



**School of Social Work**  
UNIVERSITY *of* ALASKA ANCHORAGE



**Gordon Hartlieb Hall  
Suite 106**

**3211 Providence Drive  
Anchorage, AK 99508**

**P. 907.786.6900  
F. 907.786.6912**

**[www.uaa.alaska.edu/socialwork](http://www.uaa.alaska.edu/socialwork)**

**Bachelor of Social Work  
Student Handbook and  
Field Manual  
2016-17**



# UAA BSW Student Handbook and Field Manual

## Table of Contents

<b>PART I: INTRODUCTION .....</b>	<b>4</b>
School Location and Contact Information .....	4
Social Work Programs .....	4
Personnel.....	5
Administration .....	5
Faculty.....	6
Staff.....	7
<b>PART II: UAA SCHOOL OF SOCIAL WORK POLICIES AND PROCEDURES.....</b>	<b>8</b>
Commitment to Diversity and Non-discrimination Policy .....	8
Disability Accommodations.....	8
UAA and School of Social Work Academic and Professional Standards .....	8
UAA Academic Standards for Student Conduct.....	9
Student Code of Conduct .....	9
School of Social Work Academic Standards for Professional Behavior .....	10
Grading and Academic Decisions.....	11
Grading .....	11
Incomplete Grades .....	11
Procedures for Resolving Disputes Regarding Final Grades .....	11
School of Social Work Academic and Professional Performance .....	13
Student Appeal of the Decision of the School of Social Work Student Review Committee.....	15
School of Social Work Program Assessment.....	15
Student Records .....	16
Social Work Student Organizations and Student Participation.....	16
Student Scholarships .....	17
Professional Organizations .....	17
<b>PART III. BSW PROGRAM POLICIES AND CURRICULUM .....</b>	<b>18</b>
BSW Program Mission .....	18
BSW Program Student Learning Outcomes/Competencies and Practice Behaviors .....	18
BSW Program Accreditation .....	20
BSW Program Overview .....	20
Admission to the BSW Program.....	20
Requirements for Full Admission to the Program .....	21
Admission Decisions .....	22
Felony Admissions Policy .....	23
BSW Academic Advising .....	23
Objectives of Academic and Professional Advising.....	23
BSW Course Descriptions .....	24
Freshman/Sophomore Courses .....	24
Junior Courses.....	24
Senior Courses .....	25
General University Requirements for the BSW Degree .....	26
BSW Graduation Requirements.....	26
Program Worksheet (2016/2017 Catalog) .....	29
Example Four-Year Full-Time BSW Plan of Study .....	31
Other BSW Degree Policies.....	32
Technology .....	32
Credit for Life and/or Job Experience.....	32

Transfer of Credits .....	32
Academic Appeals .....	33
Departmental Honors in Social Work .....	33
<b>PART IV: FIELD EDUCATION.....</b>	<b>34</b>
Glossary of Terms.....	34
Integration of the BSW Curriculum and Field Experience .....	36
<i>BSW Curriculum Integration</i> .....	36
Field Education Roles, Tasks, and Responsibilities.....	37
<i>Social Work Program Responsibility for Coordination of Field Education</i> .....	37
<i>Practicum Seminar Instructor Responsibilities</i> .....	37
<i>Field Instructor Responsibilities</i> .....	38
<i>Agency Supervisor Responsibilities</i> .....	39
<i>Role of the Agency Representative</i> .....	39
<i>Student Responsibility for Field Education</i> .....	40
Student Admission to the Field Education Practicum and Placement Process .....	41
<i>Student Admission to the Field Education Practicum</i> .....	41
<i>Practicum Placement Process</i> .....	41
<b>STEPS TO BE FOLLOWED FOR ALL PLACEMENTS:.....</b>	<b>42</b>
Practicum Agency and Personnel Selection.....	43
<i>Placement Resource Development</i> .....	43
<i>Agency Selection</i> .....	44
<i>Selection Criteria for Field Instructors</i> .....	44
Orientation and Training of Field Instructors .....	45
Practicum Options and Employment .....	46
<i>Concurrent Placement</i> .....	46
<i>Block Placement</i> .....	46
<i>Placements Outside of the Anchorage Area</i> .....	46
<i>Practicum within the Student's Place of Employment</i> .....	47
Practicum Requirements and Expectations .....	47
<i>Required Hours</i> .....	47
<i>Seminar</i> .....	47
<i>Miscellaneous Fees Associated with Placements</i> .....	47
<i>Paid Placements and Stipends</i> .....	48
<i>Late Placements</i> .....	48
<i>Attending Conferences, Workshops, and Other Activities During Placement Hours</i> .....	48
<i>Student Absences</i> .....	48
<i>Scheduled Holidays</i> .....	49
<i>Strikes</i> .....	49
<i>Practicum Conflicts with other Class Attendance</i> .....	49
<i>Student Drops or Withdrawals from Practicum Courses</i> .....	49
<i>A Grade of "C" in Practicum</i> .....	49
<i>Less than "C" Grades in the Concurrent Practice Course</i> .....	50
<i>Policy on "Incomplete" Grades</i> .....	50
Management of the Practicum and Experiences .....	50
<i>Structure and Components</i> .....	50
Evaluation Roles and Processes .....	51
<i>Overview of the Student Evaluation Process</i> .....	51
<i>Evaluation Role of the Practicum Seminar Instructor</i> .....	51
<i>Establishing a Grade for the Practicum</i> .....	52
<i>Evaluation of the Field Education Process</i> .....	52
Termination of the Field Placement.....	52

<i>Use of Problem Solving Techniques, Mediation, and Informal Processes</i> .....	52
<i>Student Requested Termination</i> .....	53
<i>No-Fault Agency Initiated Termination</i> .....	54
<i>Agency Initiated Termination for Cause</i> .....	55
<i>Criteria for Termination for Cause</i> .....	55
<i>Student DROPS and WITHDRAWALS from Practicum Courses</i> .....	56
Safety and Risk Management .....	56
<i>General Policy</i> .....	56
<i>Professional Liability and Insurance</i> .....	57
<i>Student Accident Insurance</i> .....	57
<i>Transporting Clients and Flying in Small Aircraft</i> .....	57
<i>Job Site Risks and Hazards</i> .....	58
<i>Bloodborne Pathogens</i> .....	58
<i>Tuberculosis</i> .....	58
References .....	58
Field Forms .....	59

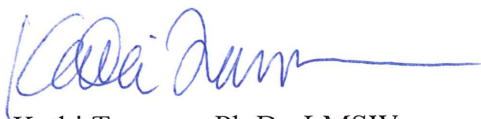
Dear BSW Student:

Welcome to the University of Alaska Anchorage and the School of Social Work and Academic Year 2016-2017. We are excited that you have chosen to study social work with us and we promise to work hard with you to prepare you for an exciting career in social work.

This handbook has been prepared to acquaint you with information, procedures, and policies of the Bachelor of Social Work Program at UAA. Together with the UAA catalog, that contains University policies and procedures (<https://catalog.uaa.alaska.edu/>), this handbook provides you our policies regarding advising, admission, course work, and practicum/field work. While it is intended for your reference, we realize that it cannot answer every question. Please note that the contents of this handbook are subject to revision. We urge you to consult your advisor or program staff for any additional assistance you may require.

