examined. Prerequisite: SWK A430 with a minimum grade of C. Registration restriction: Full admission to the Bachelor of Social Work Program.

SWK A495A Social Work Practicum I - Student applies social work knowledge, skills, values, and ethics within an organization or community context. Emphasis is on integration and demonstration of the generalist competencies and practice behaviors. The student completes 224 practicum hours in an approved setting under the supervision of social work faculty and a field instructor appointed by the university. Prerequisite: SWK A331 with a minimum grade of C. Registration restriction: Admission to the Bachelor of Social Work Program.

SWK A406 Social Welfare - Policies and Issues - Prepares students to assess, analyze, formulate, and advocate for empirically supported policies that advance social and economic justice and to collaborate with colleagues and clients to carry out effective policy action. Special Note: Offered concurrent with the Alaska Legislature session. Prerequisite: SWK A106 with a minimum grade of C. Registration restriction: Admission to the Bachelor of Social Work Program. GER Integrative Capstone.

SWK A495B Social Work Practicum II - Student applies social work knowledge, skills, values, and ethics within an organization or community context. Emphasis is on continued integration and demonstration of the generalist competencies and practice behaviors. The student completes 224 practicum hours in an approved setting under the supervision of social work faculty and a field instructor appointed by the university. Prerequisite: SWK A495A with a minimum grade of C. Registration restriction: Full admission to the Bachelor of Social Work Program.

BSW Grade Policies

Students admitted to the full major are required to maintain a grade of "C" or better in all social work courses and a cumulative GPA of 2.5 or higher.

Sample BSW Full-Time 4-Year Plan of Study

120 Total Credits, Including 52 Social Work Credits. This provides an EXAMPLE of a suggested BSW Plan of Study taking courses full time, fall and spring semesters only, over four years. Please note that many general education courses are offered each semester. Currently, 300/400 level social work courses are only offered in the displayed semester. Please see an academic advisor each semester as you plan your registration.

	Fall Semester	Spring Semester
Freshman Year	WRTG A111 (3)	PSY A150 Lifespan Development (3)
	Fine Arts GER (3)	SWK A106 Intro to Social Welfare (3)
	SOC A101 Introduction to Sociology (3)	COMM A111, A235, A237, or A241 (3)
	General Electives (6)	Humanities GER (3)
	N/A	General Electives (3)
Sophomore Year	WRTG A211, A212, A213, A214, A311, A312, or A414 (3)	2 nd Natural Science GER (3)
	¹ SWK A206 Intro to Social Work (3)	SWK A243 Cultural Diversity & Community Service Learning (3)
	BIOL A100, A102, A108, A111, or A112 (3-4)	Humanities GER (3)
	Natural Sciences Lab (1) (if not included in 4 credit BIOL course or other Natural Science GER course)	Quantitative Skills GER (3) (STAT A200 with "C" or better is a prerequisite required for the MSW program)
	BA A151 or ECON A201 or A202 (3)	ENGL A120 or PHIL A301, A021, A303, or A305 (3)
	General Electives (2)	N/A
Junior Year	² SWK A330 Social Work Practice with Individuals (4)	SWK A430 Social Work Practice with Families and Groups (3)
	SWK A482 Writing for Social Work Practice (3)	SWK A481 Case Management (3)
	SWK A342 Human Behavior in the Social Environment (3)	SWK A424 Social Work Research (3)
	ANTH A200 or A202 (3)	SWK 300/400 Upper Division Elective (3)

	Fall Semester	Spring Semester
	General Electives (2)	General Electives (3)
Senior Year	SWK A429 Trauma and Crisis Intervention in Social Work Practice (3)	SWK A331 Social Work Practice with Organizations and Communities (3)
	SWK A495A Generalist Practicum I (3)	SWK A406 Social Welfare: Policies & Issues (3)
	SWK 300/400 Upper Division Elective (3)	SWK A495B Generalist Practicum II (3)
	General Electives (6)	SWK 300/400 Upper Division Elective (3)
	N/A	General Electives (3)

Please note: Part time plans are fully supported and developed with students through advising. ¹SWK A206 must be completed before beginning junior level social work courses; ²At this time, non-elective junior and senior year social work courses must be taken in the sequence indicated in this example plan.

Part IV: The UAA BSW Field Education Program

The social work field 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 2015, Educational Policy 2.2, p. 12). Whether your role is student, field instructor, agency supervisor/representative, faculty, or community member, this section is intended to assist you in understanding the various aspects of the UAA BSW Field Education Program. It outlines policies, procedures, expectations, and requirements of the current UAA BSW Field Education Program.

Input from students and field partners regarding utility of the manual is welcome and may be submitted to the UAA BSW Field Education Coordinator at any time. Additionally, copies of this manual can be found and downloaded as a PDF from: <https://www.uaa.alaska.edu/academics/college-of-health/departments/school-of-socialwork/field-education/bsw.cshtml>

Glossary of Terms

Please see below for a definition of terms that are frequently referred to throughout this manual and utilized during the placement process, practicum orientation, seminar, and site visits. Please contact the UAA BSW Field Education Coordinator with any questions or for further clarification of these 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 who represents the agency in all matters relevant to the placement, including signing the affiliation agreement. 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 field instructor and agency supervisor are often the same person; however, if there is not a social worker on-site at the agency, then the Agency Supervisor will be a non-social work professional.

BSW Field Education Coordinator: The faculty member of the social work program who has overall responsibility for development and implementation of the field education component of the BSW curriculum.

Concurrent Placement: A placement in one agency setting that extends over two semesters (fall and spring), requiring that students complete 16 hours per week in the placement setting, and be enrolled in the concurrent social work practice course appropriate for each semester.

Council on Social Work Education (CSWE): The national organization that establishes standards for and accredits BSW and MSW educational programs. These standards include the competencies and practice behaviors that guide programmatic student learning outcomes.

Field Education: Language describing the part of the social work curriculum that encompasses the required practicum/field placement. Some organizations use the term internship or practicum.

Field Instructor: A professional, qualified, experienced MSW- or BSW-degreed social worker who supervises, instructs, and mentors the social work student in the field placement. The field instructor usually is an employee of the agency in which the student is placed. The CSWE requires that field instructors be graduates of accredited social work programs and recommends a minimum of two years of professional, post-graduate experience.

Integration Reflection Narrative: This assignment focuses on documentation of the student's activities and experiences in the placement. Significant learning experiences are analyzed in the context of student learning outcomes/competencies and student progress toward completion of the Learning Contract.

Learning Contract: A plan developed by the student within the first few weeks of the field placement with oversight and approval by the field instructor (and, if applicable, agency supervisor) and seminar instructor that guides the student's learning and activities for the semester and specifies the terms of the placement.

Learning ePortfolio: An online compilation of assignments, documents, and other artifacts that demonstrate completion of Learning Contract tasks/activities and achievement of the student learning outcomes/competencies.

Mid-Semester Report: An assignment that is completed partway through each semester of placement and requires that the student review their progress toward the Learning Contract, note hours completed, and reflect on challenges, accomplishments, and the plan for the remainder of the semester. Must be signed by the student and the field instructor and, if applicable, agency supervisor.

Outside Field Instructor: The term used for a field instructor recruited from qualified social workers in the community who provides the weekly supervision to a student placed in an agency that does not have a social worker on-site and who meets UAA and CSWE field instructor requirements.

Practicum: A term used to describe a social work field experience in a selected learning setting. Historically, social work education has used the terms field education, field placement, or field work interchangeably with practicum. Typically, UAA BSW students complete one practicum of 448 hours over the course of Fall and Spring semesters during the senior year of the program.

Practicum Seminar: The accompanying weekly classroom meeting for students in field placements. It is facilitated by the practicum seminar instructor and is focused on having students process their field experiences to integrate classroom knowledge with practice, focus on professional self-development, and identify activities that demonstrate achievement of the student learning outcomes/competencies. Participation in seminar and timely completion of all assignments is important in determination of the overall grade assigned for field education courses.