The faculty and staff of the School of Social Work are here to make your educational experience a positive one. Please visit us in the Gordon Hartlieb Hall, Suite 106, or call us at 786-6900. Please know that my door is always open to you, and I hope that you do stop by and visit. On behalf of all of our faculty and staff, best wishes for a successful academic year.

All the best,



Kathi Trawver, Ph.D., LMSW  
Associate Professor  
BSW Program Coordinator



Elizabeth Sirles, Ph.D.  
Professor  
Director School of Social Work

## **Part I: Introduction**

### **School Location and Contact Information**

The School of Social Work offices are located in Suite 106 of the Gordon Hartlieb Hall (GHH), directly North of the Lucy Cuddy Dining Center and directly East of the Auto-Diesel Technology Building. GHH is closest to the North Parking Lot, which offers a Parking Permit Kiosk.

#### **Mailing Address:**

School of Social Work  
3211 Providence Drive, GHH 106  
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

**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.

### **Social Work Programs**

The University of Alaska Anchorage is part of the State of Alaska's University system. The School of Social Work is an academic unit within the College of Health. The School administers the Bachelor of Social Work (BSW) and the Master of Social Work (MSW) degree programs. Among U.S. states, Alaska historically ranks high in its rates of social problems (e.g., family violence, substance abuse, suicide). Social workers are educated to help those experiencing challenges restore or enhance their social functioning and work to create societal conditions that support communities in need (NASW, 2014). The BSW and MSW programs prepare social workers to enhance human well-being and promote social and economic justice for people of all backgrounds in Alaska.

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 2010. Full-time faculty – all with at least the Master's Degree in Social Work – teach the undergraduate Social Work curriculum and supervise the practica, with periodic assistance from part-time or visiting instructors and agency field instructors.

In February 1994, the University Board of Regents approved the Master of Social Work degree curriculum. In June 1995, the Council on Social Work Education (CSWE) Commission on Accreditation granted Candidacy Status to the MSW Program. The first MSW cohort was admitted in August 1995 with the first class graduating in 1997. In June 1999, the MSW Program was granted Initial Accreditation, retroactive to all graduating classes of the MSW Program.

Like overall University accreditation, CSWE accreditation assures the student of a quality education that meets nationally accepted professional standards in social work. Both the MSW Program and the BSW Program were granted full accreditation June 2002, reaffirmed in 2010, and are now accredited through June 2018.

BSW and MSW graduates fulfill critical workforce needs by providing prevention and intervention services. The programs align with UAA's mission through high quality teaching of professional social work practice knowledge, theory, and skills, as well as through a commitment to creating diverse and inclusive classroom and program environments. Further, the BSW and MSW programs support UAA's mission through faculty and student community-based research, informing practice and policy to better meet the social and behavioral health needs of Alaskan communities.

## **Personnel**

The School of Social Work has a strong, experienced, and active administration, faculty, and staff who are able to help you to meet your academic goals. Feel free to contact these individuals for assistance.

## **Administration**

### **Director, School of Social Work - Elizabeth A. Sirles, Ph.D.**

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. The Director is available to assist students who have special needs or are having problems within the School. 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 regarding field education.

**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 – Stephanie Vaughn, LCSW, MSSW**

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 within the Anchorage Bowl regarding field education.

**Faculty****Donna Aguiniga, Associate Professor**

Eastern New Mexico University, B.S. (1998); Boise State University, M.S.W. (2001); The University of Texas at Austin, Ph.D. (2010)  
dmaguiniga@alaska.edu or 786-6906

**Mary Dallas Allen, Associate Professor**

The College of William and Mary, B.S. (1995); Virginia Commonwealth University, M.S.W. (2001); Portland State University, Ph.D. (2008)  
mdallen@alaska.edu or 786-6992

**Tracey Burke, Professor**

Villanova University, B.A. (1989); University of Minnesota-Twin Cities, M.S.W. (1994); University of Washington, Ph.D. (2003)  
tkburke@alaska.edu or 786-6905

**Patrick M. Cunningham, Associate Professor**

University of Utah, B.S. (1960); Fordham University, M.S.W. (1964); University of Utah, D.S.W. (1989)  
pmcunningham@alaska.edu or 786-6902

**Alexa C. Filanowicz, Clinical Assistant Professor**

Western Illinois University, B.S.W. (1996); Aurora University, M.S.W. (1999)  
afilanowicz@alaska.edu or 786-6908



**Vanessa Meade, Clinical Assistant Professor**

Trinity University, B.A. (1977); University of Texas at Arlington, MSSW (1980); Alaska Pacific University, Ph.D. (2015)  
vmeade@alaska.edu or 786-6903

**Elizabeth A. Sirles, Professor**

University of Kansas, B.G.S. (1978); University of Kansas, M.S.W. (1980); Washington University in St. Louis, Ph.D. (1984).  
easirles@alaska.edu or 786-6907

**Kathi Trawver, Associate Professor**

University of Northern Iowa, B.S.W. (1979); University of Alaska Anchorage, M.S.W. (1998); The University of Texas at Austin, Ph.D. (2011).  
krtrawver@alaska.edu or 786-6915

**Stephanie L. Vaughn, Clinical Assistant Professor**

Trinity University, B.A. (1977); University of Texas at Arlington, MSSW (1980)  
slvaughn@alaska.edu or 786-6901

**Staff**

*Each staff member is cross-trained in the academic, field education, and overall functioning of the School, allowing them to assist and/or direct every visitor and caller.*

**Holland McMullen, Office Manager**

hbmcmullen@alaska.edu or 786-6911

The School Office Manager is responsible for administering MSW admissions, personnel, budget, staff supervision, and other school activities. Holland is the primary contact person for questions concerning MSW admissions.

**Eva Wilson and Bethany Zabala, School Assistants**

eva@alaska.edu or bethany@alaska.edu or 786-6900

Primarily responsible for managing the overall daily operations of the office and provide fiscal assistance to the Office Manager.

**Sharie Field, Academic Services Assistant**

sharie@alaska.edu or 786-6971

Primarily responsible for supporting the faculty and students in a variety of academic tasks and responsibilities.

## **Part II: UAA School of Social Work Policies and Procedures**

### **Commitment to Diversity and Non-discrimination Policy**

UAA and the School of Social Work foster an inclusive, welcoming, and respectful campus that promotes diversity, inclusion, equal access, equitable treatment, cultural understanding, and the prevention of prohibited discrimination and harassment. In accordance with University of Alaska Board of Regents' Policy (P01.02.030) and the NASW Code of Ethics, it is the policy of the School of Social Work that all aspects of the BSW and MSW Programs, as they affect students, faculty, or staff, will be conducted without discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, mental or physical disability, veteran status, pregnancy or parenthood. In accordance with Title IX, a section of the Higher Education Act, UA Board of Regents Policy, and the UAA Student Code of Conduct, the UAA School of Social Work forbids sex discrimination, including sexual harassment and violence. Inquiries or concerns about discrimination and harassment should be directed to the UAA Office of Campus Diversity and Compliance. Harassment complaints against students should be directed to the Dean of Students Office at 786.1214 or University Police at 786.1120.