Practicum Seminar Instructor: A member of the social work faculty who is the instructor for the practicum seminar course. The practicum seminar instructor serves as the liaison between the agency and the program, participates in the student's evaluation, helps resolve problems arising in the placement,

assigns the final grade for the field 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 to assist with educational or other personal expenses. The stipend must be paid as specified if the student remains in good standing at the placement and in the UAA BSW Field Education Program. The stipend cannot be contingent upon performing specified duties or working specified hours for the sponsor's convenience or advantage.

University of Alaska Office of Equity and Compliance - Title IX Placement Guidelines: This information must be provided by the UAA BSW Field Education Program to students by including it in the practicum seminar syllabus. Programs are also expected to include the statement in Affiliation Agreements with placement sites.

Introduction and Overview of the BSW Field Program

The UAA BSW Field 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 real-world 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. Field courses are designed to integrate the curricular knowledgebase gained through liberal arts foundation and social work courses and apply that content and organizing theoretical frameworks of the BSW curriculum (i.e., planned change process, evidence-based practice process, person-in-environment, strengths perspective, empowerment, and cultural humility) into practice. This integration is facilitated through course assignments and guided class discussion. All competencies and practice behaviors are demonstrated in the field practicum.

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 field supervisors, the seminar instructor, and their classmates. The field 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 Field 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 Field Education Program consists of two sequential generalist practicum courses and includes: SWK A495A Social Work Practicum I (3 credits), and SWK A495B Social Work Practicum II (3 credits). Occasionally, to accommodate special circumstances, students may substitute a directed study block placement course (6 credits) for the two field courses (SWK A495A and SWK A495B) with the approval of the BSW Program Coordinator and the BSW Field Education Coordinator. This option has been employed

in the past to accommodate students who are affiliated with the military and must move out of state, as well as students who are able to take a leave of absence from work to complete the practicum.

BSW student learning outcomes for SWK A495A and SWK A495B are comprised of the 9 BSW generalist competencies, the 32 practice behaviors, and 1 additional practice behavior relating to social work roles that is used in the two field courses only. The competencies and practice behaviors that are utilized in the BSW field program are displayed in Table 2.5.

Table 2.5 - BSW Competencies and Practice Behaviors

BSW Competency 1: Demonstrate 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.
- 1b Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- 1c Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- 1d Use technology ethically and appropriately to facilitate practice outcomes.
- 1e Use supervision and consultation to guide professional judgment and behavior.

BSW Competency 2: Engage Diversity and Difference in Practice

- 2a Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- 2b Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- 2c Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- 2d Provide contextually-relevant services and promote the improvement of service delivery systems, focusing on services to urban and rural Alaska.

BSW Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- 3a Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- 3b Engage in practices that advance social, economic, and environmental justice.

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

- 4a Use practice experience and theory to inform scientific inquiry and research
- 4b Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- 4c Use and translate research evidence to inform and improve practice, policy, and service delivery.

BSW Competency 5: Engage in Policy Practice

- 5a Identify social policy at the local, state, and federal levels that impacts wellbeing, service delivery, and access to social services.
- 5b Assess how social welfare and economic policies impact the delivery of and access to social services.
- 5c Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

- 6a Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.
- 6b Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

- 7a Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- 7b Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- 7c Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- 7d Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

- 8a Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

- 8b Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- 8c Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- 8d Negotiate, mediate, and advocate with and on behalf of clients and constituencies.
- 8e Facilitate effective transitions and endings that advance mutually agreed-on goals.

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

- 9a Select and use appropriate methods for evaluation of outcomes.
- 9b Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in evaluation of outcomes.
- 9c Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- 9d Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Competency 10: Additional Field Course Practice Behavior

- 10a To differentiate generalist social work roles and professional boundaries applicable to professional practice across client systems (i.e., advocate, broker, case manager/care coordinator, counselor, discharge planner, group worker, community organizer, educator/trainer, and/or evaluator).

General BSW Field Practicum Requirements

- 448 Hours of Field Work Over Two Semesters (fall and spring)
- Participation in a Weekly Field Seminar Course
- Development of a Formal Learning Contract in Collaboration with the Field Instructor and Seminar Instructor/Field Liaison
- Maintenance of A Learning Portfolio Documenting Learning Experiences that Demonstrate Generalist Competencies and Practice Behaviors
- Submission of Integration Reflection Narratives (IRNs)
- Submission of Weekly Time Sheets
- Participation in Site Visits with The Field Instructor and Seminar Instructor
- Adherence to The Policies and Procedures Stated in the BSW Student Handbook and Field Manual
- Adherence to All Host Agency's Policies and Procedures
- Adherence to the NASW Code of Ethics

BSW Program Connection of Classroom with Field Experience

The field education experience integrates 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 field seminar and completion of course assignments augment this integrative process and promotes a broader knowledge through group process among students at similar levels of professional development working in varied roles with diverse populations and organizations. Five primary tools are utilized to facilitate students' connection, integration, application, and demonstration of classroom learning within the field practicum experience:

- Learning Contract
- Reflective Learning Portfolio
- Performance of Professional Roles
- Field Integration Reflection Narratives
- Guided Seminar Discussions

Each required tool complements the others to provide a complete structural underpinning for field education in the BSW program and are described below.

Learning Contract

Student learning contracts include agreement between the UAA BSW program, the agency, and the student that includes boilerplate language applicable to all placements, as well as scheduling and other logistical agreements. To assure that each student is connecting classroom content in field, each student completes content that identifies how he or she will demonstrate each program competency and practice behavior in the field setting.

Learning ePortfolio

Students are required to complete and submit a learning ePortfolio at the end of each semester of field. This portfolio includes a compilation of significant field education experiences as they relate to demonstration of each social work competency and practice behavior defined by CSWE and the social work faculty. The portfolio includes the learning contracts for all semesters in the program, documentation of attainment of student learning outcomes, time sheets showing the actual hours in field placements, integration reflection narratives, letters of commendation, and any other notable achievement that a student wants to showcase about his or her field education experiences. Most importantly, the portfolio is to include all evidence (i.e., artifacts) of the demonstration and the quality of the demonstration of each competency and practice behavior. The portfolio is maintained throughout the student's enrollment in the program and reviewed by the field instructor and the seminar instructor.

Performance of Professional Roles

Generalist student learning outcomes are differentiated by the roles graduates are expected to demonstrate in their field practicum experience. Students complete one role per semester of their generalist and advanced generalist practicum placements. Demonstration of each role is achieved by

completing the performance standards that have been associated with each role. Definitions, functions, and performance standards have been developed for each role and are distributed to students with class materials.

Generalist Practice Roles:

- Advocate
- Assessment
- Broker
- Care Coordination
- Case Finding & Outreach
- Case Work
- Counselor
- Discharge Planner
- Educator/Trainer
- Group Worker
- Mediator/Arbitrator
- Program Developer/Planner
- Protection of Vulnerable Individuals
- Resource Information & Referral

Integration Reflection Narratives

Integration of knowledge, values, skills, cognitive and affective processes, and behaviors associated with competencies learned in BSW courses with application in the practicum setting are facilitated through the Integration Reflection Narrative (IRN). The IRN is a summary and critical analysis by the student of his or her field placement activities and how they apply to a given competency. The purpose of the IRN is to demonstrate integration classroom learning with experiences in the field placement. In addition, the narrative helps the student develop critical analytical skills to identify issues, place them in context, apply problem-solving methodology, and evaluate results. Students are expected to apply content gained in their coursework (skills/roles, knowledge, ethics, values, macro/policy, self-care) to the issues and experiences they are discussing in each narrative. Field education courses are designed to promote written and oral communications that are consistent with the standards of the profession. These skills are evaluated as part of performance criteria at the placement site.