### **Disability Accommodations**

The provision of equal opportunities for all students who experience disabilities is a campus-wide responsibility and commitment. The School of Social Work strongly encourages students who experience disabilities to pursue social work degrees and to have their accommodation needs met. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

It is a student's choice whether or not to access support services and/or request accommodations. However, students who are interested in support and want to request accommodation must contact DSS (786-4530 or 786-4536 TTY) and provide current disability documentation that supports the requested services. Additional information may be accessed at the DSS Office in Business Education Building (RH 105) or on-line at [www.uaa.alaska.edu/dss](http://www.uaa.alaska.edu/dss).

### **UAA and School of Social Work Academic and Professional Standards**

The University of Alaska Anchorage requires all students to meet certain expectations of academic and personal conduct. BSW and MSW students should become familiar with and follow the policies and procedures outlined in the following UAA documents:

- The UAA catalog (Available at: <http://www.uaa.alaska.edu/students/registrar/catalogs/>).
- The UAA Student Code of Conduct (Available for download at: <http://www.uaa.alaska.edu/students/dean-of-students/student-conduct/index.cshtml>)
- The UAA Fact Finder Student Handbook (<http://www.uaa.alaska.edu/students/dean-of-students/dean-of-students-office/uaafactfinder.cshtml>)
- The UAA Student Rights, Freedoms, and Responsibilities in the Student Handbook (<http://www.uaa.alaska.edu/students/dean-of-students/student-conduct/rights.cshtml>).

## **UAA Academic Standards for Student Conduct**

The UAA Dean of Students office defines academic integrity as 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 defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Substantial portions of academic work that a student has submitted for a course may not be resubmitted for credit in another course without the knowledge and advance permission of the instructor. Academic dishonesty is further defined in the Student Code of Conduct.

### **Student Code of Conduct**

#### **Cheating, Plagiarism, or Other Forms of Academic Dishonesty:**

- using material sources not authorized by the faculty member during an examination or assignment;
- utilizing devices that are not authorized by the faculty member during an examination or assignment;
- providing assistance to another student or receiving assistance from another student during an examination or assignment in a manner not authorized by the faculty member;
- presenting as their own the ideas or works of another person without proper acknowledgement of sources;
- knowingly permitting their works to be submitted by another person without the faculty member's permission;
- acting as a substitute or utilizing a substitute in any examination or assignment
- fabricating data in support of laboratory or field work;
- possessing, buying, selling, obtaining, or using a copy of any material intended to be used as an instrument of examination or in an assignment in advance of its administration;
- altering grade records of their own or another student's work; or
- offering a monetary payment or other remuneration in exchange for a grade

In addition to any adverse academic action, which may result from engaging in academically dishonest behavior, the University specifically reserves the right to address and sanction the conduct involved through the Student Judicial Review Procedure outlined on the Dean of Students website in the Student Conduct section. Academic actions are reviewable under the Academic Dispute Resolution Procedure (UAA Dean of Students Statement on Academic Integrity. <https://www.uaa.alaska.edu/students/dean-of-students/student-complaint-dispute/index.cshtml> ).

The sanctioning system employed by the Dean of Students Office is based on a spectrum of possibilities, from a Warning through Expulsion from the University of Alaska system. The spectrum approach allows the flexibility to address cases based on specific circumstances, severity of the behavior, and repeated violations.

The sanctions are not mutually exclusive, and can be combined into a series of sanctions that might be more effective in modifying the student's behavior in the future. For example, Discretionary Sanctions such as essays might be given as an educative complement to a punitive sanction of a Warning or Disciplinary Probation.

Disciplinary sanctions are only imposed once the Dean of Students Office has reached a conclusion of “Responsible.” Note that the assignment of grades in relation to any reported case is outside the purview of the Dean of Students Office, rests solely with the Instructor of Record, and does not depend on actions taken by the Dean of Students Office (Dean of Students Disciplinary Sanctions Description).

<https://www.uaa.alaska.edu/students/dean-of-students/student-conduct/judicialreview.cshtml>)

## **School of Social Work Academic Standards for Professional Behavior**

The BSW and MSW programs have additional policies that detail expectations required of social work students’ ethical, professional, and academic behaviors. These expectations should be demonstrated in the social work classroom, in the interaction of social work students with each other and with professors, and while interning in social service agencies off campus.

All social work students are required to adhere to the National Association of Social Workers (NASW) Code of Ethics. The NASW Code of Ethics defines the ethical principles of the profession, based on social work’s core values and the ethical standards relevant to the professional activities of all social workers. Please see

<http://www.socialworkers.org/pubs/code/code.asp> and/or the appendices for a copy of the NASW Code of Ethics. Failure to adhere to the NASW Code of Ethics may result in disciplinary action, including removal from degree seeking status.

Social work students are required to follow *the Publication Manual of the American Psychological Association* (APA) most current edition for all academic writing, presentations, citations, and references. APA is the required style utilized for both the BSW and MSW programs. The APA manual is available at <http://www.apastyle.org/>, as well as from many other textbook sources. Failing to adequately site sources is a misrepresentation of authorship and a form of plagiarism. Social work students are responsible for correctly siting sources in their work using the APA format.

Faculty assign grades based on their assessment of student learning. If students submit assignments or examinations that are not their own original work, faculty may not be able to assess what students have learned. In general, faculty have these options available to them if students commit academic misconduct:

- Award Full Credit for the Assignment or Examination
- Award Partial Credit for the Assignment or Examination
- Award No Credit for the Assignment or Examination
- Assign Students to Redo the Assignment or Examination

In some cases, faculty may not be able to assess if students have met the learning outcomes for the class. In other cases, the academic misconduct may not be related to the learning outcomes for the class. In either case, faculty members may fail the students for the course.

All social work faculty who suspect a violation of academic integrity will refer the violation to the UAA Dean of Students office. The Dean of Students Office may impose sanctions based on the outcome of their investigation.

Given the fact that professional integrity is a key core value of the social work profession, cheating, and any other violations of academic integrity are taken very seriously by the School of

Social Work faculty. Faculty may also initiate the School of Social Work Student Review process based on a violation of academic integrity. See School of Social Work Student Review Process in this handbook.

## **Grading and Academic Decisions**

### **Grading**

In conformity with the UAA academic standards and regulations <https://catalog.uaa.alaska.edu/academicpoliciesprocesses/academicstandardsregulations/grading/>, the School of Social Work adheres to the following grading standards:

- “A” Honor grade, indicates comprehensive mastery of required work
- “B” Indicates high level of performance in meeting course requirements.
- “C” Indicates a satisfactory level of performance
- “D” Indicates lowest passing grade; is not acceptable as satisfying course requirements in the BSW or MSW degree program
- “F” Indicates failure
- “P” Indicates passing work
- “NP” Indicates work that is not passing
- “I” Incomplete

### **Incomplete Grades**

An incomplete grade (I) is assigned only at the discretion of a course instructor. A grade of “I” is used to indicate that a student has made satisfactory progress in the majority of the work in a course but, for unavoidable absences or other conditions beyond the control of the student, has not been able to complete the course. Students assigned an incomplete grade are not entitled to complete the remaining coursework within the classroom/lab or to any additional instruction, nor may they participate in the class/lab during a future semester without re-registering, paying tuition and retaking the course.

An Incomplete Grade Contract Form between the student and the course faculty member, stipulating the assignment(s) required to finish the course and the timeframe for submission, is required and must be signed and filed with the School of Social Work when an “I” grade is assigned. Coursework must be completed by the date specified in the contract, and cannot exceed one year. If outstanding course work is not completed within one year, or if the terms specified on the Incomplete Grade Contract are not met, the student will be assigned a failing grade (F or NP, depending on the grading basis of the course). The student has until the last day of class of the first full semester following the end of the contract to resolve any grading discrepancies.

Students should note that they cannot proceed to the next course in the program sequence with a grade of incomplete in a preceding course. See more at: <http://catalog.uaa.alaska.edu/academicstandardsregulations/grading/>

### **Procedures for Resolving Disputes Regarding Final Grades**

Students may challenge a final grade assignment on the basis of alleged grading error or arbitrary and capricious grading. The Director of the School of Social Work is responsible for initiating an informal process for reviewing a grade with an instructor. The Dean of the College of Health or

designee is responsible for initiating the formal process in the event a student wishes to formally appeal a grade based on arbitrary or capricious grading or grading error.

### **Definitions**

- **Arbitrary and Capricious Grading** – Arbitrary and capricious grading means the assignment of a final course grade on a basis other than performance in the course; the use of standards different from those applied to other students in the same course; or substantial, unreasonable and/or unannounced departure from the course instructor's previously articulated standards or criteria.
- **Grading Error**- A grading error is a mathematical miscalculation of a final grade or an inaccurate recording of the final grade.

### **Procedures for Resolving Disputes Regarding Final Grade Assignment**

Students may challenge a final grade assignment on the basis of alleged grading error or arbitrary and capricious grading.

#### **Informal Appeal Procedure for Academic Disputes Regarding Final Grade Assignment**

Where possible, students will be expected to first request an informal resolution of the final grade assignment with the course instructor or the Director of the School of Social Work. The process must be initiated by the fifteenth class day of the next regular semester of UAA. The instructor or the Director of the School of Social Work must respond to the request within five class days of receipt.

If the course instructor's decision is to change the final grade, the instructor must promptly initiate the process. If the instructor does not change the grade and the student's concerns remain unresolved, the student may notify the Director of the School of Social Work. Within five class days of such notification, the Director of the School of Social Work must either effect resolution of the issue with the instructor or inform the student of the process for formally appealing the final grade assignment.

If the course instructor is no longer an employee of the university or is otherwise unavailable, the student must notify the Director of the School of Social Work by the fifteenth class day of the next regular semester. Within five class days of such notification, the Director of the School of Social Work must either effect resolution of the issue with the instructor or inform the student of the process for formally appealing the final grade assignment.

#### **Formal Appeal Procedure for Academic Disputes Regarding Final Grade Assignment**

A student formally requesting a review of a final grade assignment should initiate the process for an appeal with the Dean of the College of Health's office. The student must provide the Dean of the College of Health with a written request for a formal review, indicating the basis for requesting a change of grade. The request must be filed by the twentieth class day of the next regular semester or within five class days of receipt of notification of the process for filing a formal review by the Director of the School of Social Work after completion of any informal review. The Dean of the College of Health or designee will convene an Academic Decision Review Committee.

## **Academic Decision Review Committee**

An academic decision review committee is an ad hoc committee to formally review a contested final grade assignment or other academic decision, such as denial of admission or removal from degree seeking status. The committee will be composed of a faculty, a non-voting committee chair who may be a faculty, and a non-voting student representative. The Dean of the College of Health or designee will appoint faculty or staff committee members. The campus student government president will appoint the student representative, from a list of students recommended by the Dean or designee. See UAA Fact Finder for further details of the committee.

### **Academic Decision Committee Decisions:**

- a. The request for a grade change is denied;
- b. The request for a grade change is upheld and the committee requests the course instructor to change the grade and the course instructor changes the grade;
- c. The request for a grade change is upheld and the course instructor is either unavailable to change the grade or refuses to do so. The committee directs the dean/campus director or designee to initiate the process to change the grade to that specified by the review committee.

For more information about the formal procedure, please refer to the Fact Finder or contact the Dean of the College of Health's office at (907) 786-4406.

## **School of Social Work Academic and Professional Performance**

Students in the School of Social Work are responsible for appropriate conduct while engaged in the activities of their education, which includes following the UAA Student Code of Conduct and the NASW Code of Ethics. In addition, students are responsible for meeting the academic requirements of their social work degree program. When a BSW or MSW student fails to demonstrate professional behavior, to follow the UAA Student Code of Conduct or the NASW Code of Ethics, or to make academic progress in a course or the program, an instructor, advisor, or program administrator may determine that a School of Social Work Student Review is warranted. There are two levels of student review: Informal Student Review and Formal Student Review.

### **School of Social Work Informal Student Review**

An Informal Student Review meeting is initiated within the School of Social Work when an instructor, advisor, or program administrator is concerned about a student's professional behavior or academic progress in a course or the program. An Informal Student Review is initiated when an instructor, advisor, or program administrator requests a meeting with a student to discuss the student's professional behavior or academic progress and to identify areas for improvement. The student's instructor(s), academic advisor, BSW/MSW Program Coordinator, BSW/MSW Field Education Coordinator, and/or Director of the School of Social Work may attend an Informal Student Review. The Informal Student Review meeting and the expectations for improving professional behavior or academic progress are documented in writing in the student file.

An Informal Student Review may also be accompanied by a referral to the UAA Dean of Students Office if there is a violation of academic integrity or the UAA Student Code of Conduct.

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

### **School of Social Work Formal Student Review**

A Formal Student Review is initiated by an instructor, advisor, or program administrator when a concern identified through the Informal Student Review process is not adequately resolved, or when the student's behavior or lack of academic progress places them at risk of removal from the academic program, such as a violation of the NASW Code of Ethics or failure to meet the academic program standards. A Formal Student Review may be accompanied by a referral to the UAA Dean of Students Office if there is a violation of academic integrity or the UAA Student Code of Conduct.

1. The person requesting a Formal Student Review must submit a written summary of the issue(s) that need to be reviewed to the Director of the School of Social Work. The Director will appoint a Student Review Committee within five (5) days of notification of an issue. A request for a formal review can be based upon concerns for a violation of the NASW Code of Ethics or failure to make academic progress.
2. A Student Review Committee is appointed by the Director of the School of Social Work and is minimally comprised of three of the following as voting members: a member of the Social Work faculty, the student's Faculty Advisor, the BSW / MSW Field Education Coordinator, and the BSW / MSW Program Coordinator. Additional faculty may be appointed to the committee as appropriate. The faculty member requesting the review can serve on the committee, but may not serve as the Hearing Officer. A minimum of three voting members are required to take action.
3. The Director of the School of Social Work will appoint a non-voting faculty member as the Hearing Officer for the Student Review Committee. The Hearing Officer is responsible for:
  - a. scheduling the meeting within ten (10) working days;
  - b. providing written notification of the meeting to the student and committee members – including notice of who will preside as the Hearing Officer, a contact phone number, and the issue(s) to be reviewed;
  - c. conducting the meeting; and
  - d. providing the student and the Director with the written decision of the committee within five (5) days of the meeting.
4. The Student Review Committee may review the student file, any official documents related to the issue(s) presented – such as field or classroom materials, and supplemental information deemed appropriate by the Hearing Officer. If additional information is necessary for a fair process, the committee can suspend action and reconvene within five (5) days.
5. Violation of the NASW Code of Ethics: A Student Review Committee can be charged with the responsibility of determining if a student has violated the NASW Code of Ethics. The



committee will use the NASW Code of Ethics as a frame of reference for assessing a social work student's conduct. The review process does not automatically imply legal liability or violation of the law. (See the NASW Code of Ethics, Purpose of the NASW Code of Ethics, 2008).