Practicum Seminars

Weekly seminars also complement the fieldwork with a primary purpose of integration of BSW curriculum content with the field practicum experience. The seminar is an integrative process-oriented class designed to assist students to integrate and apply social work classroom learning with their practice in the field. The field education seminar is the vehicle for students to generalize experiences from individual placements to practice with 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.

UAA BSW Field Education: Generalist Practice Opportunities for Demonstration of Competencies

The two BSW field 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. Identification of potential opportunities for students to demonstrate the practice behaviors and competencies is a collaborative process between the student, the university field liaison, and the community agency field instructor and if applicable, field supervisor.

Prior to beginning field education, all students and field instructors, and if applicable, agency supervisors, are trained on required student learning outcomes (SLOs), the learning contract, and expected opportunities for students to demonstrate SLOs. A crucial role of the faculty liaison is to assure that students will be able to demonstrate all SLOs 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 he or she will demonstrate competencies and practice behaviors as part of their responsibilities in field. The learning contract is a written document specifying the SLOs and how they will be demonstrated in the field 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 mental health centers

Each student develops a measurement strategy for demonstrating mastery of 10 SLOs in the learning contract (See Table 2.6.). For SLOs #1-#9, 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-half (1/2) 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 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.

*Table 2.6**Student Learning Outcomes of Field Courses (SWK A495A & SWK A495B)*

1. Demonstrate ethical and professional behavior.
2. Engage diversity and difference in practice.
3. Advance human rights and social, economic, and environmental justice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations, and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.
10. *Differentiate generalist social work roles and professional boundaries applicable to professional practice across client systems (i.e., advocate, broker, case manager/care coordinator, counselor, discharge planner, group worker, community organizer, educator/trainer, and/or evaluator).

*This is an added student learning outcome/practice behavior used in the field courses only, not in the overall program or program assessment.

The learning contract serves as an agreement between the student, the agency, the field instructor, and the University/BSW program. The student and/or the field 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 the Faculty Liaison and Seminar Instructor, as well as his/her Field 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 #3-Advance human rights and social, economic, and environmental justice.

The BSW practicum seminars are organized around the SLOs, with weekly discussions addressing a particular competency and accompanying practice behaviors. Students discuss their progress in meeting expectations of the learning contract in the seminar sessions. The class discussions provide an opportunity for feedback from the seminar instructor and other students enrolled in the course. This rich learning environment exposes students to the myriad of ways social workers demonstrate competence as generalist practitioners in professional settings.

Demonstration of BSW Generalist Competencies Through In-Person Contact

All UAA BSW students are required to have contact with clients or constituencies on regular basis through their field practicum site. There is no option, or need, for virtual practice and all students must demonstrate the competencies in real practice. While tele-health and tele-behavioral health are commonly utilized across rural Alaska, the placements used by the UAA BSW program are primarily located in Anchorage or the MatanuskaValley (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 field placements, BSW students are afforded a dynamic experience to demonstrate each of the 10 field program competencies and practice behaviors.

Required Field/Practicum Hours

All UAA BSW students are required to complete a minimum of 448 hours of field work over the course of one academic year (224 hours each fall and spring semesters) exclusive of time spent in the field education seminar hours. The standard way to fulfill the practicum course requirement is by consecutive placements completed during the fall and spring semesters. Students with the approval of the BSW Program Coordinator and the BSW Field Education Coordinator may complete a block placement in one semester, completing all 448 hours in either fall or spring semester.

Given that the purpose of field education is integration and demonstration of learning, hours credited as field education are those that involve hands-on experiential learning. Hours credited toward the total time include time spent completing tasks relevant to the student's learning contract, client contact, supervision, agency staff and business meetings, case conferences, record keeping, report writing, and documentation. They do not include work done at home unless agreed upon by the field instructor and, if applicable, agency supervisor. Credited hours may also include up to 20 hours of agency orientation, and an additional 5% of required hours for approved in-service education and training and professional conferences. Exceptions to this policy require approval by the BSW Field Education Coordinator.

The schedule of field work hours should coincide with the usual hours that the social workers or agency supervisors at the placement organization are present and working. In most instances, this involves weekday daytime hours. Hours are to be 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. Students may increase hours worked each week if they fall behind their established schedule for reasons beyond their control. Permission from the field instructor, faculty liaison, and agency supervisor (if other than the field instructor) is required. Students may not "bank" hours to finish the practicum in advance. Practicum hours are scheduled to accommodate attendance at required university classes and final exams.

Placement hours must be documented using the BSW Field Education Program Time Sheet. Time sheets must be approved by the placement agency and submitted weekly to the Faculty Liaison via Blackboard.

Admission into the UAA BSW Field Education Program

The BSW program considers admission of students into field education concurrently with the BSW program application process. The BSW program only places students who have been formally admitted as a Social Work major to the BSW Program in field practicum placements. Thus, the criteria for admission into field education is having been admitted to the BSW program. The BSW Program only admits students into field education who meet the following criteria:

1. Submit all application materials in a complete and timely manner;
2. Be admitted from pre-major to full-major in the BSW program;
3. Maintain an overall 2.5 GPA or better;
4. Maintain a 2.0 GPA or better in all field education courses;
5. Complete all prerequisite and other required courses for the semester in which the student is enrolled;
6. Be in good academic standing with UAA and the BSW program; and
7. Continued demonstration of a capacity to relate to others, a commitment to social work values and ethics, and good communication and professional skills.

The program is small enough that faculty and coordinators know who has been admitted and who has not. Registration for field education courses is restricted to full majors (i.e., those students who have been formally admitted into the BSW program and field). This further ensures that only formally admitted students are allowed into field education

Field Agency Selection and Student Monitoring

Field Site Selection

The UAA BSW program considers field site recruitment and selection as a continuous and active process – not one of simply waiting to see what organizations request to host students. Recruitment and selection of field sites is driven by students’ learning and professional development needs and the ability of the site to offer a high-quality learning experience. The BSW Field Education Coordinator is responsible for recruiting sites and field instructors to meet the needs of the program. All BSW program field placement sites must be with an established organization that serves the direct service, research, or policy-level needs of a population at-risk and operates using a set of values consistent with the profession of social work. Every effort is made by the BSW Field Education Coordinator to recruit a wide range of agencies, field instructors, and client populations served that reflect the diversity of the community.

The BSW Field Education Coordinator actively seeks out new and varied placements and makes every effort to match students with organizations that meet their divergent interests and educational needs, and which reflect the diverse nature of social work practice in general and Alaska in particular. Settings include primary care and medical settings, community health clinics, schools, correctional facilities, mental health organizations, geriatric organizations, the legislature and legislators’ offices, municipal offices, child welfare and domestic violence organizations, veteran’s services, developmental disability organizations, advocacy groups, homeless shelters and programs, substance abuse treatment, hospice programs, and others.

Agencies are recruited in a variety of ways. Each year the BSW Field Education Coordinator initiates contact with organizations statewide via telephone, e-mail, and face-to-face. Referrals for potential placement sites also come from community contacts, students, and the organizations themselves.

Agencies must meet the following criteria to be considered as a field placement site:

- Willingness by the agency to commit itself to assist the UAA Social Work Program to meet its goals and objectives for professional social work education.
- Appropriate commitment of necessary staff time and resources to support, supervise, and evaluate students placed at the agency.
- A philosophy of service that is congruent with social work values and ethics.
- Provision of workspace, equipment, and resources necessary for performance of tasks assigned to the student.
- Willingness and ability to assist UAA BSW Program in providing appropriate and diverse learning opportunities for students.
- Identification of a staff member meeting CSWE requirements to serve as field instructor or willingness to enter into an agreement with an outside social worker meeting those requirements to serve as field instructor.
- Identification of a staff member to serve as agency representative when the field instructor is not designated to represent the agency or an agency has multiple field instructors.
- Willingness to expose and involve the student in all agency functions relevant to functioning in their placement including unit staff meetings and case conferences.
- 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.
- Adequate agency staff resources exist to develop and operate the agency program without dependence upon students unless 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.
- Timely and accurate submission by the organization and staff involved in the proposed placement of required information necessary to determine if program and CSWE accreditation requirements are met.

Organizations interested in being considered as a placement site complete an organization profile. New placements or established sites with significant staff or program changes receive an in-person site visit for assessment of the social work program, learning opportunities at the placement site, expectations of both parties, and ability of the site to successfully host a student. Once an organization is selected to serve as a placement site, an Affiliation Agreement is signed by the host organization and the university.

Placing and Monitoring Students

Placing students in a field practicum placement is the responsibility of the BSW Field Education Coordinator. Students are matched to a host organization via an individualized process. Every attempt is made to match educational needs and student preferences. However, educational needs take precedence. Criteria used for placement decisions include the student's prior experiences, educational needs, student interests and career objectives and learning opportunities within the organization. To maximize diversity in learning, the program will avoid placing students with prior field instructors, employers, or agencies in which they have previously worked or served as a volunteer, intern, or practicum student. Placing students into a field practicum site is a multi-step process. These processes include admission, orientation to the process, assessment of student learning and professional needs, agency interviews, and finalization of fall field sites selection.

Admission Application. This placement process begins with the student submitting a Field Education Application form when applying for admission to the BSW Program and Field. The application requires the student to identify prior experience, placement interests, and to disclose anything that may affect placements, including, but not limited to: special needs for accommodation, history with potential placement sites, motor vehicle violations other than non-moving, occupational license revocation or surrender, registration as a sex offender, named on Federal government debarment list, criminal history and present or known substance use concerns. This information is used only for placement purposes.

Practicum Placement Orientation. All junior BSW students who are admitted to the BSW program and intending to enter practicum the following fall semester of their senior year are expected to attend the Practicum Placement Orientation (PPO), typically held each January. Information about placements and field education is provided to students attending. The PPO provides an overview of the field policies, range of practicum placement opportunities, and guidelines for placement, pre-placement interview, and placement process.

Field Coordinator Placement Interview and Agency Referrals. Following the PPO, students who will enter practicum in the upcoming fall semester schedule a pre-placement interview with the BSW Field Education Coordinator. The purpose of this interview is to:

- Assess and identify the type(s) of placement(s) that best meet the student's learning needs
- Discuss placement opportunities
- Address any individual issues related to the placement (e.g., including special accommodations)

Based on students' identified needs, the Coordinator reviews existing field site options and determines what types of additional placement options are needed. All placement interviews are made by referral through the BSW Field Education Coordinator.

Agency Interviews. After receiving placement referral(s), the student schedules a placement interview with the agency. Generally, students are initially given two referrals. Placement sites may require submission of a resume before scheduling the interview. The student takes the referral form to the agency

for the interview. The interview is viewed as a mutual assessment process addressing some or all of the following:

- Student's career goals
- Student's expectations for a practicum
- Student's strengths and weaknesses as pertinent to the placement
- Experiences the agency can offer relevant to the learning expectations of the practicum course
- Agency's expectations of the student
- Frequency and format for supervision
- Proposed work schedule
- Additional requirements and/or independent learning that will be required by the agency

Following the interview, the agency and student each return their referral forms to the BSW Field Education Coordinator indicating if they accept or decline the placement. In turn, the BSW Field Education Coordinator notifies the parties of the decision.

Finalizing the Field Placement. Once the agency and student both agree to a student's placement, the BSW Field Education Coordinator sends a confirmation letter to all parties. The BSW Field Coordinator initiates a new or renewal formal Affiliation Agreement with the field site, if needed.

Fall Field Orientation. Students beginning field education in the fall semester of the senior year attend a comprehensive field orientation before the semester begins. Their agency field instructors and, if applicable, agency supervisors, also attend. The orientation includes content on all field policies and procedures, requirements, and processes. It also provides time and support for the student and field instructors to begin work on the learning contract.

Monitoring Students. Once placements commence, the seminar instructor who serves as the BSW program field liaison to the placement continuously monitors students. Monitoring methods include weekly seminar check-ins, Integration Reflection Narratives, mid-semester report, signed and approved time sheets, regular site visits, and independent contact with the field instructors and if applicable, agency supervisors. If there are problems and/or a higher level of monitoring is indicated for either student or placement-driven reasons, the BSW Field Education Coordinator may provide supplemental monitoring to support the placement.

Supporting Student Safety

Supporting student safety is of paramount importance. Practicum students are instructed at orientation and reminded throughout the practicum experience to recognize that the field placement may involve exposure to potential risks and hazards.

Field instructors and/or supervisors are trained to describe any known risks or potential hazards to the students in advance of the placement. Students are trained that they should not knowingly expose themselves to bodily injury or harm, and no field 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 are permitted to decline any assignment exposing them to excessive risk without prejudice. Additionally, the BSW Program provides students with no-cost liability insurance while conducting practicum activities and guidance on risks as described below.

Liability Insurance

It is a policy of the School of Social Work to provide professional liability insurance for students enrolled in field seminars through the University of Alaska Liability Insurance Plan. The school pays an annual premium for each student enrolled in a field seminar. Coverage includes \$1 million per claim with a maximum of 5 claims per year. Liability insurance is contingent upon students operating within agency and university requirements for the practicum. It should be noted that the insurance is limited to the academic school term (fall, spring) in which the student is enrolled in the field seminar. Further information on that coverage and other coverage available through the University of Alaska can be requested of the UAA School of Social Work or the University Risk Management Office. Agencies requiring proof of insurance may make a written request to the University of Alaska Anchorage's Office of Risk Management.

Students may also wish to determine if their field placement activities are covered by the liability and worker's compensation insurance of the placement organization.

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, field instructors or agency representatives should disclose in advance whether this activity would be required of a student accepting the placement. If s/he accepts the assignment, the student should be prepared for an emergency with adequate clothing, survival gear, food, and water.

Student Accident Insurance

The UAA School of Social Work will offer student accident insurance at no cost for each field education student.

Office of Equity and Compliance – Title IX Placement Guidelines

The University of Alaska is an affirmative action/equal opportunity employer and educational institution and prohibits illegal discrimination against any individual. The University of Alaska and the Affiliate subscribe to the policy of equal opportunity and will 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 of Alaska's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Both institutions shall abide by these principles in the administration of this agreement and neither institution shall impose

criteria which would violate the principles of non-discrimination. Both parties agree to comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, and related regulations, and further shall comply with all applicable federal and state laws, rules, regulations, and Executive Orders. The University is required to follow Board of Regents' Policy and University Regulation regarding harassment and discrimination reporting and investigation, regardless of where the alleged conduct occurs; Affiliate agrees to cooperate with any related processes, including interim measures and investigation. Contact information, applicable laws, and complaint procedures are included in the [University of Alaska's statement of nondiscrimination](#). See the [University Sponsored Off-Campus Programs and Research Activities web page](#) for further information.

Job Site Risks and Hazards

Agency representatives are expected to fully disclose any known or suspected risks to the student at the field 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 field instructors should assure that students are trained to deal with potential risks of their placement as early as possible in the placement.

Blood borne Pathogens

If the student is at risk of infection by blood borne pathogens (e.g., HIV, Hepatitis B), s/he 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

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.

BSW Program Contact with Field Settings

The UAA BSW Field Education Program maintains regular contact with field placements settings and utilizes on-site contact along with other methods to monitor student learning and field setting effectiveness. These methods include pre-placement site visits, field instructor orientation/training, site

visits, mid-semester reports, final semester student evaluations, end-of-year program evaluations, and ad hoc check-ins and/or meetings. Each of these methods is described below.