6. Failure to Make Academic Progress: A Student Review Committee can be charged with the responsibility of determining if a student has failed to meet the academic and/or professional standards of the BSW or MSW program.
7. The final deliberations of the Student Review Committee will be closed to the public and the student.
8. The Student Review Committee can decide one of the following:
  - a. No action be taken;
  - b. Recommend academic warning;
  - c. Recommend probation or continued probation;
  - d. Recommend removal from degree-seeking status. A student can be dismissed from the BSW or MSW Program for lack of academic progress or for violation of the UAA Student Code of Conduct or the NASW Code of Ethics.
9. The Director of the School of Social Work will forward the decision of the committee to the Registrar's Office for action.

The student is encouraged to attend the Student Review Committee meeting, but attendance is not mandatory. The student may bring any materials deemed relevant to the issues. If the student wishes to bring witnesses to the meeting, approval must be obtained from the Hearing Officer. The Hearing Officer is responsible for determining if materials and witnesses are appropriate.

## **Student Appeal of the Decision of the School of Social Work Student Review Committee**

A student may appeal a decision of the School of Social Work Student Review Committee with the Dean of the College of Health. The appeal of an academic decision parallels the process for formally appealing a final grade (see section above). A written request must be provided to the Dean of the College of Health or designee, indicating the basis for requesting an appeal. Formal reviews of academic decisions will be conducted by an Academic Decision Review Committee.

For more information on Resolving Disputes of academic actions, please see the UAA Fact Finder Student Rights, Freedoms, and Responsibilities Section

<http://www.uaa.alaska.edu/deanofstudents/deanofstudentsoffice/uaafactfinder.cfm>

or contact the Dean of the College of Health for instructions on how to appeal an academic decision (907-786-4406).

## **School of Social Work Program Assessment**

The UAA School of Social Work engages in program assessment in order to assess student learning and to engage in 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 at UAA describe the assessment procedures and detail when, where, and how each social work competency is assessed for each program option. Each competency must be assessed by at least two measures, and one of those assessment measures must be based on demonstration of the competency in real or simulated practice situations. Both the BSW program and the MSW program will be using a field evaluation measure and a classroom –based assignment for the two measures of each competency.

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:

[http://www.uaa.alaska.edu/governance/academic\\_assessment\\_committee/Assessment\\_Plans/assessment-plan-documents.cfm#coh](http://www.uaa.alaska.edu/governance/academic_assessment_committee/Assessment_Plans/assessment-plan-documents.cfm#coh)

## **Student Records**

The UAA Catalog contains information regarding official University records. The School of Social Work maintains a record of all BSW and MSW student application and program materials. Student files will include copies of application and admission documents, advising documents, transcripts, field work learning contracts and evaluations, correspondence, and other materials related to student progress through the program. Students are welcome to review their files at any time.

The School of Social Work will maintain files of BSW and MSW graduates according to University Policies regarding records. However, BSW student application admission statement material will be shredded within three months of the student completing the BSW program.

## **Social Work Student Organizations and Student Participation**

- BSW Social Work Student Coalition – The BSW Student Coalition is a recognized UAA Student Club, which brings together social work students to discuss interests and concerns, to promote campus and community involvement, and to build unity among social work students and the community. The Coalition is supported by a social work faculty advisor. Students involved in the BSW Social Work Coalition may be elected to participate on committees within the School of Social Work.
- MSW Student Association – The MSW Student Association provides an opportunity for MSW students to address interests and concerns and to develop activities to increase community among MSW students. The MSW Student Association is supported by a Faculty Advisor. Students involved in the MSW Student Association may be elected to participate on committees within the School of Social Work.
- Epsilon Chi Chapter of Phi Alpha, National Honor Society of Social Work students - All undergraduate students who have declared social work as a major, achieved junior status, and completed a minimum of nine semester hours of required social work courses with an overall grade point average of 3.0 (on a 4.0 scale) and a 3.25 grade point average in the required social work classes are eligible for membership in the Epsilon Chi Chapter of

Phi Alpha, the National Honor Society of Social Work students. Call the School for more information.

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

## **Student Scholarships**

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

- tuition waivers;
- the NASW Alaska Chapter Scholarship;
- the Ella Craig NASW Scholarship;
- the Dove Kull Scholarship; and
- the Syril's Rising Star Scholarship.

Additional scholarship opportunities may be available to BSW and MSW students.

## **Professional Organizations**

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

Students are eligible to join NASW at greatly reduced rates. Membership applications are available from the School of Social Work office. For further information about NASW and the Alaska Chapter, contact:

NASW Alaska Chapter Office  
324 East 5<sup>th</sup> Avenue  
Anchorage, Alaska 99501  
Phone: 907-332-NASW (332-6279)  
E-mail: [director@naswak.org](mailto:director@naswak.org)  
WebSite: <http://www.naswak.org/>

## **Part III. BSW Program Policies and Curriculum**

### **BSW Program Mission**

The mission of the UAA BSW program is to prepare generalist social workers who enhance human well-being and promote social and economic justice for people of all backgrounds, particularly those in Alaska.

Alaska's unique and rich multicultural populations, geographic remoteness and frontier status allow the real potential for skilled social work professionals to make a profound impact on social and economic injustice in our state.

### **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**

- 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.

#### **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 constituents 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.

#### **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.

#### **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 critical 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.
- 5. Engage in policy practice**
  - 5a. Assess how social welfare and economic policies impact the delivery of and access to social services.
  - 5b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
  - 5c. 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**
  - 6a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
  - 6b. Use empathy, reflection and interpersonal skills to effectively engage diverse clients and constituencies.
- 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.
- 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.
- 9. Evaluate practice with individuals, families, groups, organizations, and communities**
  - 9a. Select and use appropriate methods for evaluation of outcomes.
  - 9b. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
  - 9c. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.
  - 9d. 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 2010. The program will seek its next reaffirmation of its accreditation in 2018.

## **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 consumer-centered 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 is based on selective use of knowledge in planned efforts with human systems and social problems.
- Social work practice recognizes human diversity as a strength.
- Social work practice is based on professional values and ethics.
- Social work practice is based on professional relationships.
- Social work practice is based on reciprocal role performance.
- Social work practice is based on a strengths perspective.

Social work education engages the student in 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.

## **Admission to the BSW Program**

Students must satisfy the UAA [Application and Admission Requirements for Baccalaureate Programs](#).

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 social work 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 to the BSW program only during the fall semester. Full admission to the social work program is based upon the requirements listed below.