Pre-Placement Contacts

The BSW Field Education Coordinator establishes relationships with field placement settings and agency personnel during recruitment of field settings. The Coordinator may visit the setting to view the agency and meet with potential field instructors and agency supervisors.

Field Instructor Orientation/Training

The BSW Field Education Coordinator facilitates a mandatory orientation at the outset of each academic year for students, field instructors, and agency supervisors/representatives. Content of this orientation includes:

- Orientation to the BSW curriculum and to field work
- Orientation to generalist social work practice as taught in the UAA BSW program
- Introduction to teaching-learning principles relevant to field instruction processes, and to stages in the learning process and professional development
- Familiarization with the process of effective student supervision and mentoring
- Skill-building for learning plan development and for evaluation and documentation of student learning
- Problem-solving in placement supervision

At the orientation, contact information for the program, Field Coordinator, and faculty liaison(s) is provided to all in attendance, who are encouraged to call or e-mail whenever needed. An e-mail is sent by the Field 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 his/her placement. Throughout each semester, there are other ways in which contact is maintained and monitoring of the placement occurs, including site visits, practicum seminar, and seminar-related assignments.

Site Visits

The UAA BSW Field Education Program requires that the assigned seminar faculty liaison conduct at minimum three in-person site visits for each student during the placement. Typically, two of these visits are scheduled for the fall semester and the final site visit is facilitated during the last few weeks of the spring semester. Additional site visits are made whenever deemed necessary. Each site visit involves the student, the faculty liaison, the field instructor, and if applicable, the agency supervisor/representative. The site visit allows for the student and his/her “educational team” to review progress toward achieving the Learning Contract via demonstration of SLOs (competencies), share about recent and ongoing events, provide feedback about the placement and the student’s performance, and, if needed, engage in problem-solving.

Practicum Seminar

Students have frequent contact with the faculty liaison and meet in-person for weekly field seminars to share about recent experiences at their placements. This allows the faculty liaison to monitor the placement by being informed about any issues that may need to be addressed with the field instructor and/or agency supervisor at the practicum placement.

Integration Reflection Narratives

Students complete 4-5 Integration Reflection Narratives (IRNs) each semester and must share about recent activities at the placement in the context of aspects such as ethics, values, skills, and macro issues. These assignments allow for monitoring of the placement by the faculty liaison. While students are encouraged to share these assignments with their supervisors, they are not required to do so.

Timesheets

Students submit weekly timesheets to the seminar instructor/faculty liaison documenting hours spent at the placement, and activities that the student engaged in during the specified timeframe. Students also note hours of field instructor supervision that was provided, as well as a cumulative total of hours for the semester. The field instructor and/or agency supervisor also sign this timesheet before it is submitted to the faculty liaison.

Mid-Semester Report

Another way in which monitoring of the student placement occurs is through the Mid-Semester Report, which is an assignment that is completed a little over halfway through the semester. The student is tasked with reviewing his/her Learning Contract to determine what has been completed and what still needs to be achieved during the remainder of the semester. The student is required to develop a plan to complete the Learning Contract and reflect upon and share about challenges and accomplishments at the placement. The Mid-Semester Report is signed by the student, field instructor, and, if applicable, the agency supervisor and must be submitted to the faculty liaison.

End of Semester Evaluation

At the end of fall and spring semesters, students submit a self-evaluation and field instructors submit a student evaluation that is a comprehensive assessment of student learning.

Field Education Roles, Tasks, and Responsibilities

BSW Field Education Coordinator Role & Responsibilities

- Administers and implements the BSW Field Education Program per CSWE standards.
- Assures good working relationships and communication among students, field instructors, field placement organizations, and the BSW Program.
- 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 placement sites;
- Screens and approve field placement sites;
- Assists in recruiting qualified social workers to serve as field instructors;

- Orients and train field instructors;
- Evaluates field organizations and instructors in terms of their contribution to the educational mission of the practicum course and BSW Program;
- Establishes criteria and process for evaluation of student performance; and
- Establishes a mechanism for obtaining systematic feedback from the field instructors for planning and improving the field instruction program.

The UAA BSW Field Education Coordinator has a responsibility to structure field education activities and support field instructors, agency representatives, and agency supervisors who engage in field education. Below are the responsibilities of practicum seminar instructors, field instructors, and agency representatives:

Practicum Seminar Instructor Role & Responsibilities

- Develops a positive working relationship with the student, the field instructor, the agency representative, and others involved in the student's field 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 field site agency;
- Serves as the representative of the BSW Program with the field site agency and personnel associated with the field work placement;
- Coordinates the placement process at specific sites as requested by the BSW Field Education Coordinator;
- Assures implementation of BSW Program and field education policies and procedures in all aspects of the practicum experience by providing consultation and necessary materials;
- Facilitates students' professional growth in the field placement agency and assists any party in managing difficulties that may arise in the placement;
- Monitors and facilitates the student's learning in the placement by reviewing and approving the student's learning contract, reviewing, and providing feedback on assignments; making at least one on-site visit to each site each semester; participating in student evaluation; assisting with the evaluation of each field placement site and instructor;
- Participates in field education activities such as student and field instructor orientations, placement fairs, and field instructor colloquia;
- Facilitates the continuous quality improvement activities of the Field Education Program through participation in planning, training, and evaluation in collaboration with the BSW Field Work Coordinator; and
- Conducts practicum seminar(s).

Field Instructor Role & Responsibilities

Field instructors are the primary social work professional assigned to each student completing a field practicum. To be eligible to serve as a UAA BSW Field Instructor, the individual must meet the following criteria:

- Have earned a BSW or MSW degree from a CSWE-accredited social work program;
- Have a minimum of two years of post BSW- or MSW-degree professional social work experience; and
- Demonstrate commitment to professional ethics and values including no history of ethical violations in his/her career.

In addition to the aforementioned qualifications, all field instructors must:

- Be willing to uphold the mission, goals, and student learning outcomes of the UAA BSW program social work education and demonstrate commitment and capability to take on the role of social work educator, supervisor, and mentor;
- Facilitate students' learning by establishing and maintaining positive working relationships with the student, the faculty liaison, the agency representative, and others involved in the field education program;
- 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 field placement experience in the total social work educational program;
- Promote a successful outcome in the field 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;
- 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;
- Assure that students can implement social work values and ethics in all professional interactions in the field work setting through weekly supervision and by example;
- Facilitate student learning and achievement of student learning outcomes by being accessible to student at reasonable intervals (minimum of 1 hour/week), identifying and collaborating with the agency representative and faculty liaison to resolve problems or disputes as early as possible, and serving as champion for students' professional development; and
- 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.
- Submit all necessary documentation to the social work program to demonstrate qualifications, competency, and preparedness for the role of field instructor;
- 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 faculty liaison and to evaluate the student's performance; and

- Be capable, prepared, and committed to teach to the BSW program generalist competencies and practice behaviors.

In cases in which a potential field setting does not employ a supervisor holding a CSWE-accredited social work degree, or does not have the required experience, the UAA BSW Program assumes responsibility for reinforcing a social work perspective through an arrangement commonly referred to within the program as an "outside field instructor", wherein the BSW Field Education Coordinator locates a volunteer who meets criteria to serve as an outside field instructor. An outside field instructor could be an employee of the field setting who meets CSWE and UAA BSW Program social work field instructor qualifications, but will not be providing direct supervision of the student; a social worker meeting field instructor qualifications who is not an employee of the agency, but is willing to serve as field instructor and enters into an agreement with the placement agency; or a UAA social work faculty member meeting field instructor qualifications who enters into an agreement with the placement agency to serve as field instructor when the agency does not have a person meeting field instructor qualifications available. In these cases, a student has a team, including the faculty liaison/practicum seminar instructor, an agency supervisor, and an outside field instructor, supporting his or her practicum experience.

Agency Supervisor Role & Responsibilities

The positions of field instructor and agency supervisor are often filled by the same individual. However, a practicum agency may separate these roles when a person meeting field instructor qualifications is not available, an agency has multiple student placements, or an agency elects to separate the roles. The agency supervisor will work with the outside field instructor, with the student, and with his/her own colleagues in the organization to ensure that the practicum process works well for all involved. The agency supervisor:

- Represents the field placement agency in all interactions with the program, including negotiating the agreement between the agency and the BSW Program, selecting students, evaluating the students and the field education program, resolving conflicts, and developing an acceptable learning contract;
- Assures that the field placement enhances the development of students' 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;
- Helps students meet practicum course requirements by developing a working knowledge of the student learning outcomes, procedures, requirements, and the integration of the field placement experience in the total educational program;
- Helps the agency support the placement by provision of adequate working space and other essential materials;

- Promotes the achievement of field education and student learning outcomes by orienting the student, field instructor (if necessary), and practicum seminar instructor to the agency, including its service mission, expectations, values, priorities, and key personnel;
- Helps ensure the safety of the student in the placement by fully disclosing any known or suspected risks at the field site during the pre-placement selection process, and by arranging for the appropriate training to minimize risks; and
- Monitors student completion of any agency required background checks and/or confidentiality training and notify faculty liaison of any non-compliance.

Agency Representative Role & Responsibility (Distinct from the Field Instructor or Agency Supervisor)

- Represents the agency in all practicum-related matters as determined by the organization
- May represent the agency in determination of available practicum placements and coordination of the selection process of practicum students
- May facilitate obtainment of the Affiliation Agreement
- May represent the agency in determination of available stipends and stipend recipients

Student Role & Responsibility for Field Education

Students must remain in good academic standing in the BSW Program to remain in field, including the following:

- Be enrolled in the BSW Program
- Obtain a grade of “C” or better in all required social work courses
- Maintain enrollment in the concurrent senior practice courses

Additionally, students are expected to:

- Accept responsibility for and ownership of his/her own learning process.
- Actively seek to establish a positive, courteous, and effective working relationship with the field instructor, other staff of the host organization as appropriate, and the faculty liaison.
- 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.
- Engage with the field instructor in preparing a learning contract to guide the field learning process.
- In response to varied client needs and requests, select from a repertoire of intervention theories and conducts social work assessments, problem identifications, and evaluations of interventions based on the learning contract and the syllabus for the practicum course.

- Complete placement and seminar learning assignments as required by the learning contract and the course syllabus in a timely and appropriate manner.
- Complete the weekly learning reflection assignment and time sheet and provide copies to the field instructor and the faculty liaison in a timely manner.
- Completes all other required written work essential to effective practice in the agency and documents work through the compilation of the learning portfolio.
- Prepare for and participate in weekly supervision meetings with the field instructor.
- Meet with the practicum seminar instructor as necessary, but at least once per semester at the agency, to keep the liaison aware of his/her progress, achievements, and concerns during the course of the placement.
- Attend and actively participate in the weekly field seminar.
- Complete all University requirements in relation to the field placement.
- Engage in on-going self-assessment, including a formal written end-of-semester self- assessment, in concert with the field instructor and the faculty liaison.
- Inform the field 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.
- Provides the BSW Field Education Coordinator with an end of the year evaluation of the field placement experience.

Field Agency and Instructor Orientation, Training, and Ongoing Contact

The BSW Field Education program supports its field instructors, agency supervisors, and outside field instructors in several ways including orientation/training and continuing dialogue with field settings and field instructors. Each of these approaches, as utilized by the UAA BSW Program, are described below.

Pre-Placement Agency Selection Orientation

Individually, the BSW Field Education Coordinator contacts each site as part of the process of selecting placement organizations and field instructors to discuss the potential for students to be referred for placement consideration. During these meetings the Coordinator orients the relevant personnel to the policies and procedures of the field program, providing them program materials and the BSW Program and Field Manual.

Additionally, each student has a faculty liaison who makes, at minimum, two site visits during the school year (two for Block placements). All practicum placements will typically receive three face-to-face site visits by the faculty liaison, who is the instructor for the field seminar. The first site visit most often takes place early in the first semester to review and approve the Learning Contract. The second face-to-face site visit occurs in the second semester, usually for the termination and evaluation phase of the practicum. The faculty liaisons are assigned by seminar enrollment to assure that they have a thorough knowledge of the student's strengths and weakness. They are able to monitor the student's progress through seminar

discussions, written work (e.g., Integration Reflection Narratives), and site visits. Faculty liaisons are available to consult and discuss individual student's progress in the practicum placement with field instructors by telephone and email and make additional face-to-face site visits as desired or indicated.

Field Instructor Orientation and Training

Once an agency and personnel (i.e., field instructor, agency representative, outside field instructor) have been selected and a student placement has been confirmed, the BSW Field Education Coordinator is responsible for planning and conducting an orientation for field instructors at the start of each school year. This orientation is required for all field instructors and outside field instructors. The Field Instructor Orientation and Training include at minimum the following topics:

- Orientation to generalist social work practice as conceptualized by the BSW Program Curriculum;
- Orientation to the BSW generalist competencies and practice behaviors, how to integrate them into field work, and facilitating students' demonstration of the competencies and practice behaviors;
- Overview of empirically-supported teaching principles relevant to field instruction and to stages in the learning process;
- Orientation to all the field education program policies and course expectations;
- Training specific to development of students' comprehensive, competency-driven learning contracts;
- Evaluation measures and criteria for evaluation; and
- Strategies for effective supervision and policies regarding student issue problem-solving.

Continuing Dialogue with Field Settings and Field Instructors

The program further supports its field instructors by providing educational seminars throughout the academic year. At minimum, one educational seminar per year is provided. Field instructors are given certificates of attendance and may be able to apply them to continuing education and/or licensing requirements. The educational seminars focus on topics inclusive of the broad nature of social work, such as supervision, ethical frameworks for decision-making, practice challenges in Alaska such as dual relationships, current social policy issues, leadership and management, grant writing, and student challenges in managing multiple life roles (e.g., parent, employee, student) and the impact of this on their educational and practicum experience. The educational seminars are simultaneously delivered in-person and via audio/video conference, permitting social workers statewide to participate. Articles to be read in preparation for the seminar are provided in advance and PowerPoint slides for the presentations are made available to both distance and in-person participants. The educational seminars are available to current and past Field Instructors. As space permits, other social workers statewide are invited to participate as a mechanism for contributing to the profession, disseminating knowledge, soliciting interest in becoming field instructors, and building relationships with the community as a whole. Field Instructor and organization recommendations for topics are solicited.

Feedback is continually sought from field instructors and organizations both formally and informally. Field Instructors and organizations are encouraged to contact the School at any time to provide input regarding

the field education program. At every site visit, faculty liaisons solicit input on the field program overall regarding areas of strength and suggested improvements or modifications. Site visits provide the opportunity for in vivo observation of the student and facilitate feedback from the supervisors about the readiness of the student to practice at the agency and generally, the requirements of agencies for its practitioners. Current field instructors also complete a written evaluation form at the end of each placement regarding their experience with the program that year. Field Instructors are asked to evaluate the placement process, orientation, performance of the faculty liaison, the quality of the support provided by the program, and recommendations for improving the quality of the program.

Management of the Practicum and Experiences

Structure and Components

At the outset of the placement, the student and field instructor and/or agency supervisor will establish a weekly schedule for the student's time in the agency, with one hour scheduled for supervision with the social work field instructor. The student is encouraged by field faculty to divide the 16 hours per week into large blocks of time, such as full- or half-days.