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 Bachelor of Social Work. Approval from the UAA School of Social Work is required for acceptance of social work transfer credits.

### **Requirements for Full Admission to the Program**

To apply for full admission to the Social Work program, students must have completed the following:

1. Earned a cumulative grade point average (GPA) of 2.50 or above
2. Completed with a grade of C or better or are currently enrolled in SWK A206 and SWK A330
3. Junior standing or have completed of at least 60 credit hours
4. Eligible for social work licensure
5. Demonstrated commitment to social work values and ethics

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:

1. A signed School of Social Work Application for Admission to the BSW degree and practicum for fall enrollment;
2. Written admissions statement;
3. Student practicum interest sheet; and
4. Social work faculty advisor approval to apply.

The admission committee reserves the right to request additional information if necessary. In addition to submission of application materials, each applicant participates in an admission interview conducted by the faculty to assess his or her academic and professional readiness to enter the social work program and participate in 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:

1. Meeting the aforementioned requirements;
2. Beginning competence in client-centered communication and interviewing skills;
3. Demonstration of professional behaviors and interactions with peers, faculty, and staff; and
4. The professional judgment of social work faculty.

Most students do not have all required courses completed at the time of application. 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 grade of C or better prior to the fall semester in which they plan to enter practicum or their admission will be denied. Students who cannot obtain a course grade of C or better in two (2) attempts for any given social work course will be denied admission.

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

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

Course No.	Course Title	Credits
<u>SWK A106</u>	Introduction to Social Welfare	3
<u>SWK A206</u>	Introduction to Social Work	3
<u>SWK A243</u>	Cultural Diversity and Community Service Learning	3
<u>SWK A330</u>	Social Work Practice with Individuals	4
<u>SWK A342</u>	Human Behavior in the Social Environment	3
<u>SWK A424</u>	Social Work Research	3
<u>SWK A430</u>	Social Work Practice with Families and Groups	3
<u>SWK A481</u>	Case Management in Social Work Practice	3
<u>SWK A482</u>	Writing for Social Work Practice	3
Total Credits		28

The UAA School of Social Work BSW degree program only accepts students who are eligible to receive Alaska state licensure. Please contact the School of Social Work for further information.

### **Admission Decisions**

The UAA BSW Admissions Committee, which is composed of faculty of the UAA School of Social Work, reviews all applications to the BSW program. The Committee determines admission and conditions to admission to the BSW program based on a combination of factors, including:

- GPA;
- Readiness for practice and demonstration of critical thinking and writing ability based on the written admission statement;
- Ability and suitability for practicum through individual interview;
- Assessment of the applicant's understanding of and commitment to social work and their capacity for the profession; and
- Interpersonal interactions.

General education, admission and major requirements listed here 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. 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.



## **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.

## **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.

## **Objectives of Academic and Professional Advising**

1. To provide information about the BSW program, social work as a profession, and the suitability of this course of study for the individual student.
2. To provide specific information about courses, registration, and program requirements.
3. To 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.
4. To acquaint students with the BSW admissions procedures.
5. To assist in setting individualized learning and professional objectives within the overall program and areas of emphasis within the program.
6. To assist students in evaluating progress and performance.
7. To assist students with seeking remedies in complaints.
8. If necessary, to assist students in entering another area of study.
9. 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.

At a minimum, a student will be required to meet with their advisor prior to:

- 1) Registering for SWK A330;
- 2) Applying for admission into the BSW program/practicum to certify academic readiness; and
- 3) 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**

### **Freshman/Sophomore 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. Prerequisite: SOC A101 with a minimum grade of C. 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 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 Courses**

**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: 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 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 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: 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.

## **General University Requirements for the BSW Degree**

### **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.**

### **Grade Policies**

Student 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.

### **BSW Graduation Requirements**

- Satisfy the General University Requirements for Baccalaureate Degrees.
- Complete the General Education Requirements for Baccalaureate Degrees.
- Complete the Major Requirements below. It is recommended that students take one or two 3-credit electives each semester to bring total credits to the required 120.
- A total of 120 credits is required for the degree, of which 42 must be upper division.
- Students apply for graduation through their UAOnline Account. Please visit the UAA Graduation and Degree Services for instructions on applying for graduation. Application for Graduation deadlines are the Friday before finals for the semester in which the student intends to graduate. Students must apply by appropriate deadlines and pay the \$50 application fee; an additional fee of \$50 is applied to late applications.

Students who apply for graduation and who do not complete their degree/certificate requirements by the end of the semester in which they have been approved to graduate, but

are within six credits of completion, will have their application request changed to the following semester by the Office of the Registrar (spring to summer, summer to fall or fall to spring). This courtesy change will be granted one time. Students with more than 6 outstanding credits of requirements remaining, or who have 6 credits or fewer remaining for a second semester, must reapply for graduation and pay another application fee.

## Major Requirements

### BSW Required Liberal Arts Foundation 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.

<u>ANTH A200</u>	Natives of Alaska	3
or <u>ANTH A202</u>	Cultural Anthropology	
<u>BA A151</u>	Introduction to Business	3
or <u>ECON A201</u>	Principles of Macroeconomics	
or <u>ECON A202</u>	Principles of Microeconomics	
<u>BIOL A102</u>	Introductory Biology	3-6
or <u>BIOL A108</u>	Principles and Methods in Biology	
or <u>BIOL A111</u>	Human Anatomy and Physiology I	
or <u>BIOL A112</u>	Human Anatomy and Physiology II	
<u>ENGL A120</u>	Critical Thinking	3
or <u>PHIL A101</u>	Introduction to Logic	
or <u>PHIL A201</u>	Introduction to Philosophy	
or <u>PHIL A301</u>	Ethics	
or <u>PHIL A421</u>	Philosophy of the Sciences	
<u>PSY A150</u>	Lifespan Development	3
<u>SOC A101</u>	Introduction to Sociology	3

### Core Social Work Courses

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

## Program Worksheet (2016/2017 Catalog)

### UAA BACHELOR OF SOCIAL WORK DEGREE PROGRAM WORKSHEET 2016-17 CATALOG

#### GENERAL EDUCATION REQUIREMENTS (34 CREDITS NEEDED)

Type of GER	Credits	Recommended Classes to fulfill GERS	Semester Completed
Oral Communication	3	<input type="checkbox"/> COMM A111 or <input type="checkbox"/> A235 or <input type="checkbox"/> A237 or <input type="checkbox"/> A241	
Written Communication	6	<input type="checkbox"/> ENGL A111 and any one of: <input type="checkbox"/> ENGL A211 <input type="checkbox"/> ENGL A212 <input type="checkbox"/> ENGL A213 <input type="checkbox"/> ENGL A214 <input type="checkbox"/> ENGL A311 <input type="checkbox"/> ENGL A312 <input type="checkbox"/> ENGL A414	
Quantitative Skills	3	<input type="checkbox"/> MATH A151 <input type="checkbox"/> MATH A121 <input type="checkbox"/> MATH A152 <input type="checkbox"/> MATH A155 <input type="checkbox"/> STAT A252 ( <i>Required with "C" or better for MSW Programs</i> )	
Humanities	6	<input type="checkbox"/> see University catalog for GER options <input type="checkbox"/> see University catalog for GER options	
Fine Arts	3	<input type="checkbox"/> see University catalog for GER options	
Social Sciences	6	<input type="checkbox"/> SOC A101♦ ▪ <input type="checkbox"/> PSY A150♦ ▪	
Natural Sciences	3	<input type="checkbox"/> BIOL A102♦ ▪, or <input type="checkbox"/> BIOL A108♦ ▪, or <input type="checkbox"/> BIOL A111♦ ▪, or <input type="checkbox"/> BIOL A112♦	
Second Natural Science	3	<input type="checkbox"/> see University catalog for options	
Natural Science Lab	1	Natural Science Lab	