The first few weeks of the placement are devoted to orientation within the agency. Upon completion of orientation to the agency, the student, in collaboration with the field instructor, develops a Learning Contract and gives a copy to the faculty liaison for final review and approval. The practicum seminar instructor arranges times with the student, field instructor, and (if applicable) the agency supervisor for a minimum of one site visit to the agency each semester. Ideally, in the first semester the practicum seminar instructor makes two visits – one at the point that learning contracts are finalized and one toward the end of the semester. The practicum seminar instructor is available to the student and the field instructor on demand and according to the schedule of visits they have agreed to for the semester.

Throughout the semester, the student submits his/her integration reflection narratives and time sheets to the field instructor and the practicum seminar instructor. The field instructor and the practicum seminar instructor are responsible for timely review of the student's assignments and any additional work required of the student as part of his/her placement. Appropriate feedback, oral and written, are given to the student on an on- going basis to ensure that the learning opportunities are maximized.

The student completes a self-assessment toward the end of the semester and gives a copy to the field instructor and agency supervisor for review. The field instructor also completes an end-of-semester student assessment that is shared with the student. The agency representative/agency supervisor is an important part of the assessment process and will also be fully included. All assessments, written assignments, and other indicators of achievement of student learning outcomes are submitted as the signature assignment for the course, a Learning Portfolio, to the practicum seminar instructor toward the end of the semester. Together with the field instructor, the practicum seminar instructor establishes a grade for the course, incorporating information from the assessments, the site visits, the assignments, and participation in the practicum seminar. During the final site visit of the semester, time is spent looking ahead to the student's learning goals for the second semester.

Before leaving for the month-long Winter Break, the student is responsible for ensuring that any services needed by assigned clients have been referred to the appropriate agency staff. The student will return to the field placement in mid-January when the new semester begins. Upon return to placement, the student formally develops a new Learning Contract. The process for the second semester is essentially the same as that for the first semester, with the practicum seminar instructor making at least one scheduled visit to the agency. The student completes a Competency Assessment Paper and the field instructor completes a second student assessment at the completion of the field education experience.

Evaluation Roles and Processes

Overview of the Student Evaluation Process

Evaluation of and feedback on student progress begins when the student enters field education and should be continuous. The development of a learning contract requires self-evaluation on the part of the student and joint evaluation by the student, the field instructor, and the practicum seminar instructor to what efforts will be made to satisfy course requirements. From the beginning of field education, the student and field instructor engage in assessment of the student's progress towards achievement of student learning outcomes. This ongoing evaluation occurs through:

- Supervisory conferences with the field instructor.
- Preparation, review, and assessment of student assignments.
- Meetings/site visits with the practicum seminar instructor, field instructor, and agency representative/supervisor to discuss progress made in the placement.
- Completion of the end-of-semester evaluations and assessments.

The course syllabi identify student learning outcomes and assessment measures for each course and outline what is required as part of the evaluation process for each semester.

Evaluation Role of the Practicum Seminar Instructor

The practicum seminar instructor has a primary role in ensuring the overall quality of the field education faculty process. The practicum seminar instructor is involved from the point that the student enters the practicum course until it is completed. He/she oversees and approves with the field instructor the student's learning contract, oversees formal appraisal of the student's ability to accomplish the student learning outcomes of the practicum course, and makes a minimum of one site visit to the placement agency each semester both to monitor student performance in the placement and to ensure that the agency is providing essential resources needed to successfully accomplish the learning goals for the placement. The practicum seminar instructor has responsibility for providing support and technical assistance, and for problem-solving issues that may occur during the placement. The practicum seminar instructor makes every reasonable effort to ensure that the student is made aware in a timely manner of any problems in his/her placement performance and that expectations for improvement are outlined clearly for the student.

Establishing a Grade for the Practicum

The practicum seminar instructor, with input from the field instructor and the student, establishes a grade for the practicum course. The UAA BSW Program grades field education courses on a scale of A to F. To move on to the next practicum course in the sequence the student must have achieved a grade of “C” or better in the current semester of field work. A grade of “C” or lower in practicum will automatically bring about a faculty-student review of performance and progress. Both the student and the field instructor engage in assessments of the student's ability to accomplish the student learning outcomes/competencies outlined in the Learning Contract and in the syllabus for the practicum course. The field instructor has important responsibility for evaluation of the student's actual achievements in the placement. When evaluating the student, it is critical that the field instructor refers to the student learning outcomes identified in the course syllabus and in the student's Learning Contract. The student's overall management of the placement, his/her demonstrated ability to successfully carry out learning tasks in the placement, and his/her overall progress in developing skills for entry level generalist social work practice are all to be considered when recommending a grade for the practicum. The completed assessments are exchanged between the student and the field instructor and copies provided to the faculty liaison.

The practicum seminar instructor reviews both the student's end-of-semester self- assessment and the field instructor's assessment of the student, and evaluates the student's written assignments, attendance, and quality of participation in the practicum seminar in making the final grade determination. These written assessments become a part of the student's permanent file in the UAA School of Social Work and will remain on file for seven (7) years.

Evaluation of the Field Education Process

The policies and procedures of the BSW program ensure that there is a periodic review of all student evaluation tools and of grading standards for field education. Additionally, students and field instructors are asked to complete an end-of-year Evaluation of the Field Education Program which is intended to assist the BSW Field Education Coordinator in ongoing efforts to improve and strengthen the UAA BSW Field Education Program.

Termination of the Field Placement

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

The School of Social Work 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, the student is expected to fulfill the agreement s/he has made with the organization. If a student becomes dissatisfied with the placement, the following steps should be followed to address the concern(s) except if the matter involves allegations of

serious offenses by the field instructor or agency personnel such as sexual harassment, threats, and intimidation, or demands that the student commit an unlawful act. Any serious allegation should be reported immediately to the practicum seminar instructor and/or BSW Field 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 course.

1. The student is to discuss his/her concerns with the field instructor and agency representative (if applicable) in a constructive, focused manner to resolve the issue(s). Any party may invite the practicum seminar instructor and/or BSW Field 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 field 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 field education coordinator. The BSW Field 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 Field Education Coordinator.
3. If a mutually acceptable plan cannot be developed or the matter still is not resolved to the student's satisfaction, s/he may request the BSW Field 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 Field Education Coordinator, in consultation with the practicum seminar instructor, field 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 field instructor, the agency supervisor (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 field 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, field instructor, agency supervisor (if applicable), the BSW Field Education Coordinator, and the student's file.

9. When a student requested termination is approved, the BSW Field Education Coordinator will make reasonable efforts to find an alternative placement able to meet the student's educational needs; however, an alternative placement may not be available, or it may be too late in the term to start a new placement. 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 Field Education Coordinator, will determine how many of the hours performed in the terminated placement will be credited toward satisfaction of field 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 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 are outlined below.

No-Fault Agency Initiated Termination

A placement may be terminated due to circumstances beyond the agency's control. These include change in the availability of the field instructor or key agency personnel involved in the placement, closure of a program, or major policy change affecting the placement. The field agency is expected to notify the practicum seminar instructor and/or BSW field Education Coordinator as early as possible when a placement must be terminated. The BSW Field 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 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 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 field 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 field 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 field instructor, agency representative, or other agency designee should contact the practicum seminar instructor and/or BSW Field Education Coordinator immediately and describe the reason(s) for the request.
3. The field instructor, agency representative, or other agency designee will provide the practicum seminar instructor and/or BSW Field Education Coordinator with a written statement specifying the grounds and outlining the circumstances for the termination.

Students terminated for cause shall receive a grade based on their performance compared to the expectations for the entire semester. The practicum seminar instructor and/or the BSW Field Education Coordinator will notify the Director of the School of Social Work of the practicum termination and refer the student for a Program Student Review. (See BSW Student Handbook for details of this review process).

Criteria for Termination for Cause

- Grounds for involuntary termination from the field placement include, but are not limited to, the following:
- excessive absenteeism or tardiness;
- repeated failure to provide reasonable notice of an absence from the field placement or fail to appear as scheduled for three or more consecutive days without approval of the field instructor and agency representative;
- termination of a placement by the student without following prescribed procedure;
- serious or repeated violations of the NASW Code of Ethics;
- serious or repeated violations of the agency's policies and procedures;
- sustained low level of performance unresponsive to corrective action;
- reporting to the practicum site under the influence of drugs or alcohol;
- 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;
- 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;

- failure to maintain generally accepted professional boundaries and behavior in respect to agency clients and staff;
- any sexual relationship with an agency client;
- failure to disclose critical background information in application forms, pre- placement and placement interviews; and
- failure to meet academic and behavioral standards specified in the university catalog and student handbooks.

Student DROPS and WITHDRAWAL 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. Students should be aware that School policy requires that they also drop or withdraw from any accompanying practice courses. Any withdrawal will be reviewed and performance in the placement to the date of the withdrawal will be considered if application for future field 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.

Practicum Placement Structure and Options

Concurrent Placement

The BSW placement most often occurs as a concurrent, two-semester placement beginning in the fall semester and continuing into the spring semester. Students complete approximately 16 hours per week at the practicum throughout each semester, for a total of 224 hours per semester and a combined total of 448 hours for the academic year (fall and spring). Students must take the senior practice courses concurrently with practicum each semester. Any deviation from this structure is subject to UAA School of Social Work approval in advance and is dependent upon the availability of program and placement resources necessary to ensure a quality field experience.

Block Placement

Students, with the approval of the BSW Field Education Coordinator, may complete a block placement of 448 hours during either the fall or spring semester of the senior year. This practicum placement would require that students complete approximately 32 hours per week throughout the 15-week semester. 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. Every placement must meet School and CSWE standards including acceptable supervision.

Employment and Field Policies

As with all policies regarding the UAA BSW program, decisions about field policies are recommended by the BSW Curriculum Committee to the faculty of the whole and the Director.

If there are academic and professional development reasons, a field placement in a student's place of employment can be approved by the BSW Field Education Coordinator. When a student has requested placement at the agency of employment, the BSW Field Education Coordinator meets with the student, the agency representative(s), the potential Field Instructor, and potential Field Supervisor to discuss the details of the plan for placement. If all agree with the plan, the placement is made. It is the BSW Field Education Coordinator's role to assure that the experience will ensure the student can achieve and demonstrate all Student Learning Outcomes and Practice Behaviors.

General Field Policies

Required Hours

BSW students complete 16 hours per week in the agency over the course of the two semesters, for a total of 448 hours for the academic year. The student is expected to schedule hours during the usual business hours of the placement agency when the social work staff and/or agency supervisor is present. Placement schedules are expected to be consistent across the entire semester and any changes must be approved by the field instructor and/or agency supervisor. Students may not finish the semester early, nor may they carry hours from one semester into the next semester. Hours credited may not include time traveling to and from the agency, meals unless recognized by the agency for its staff as work time, work done at home, or learning assignments for field seminar. Students and field instructors should recognize that field education is an integral part of the coursework for the BSW degree and that learning assignments outside of placement hours are both expected and appropriate.

Seminar

The student will participate in a weekly on-campus practicum seminar throughout the field placement. Time spent in seminars is not credited toward field education hourly requirements. Participation in seminars is mandatory. The quality of a student's performance in the seminar is considered part of the grade for the course. Seminar assignments will further enhance and challenge the student to demonstrate integration of academic content with actual practice in the agency setting.

Miscellaneous Fees Associated with Placements

Some placement agencies may require official background checks, drug screening, and/or immunizations; or may have fees for items such as parking, mileage expenses, etc. These costs are not covered by the University and should be discussed by the student with the agency representative at the time of the placement interview or upon the student's acceptance of the placement.

Paid Placements and Stipends

The UAA School of Social Work seeks and encourages organizations to support social work education by developing stipends and scholarships for students enrolled in the program. For stipends other than those provided through the School, arrangements for awarding such stipends are negotiated between the organization offering the stipend and the School. Except for job related expenses such as travel, per diem, etc., payments by the organization other than stipends to practicum students are not permitted.

Late Placements

When a student is placed after the semester has begun, he/she/they must complete all required field education hours and learning assignments. However, the timeline for completion may be renegotiated between the student, field instructor, faculty liaison, and, if applicable, agency supervisor.

Attending Conferences, Workshops, and Other Activities During Placement Hours

Students are encouraged to seek out opportunities to enhance their professional development and to acquire specific practice knowledge and skills. Should such opportunities arise that conflict with placement hours, the student is to explore with the field instructor and/or agency supervisor the feasibility of taking time away from placement activities to attend some external training or other special activity. If the student and field instructor agree that the training is beneficial to the placement experience and wish to credit the hours to the field education itself, the faculty liaison must be contacted and agree with that decision. Otherwise, any leave hours requested by the student to attend the training and approved by the field instructor are to be made up by the student according to a plan arranged prior to the actual absence.

It is the responsibility of the student and field instructor to establish in advance whether special training hours will be credited as part of placement hours. Conferences, trainings, workshops, or other special activities that are not a normal part of the placement are to be documented in the assignment and time sheet along with the number of hours of placement time that were approved. If the student does not get approval in advance for the number of hours that will count as regular placement time, he/she may not count that time as regular placement hours.

Student Absences

Students are expected to make up all absences, and to contact the agency and/or the field instructor on the day of any illness-related absence and in advance for any other absences.

Scheduled Holidays

The only scheduled University holidays during the two-semester placement are:

- Labor Day
- Thanksgiving
- Winter Break
- Alaska Civil Rights Day
- Spring Break

Students are responsible to make up hours that fall on days that are holidays for the agency.

Strikes

In the event of a strike impacting the student's placement setting, the student will not participate in the strike in his/her capacity as a field education student. Hours lost due to the strike are to be made up when the strike ends, or special arrangements are to be made with the field instructor and faculty liaison for alternative learning activities if that is deemed appropriate. If a strike appears likely to be very lengthy a change in the placement setting may be necessary.

Practicum Conflicts with other Class Attendance

It is critical that the student, when initially interviewing for the practicum placement, clearly identify other course obligations, including the practicum seminar. Practicum hours are not to be scheduled during other classes in which the student is enrolled. However, there may be placement-related circumstances wherein the student may wish to request permission to be absent from another class. It is always the prerogative of the involved course instructor to approve or deny that request. Field instructors are discouraged from asking students to take on practicum responsibilities that conflict with other course commitments.

Student Drops or Withdrawals from Practicum Courses

Students must follow regular University procedures and requirements for dropping or withdrawing from a practicum course. Partial credit for hours worked in the placement will not be granted to students dropping or withdrawing from the practicum. The student should be aware that School policy requires that they also drop or withdraw from any accompanying practice course unless an exception is made to that policy by the School.

The student must meet with the practicum seminar instructor when dropping or withdrawing from a placement to ensure that the agency termination occurs in a professional manner and that services provided to consumers are managed ethically and appropriately. Students must promptly return to the host agency any program materials, keys, equipment, or other items which have been provided for the student's use.

A Grade of "C" in Practicum

Students need to maintain a grade of "C" or better in all social work courses. However, a grade of "C" in either of the practicum courses will be cause for the BSW faculty to review the student's performance and program standing and to possibly meet with the student to discuss barriers to an improved practicum performance and a plan for effecting an improvement.

Less than "C" Grades in the Concurrent Practice Course

BSW program policy states that students must maintain a "C" or better in all social work courses to move forward into the next courses in the sequence. A grade of less than "C" in the concurrent practice course will, under normal circumstances, prevent the student from taking the next practicum course until the practice course has been repeated and a grade of "C" or better earned.

Policy on "Incomplete" Grades

Please see the UAA BSW Student Handbook section for details about "Incomplete" Grades.