♦ Must receive grade of "C" or better

▪ PreRequisites for Social Work Liberal Arts Courses

#### MAJOR REQUIREMENTS

Additional Liberal Arts Foundation Requirements Must receive grade of "C" or better (9 credits needed)			
Class	Notes	Credits	Semester Completed
<input type="checkbox"/> ANTH A200 or <input type="checkbox"/> ANTH A202	Select 1 Course	3	
<input type="checkbox"/> BA A151 or <input type="checkbox"/> ECON A201 or <input type="checkbox"/> ECON A202	Select 1 Course	3	
<input type="checkbox"/> ENGL A120      Critical/Creative Thinking <input type="checkbox"/> PHIL A101      ➤ Introduction to Logic <input type="checkbox"/> PHIL A201      ➤ Introduction to Philosophy <input type="checkbox"/> PHIL A301      ➤ Ethics <input type="checkbox"/> PHIL A421      Philosophy of the Social Sciences	Select 1 Course	3	

➤ May be used to fulfill Humanities GER

**Social Work Courses**  
**Must receive grade of "C" or better**  
**(52 credits needed)**

Class	Crs	Completed	Class	Crs	Completed
SWK A106 Intro to Social Welfare	3		<b>SENIOR YEAR IN THE FALL SEMESTER:</b>		
SWK A206 Intro to Social Work (SW)	3		SWK A429 Trauma and Crisis Interv.	3	
SWK A243 Cultural Diversity & Comm Svc	3		SWK A495A SW Practicum I	3	
<b>JUNIOR YEAR IN THE FALL SEMESTER:</b>			<b>SENIOR YEAR IN THE SPRING SEMESTER:</b>		
SWK A330 SW Practice w/Individuals	4		SWK A406 Social Welfare: Policy	3	
SWK A342 Hum Behavior in Soc Environment	3		SWK A331 SW Pract w/Orgs & Comm	3	
SWK A424 SW Research	3		SWK A495B SW Practicum II	3	
<b>JUNIOR YEAR IN THE SPRING SEMESTER:</b>			<b>ELECTIVES FOR JUNIOR OR SENIOR YEAR IN FALL OR SPRING:</b>		
SWK A430 SW Practice w/Families & Groups	3		SWK Elective 300 or 400 Level	3	
SWK A481 Case Management	3		SWK Elective 300 or 400 Level	3	
SWK A482 Writing for SW Practice	3		SWK Elective 300 or 400 Level	3	

**HONORS**  
**Must have GPA of 3.75 or higher in**  
**ALL UPPER DIVISION Social Work courses (courses 300 & up)**

Class	Credits	Semester Completed
SWK 498    Advanced Community-Based Research (Fall of Senior Year)		
and    One course in Applied Statistics* w/ a grade of C or better		

*\*speak with your advisor regarding the courses which fulfill this requirement*

**General Electives – to bring total credits to 120**


**Credits to Date:** \_\_\_\_\_

**Total Credits Required for a Bachelor's Degree = 120**  
**42 of this must be at the 300 level or higher**



### Example Four-Year Full-Time BSW Plan of Study

This provides an EXAMPLE of a suggested BSW Plan of Study taking courses full time, fall and spring semesters only, over four years including 120 total credits and 52 social work credits. 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.

<b>Fall Freshman Year (15 credits)</b>	<b>Spring Freshman Year (15 credits)</b>
SOC A101 Introduction to Sociology (3)	PSY A150 Lifespan Development (3)
ENGL A111 (3)	SWK A106 Introduction to Social Welfare (3)
Fine Arts GER (3)	COMM A111, A235, A237, or A241 (3)
General Electives (6)	Humanities GER (3)
-	General Electives (3)
<b>Fall Sophomore Year (15-16 credits)</b>	<b>Spring Sophomore Year (15 credits)</b>
ENGL A211, A212, A213, A214, A311, A312, or A414 (3)	2 <sup>nd</sup> Natural Science GER (3)
<sup>1</sup> SWK A206 Introduction to Social Work (3) or SWK A243 Cultural Diversity & Community Service Learning (3)	SWK A243 Cultural Diversity & Community Service Learning (3) <i>or</i> SWK A206 Introduction to Social Work (3)
BIOL 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) ( <i>STAT A252 with "C" or better is a prerequisite required for the MSW program</i> )
General Electives (2)	ENGL A120 or PHIL A101, A201, A301, A421 (3)
BA A151 or ECON A202 or A202 (3)	-
<b>Fall Junior Year (15 credits)</b>	<b>Spring Junior Year (15 credits)</b>
<sup>2</sup> SWK A330 Social Work practice with Individuals (4)	SWK A430 Social Work Practice with Families and Groups (3)
SWK A424 Social Work Research (3)	SWK A481 Case Management (3)
SWK A342 Human Behavior in the Social Environment (3)	SWK A482 Writing for Social Work Practice (3)
ANTH A200 or A202 (3)	SWK 300/400 Upper Division Elective (3)
General Electives (2)	General Electives (3)
<b>Fall Senior Year (15 credits)</b>	<b>Spring Senior Year (15 credits)</b>
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 A495A Generalist Practicum II (3)
General Electives (6)	SWK 300/400 Upper Division Elective (3)
-	General Electives (3)

Notes. <sup>1</sup>SWK A206 must be completed before beginning junior level social work courses;

<sup>2</sup>Non-elective junior and senior year courses must be taken in the semester and sequence indicated in this plan.

## Other BSW Degree Policies

### Technology

BSW students should be competent in accessing the internet, navigating web pages, checking and responding to email, and attaching files to email. You will need to be familiar with word processing software and media playing software. Most courses in the School of Social Work utilize the Blackboard course management system, so you will need to become familiar with it.

UAA students are given an 8-digit student identification number as well as a username. To look up your student ID #, username, or to reset your password, please visit the UAA "Me" site. Note that you will use your username and password to access UAOnline, Blackboard, and your university email account.

**All official School of Social Work correspondence will be sent to your UAA email address, so it is very important to check your UAA email regularly.**

### Credit for Life and/or Job Experience

The UAA BSW program does not offer academic credit for life experience, previous work experience, or for practicum or internships completed as part of non-accredited BSW degree programs.

### Transfer of Credits

The BSW Program operates under the transfer credit policies and procedures of UAA. Under these policies the admissions office completes an assessment of a student's academic record with specific focus on general education requirements.

Credits are earned at UAA or may be transferred here in accordance with overall University transfer policies as detailed in the UAA catalog. The following are procedures that guide the transfer student:

1. Official transcripts (those sent directly from one university to another) are sent to Enrollment Management at UAA.
2. UAA Enrollment Management evaluates transfer credits, issues a statement of credits accepted, and indicates the area in which they will be applied in the BSW program at UAA. (Credits from non-accredited BSW programs generally are not accepted as substitutes for credits in the Social Work major).
3. Courses not in the Social Work major are reviewed by the faculty advisor and student to determine which UAA general education requirements have been satisfied. If appropriate, the advisor will assist the student with a petition to receive credit(s) for courses initially **not** accepted by Enrollment Services.
4. Courses from an accredited program which are in the major and which have tentatively been reviewed by Enrollment Services are reviewed by the School of Social Work to determine final transferability. Such review is based upon the similarity of course content, requirements, and field experience.

Similarity is validated by such things as equivalent course outlines, course syllabi, and/or equivalent course descriptions. The School of Social Work gives final approval regarding which UAA Social Work courses are equivalent to the transfer credits. It is recommended that transfer students locate course descriptions, outlines, syllabi, and other documentation needed to support transfer and petition requests for UAA Social Work courses.

### **Academic Appeals**

BSW students have the right to appeal academic decisions. Please see Section 1 of the BSW Handbook and the UAA Fact Finder/Student Handbook (<https://catalog.uaa.alaska.edu/handbook/>) for more information.

### **Departmental Honors in Social Work**

The Bachelor of Social Work program recognizes exceptional performance by conferring departmental honors in social work. In order 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 degree. A minimum of 30 credits applicable to the BSW degree must be completed at UAA.
3. Have a GPA of 3.75 or higher in upper division (300- and 400-level) social work courses.
4. Completion of SWK A498 Advanced Community-Based Research
5. One course in applied statistics with a grade of C or better.

Successful completion of departmental honors in social work in the UAA BSW program earns the right to waive a regular review of an admission packet to the foundation curriculum of the UAA Master of Social Work program. Students are responsible for completing a UAA Graduate Application for Admission and a program application for admission to the MSW program.

The application packet should be submitted to the MSW Admissions Committee by the application deadline, with request to waive the regular review process. Admission to the full program will be granted if the applicant meets all of the requirements for departmental honors. Students interested in waiving the foundation curriculum must apply for advanced standing with a full review.

## PART IV: FIELD EDUCATION

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 as a 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 and provides templates and instructions necessary for each student's practicum placement.

Your input 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:

[http://www.uaa.alaska.edu/socialwork/field\\_education/bsw.cfm](http://www.uaa.alaska.edu/socialwork/field_education/bsw.cfm)

### 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 also 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 Portfolio:** A 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/final 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 in order 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 of 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 as long as 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.

## **Integration of the BSW Curriculum and Field Experience**

### ***BSW Curriculum Integration***

Field education and the practicum course offer the student an opportunity to integrate the knowledge, values, and skills developed in academic courses with hands-on experience in a community setting under the supervision of an experienced social work professional. Both the assignments and the weekly seminar course also facilitate the integrative process through further critical analysis and discussion among students at similar levels of professional development.

The UAA BSW Program has identified student learning outcomes/competencies that guide expectations for each student in field education and must be reflected in the activities and tasks specified by the student in each semester's Learning Contract. Each student's written self-assessment regarding progress during the fall and spring semesters will be centered on the degree to which tasks of the Learning Contract were completed and student learning outcomes/competencies were achieved as evidenced by artifacts/indicators. As a part of this self-assessment, the student will recommend a percentage grade for him/herself, but this is not factored into the student's grade for the semester. The social work field instructor will also complete a written evaluation at the end of each semester based on the student's progress toward completing Learning Contract tasks and overall achievement of student learning outcomes/competencies. The field instructor will recommend a percentage grade for a given semester based on the student's achievements and this will be 50% of the student's final grade for the semester. The student learning outcomes/competencies identified for the practicum course will also be discussed as weekly topics during the practicum seminar throughout both the fall and spring semesters.

Specifically, at the completion of the social work practicum, students demonstrating the following student learning outcomes/competencies will be able to:

1. 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);
2. Demonstrate ethical and professional behavior;
3. Engage diversity and difference in practice;

4. Advance human rights and social, economic, and environmental justice;
5. Engage in practice-informed research and research-informed practice;
6. Engage in policy practice;
7. Engage with individuals, families, groups, organizations, and communities;
8. Assess individuals, families, groups, organizations, and communities;
9. Intervene with individuals, families, groups, organizations, and communities; and
10. Evaluate practice with individuals, families, groups, organizations and communities.

As noted above, completion of Learning Contract tasks will be addressed and commented upon in student self-assessments and field instructor evaluations. The timeline for achievement of the student learning outcomes over the course of the two-semester field experiences (fall and spring) may vary depending upon the placement agency and learning opportunities offered, but demonstration of the competencies is expected by the conclusion of the practicum sequence.

### **Field Education Roles, Tasks, and Responsibilities**

#### ***Social Work Program Responsibility for Coordination of Field Education***

1. Appoints a Coordinator of Field Education and sufficient other field faculty in order to administer and implement the BSW Field Education Program per CSWE standards;
2. Assures good working relationships and communication among students, field instructors, field placement organizations, and the BSW Program;
3. 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;
4. Screens and approve field placement sites;
5. Assists in recruiting qualified social workers to serve as field instructors;
6. Orients and train field instructors;
7. Evaluates field organizations and instructors in terms of their contribution to the educational mission of the practicum course and BSW Program;
8. Establishes criteria and process for evaluation of student performance; and
9. 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 Responsibilities***

1. 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;

2. Serves as the representative of the BSW Program with the field site agency and personnel associated with the field work placement;
3. Coordinates the placement process at specific sites as requested by the BSW Field Education Coordinator;
4. Assure implementation of BSW Program and field education policies and procedures in all aspects of the practicum experience by providing consultation and necessary materials;
5. Facilitates students' professional growth in the field placement agency and assists any party in managing difficulties that may arise in the placement;
6. 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;
7. Participates in field education activities such as student and field instructor orientations, placement fairs, and field instructor colloquia;
8. 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
9. Conducts practicum seminar(s).

### ***Field Instructor Responsibilities***

The social work field instructor:

1. Facilitates 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;
2. Helps 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;
3. Promotes 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;
4. Maximizes 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;
5. Assures that students are able to implement social work values and ethics in all professional interactions in the field work setting through weekly supervision and by example;
6. Facilitates 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



7. Promotes the continuous improvement of the BSW Program and practicum course through participation in feedback activities designed to evaluate and revise the program and course.

### ***Agency Supervisor 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:

1. 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;
2. 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;
3. 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;
4. Helps the agency support the placement by provision of adequate working space and other essential materials;
5. Promote 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;
6. 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
7. Monitors student completion of any agency required background checks and/or confidentiality training and notify faculty liaison of any non-compliance.

### ***Role of the Agency Representative (where distinct from the Field Instructor or Agency Supervisor):***

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

### ***Student Responsibility for Field Education***

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

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

**Additionally**, students are responsible for the following:

1. Accepts responsibility for and ownership of his/her own learning process.
2. Actively seeks 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.
3. Within the placement setting, engages in professional relationships and change efforts in a manner that reflects a commitment to the ethics and values of the social work profession, and to the mission, policies, and procedures of the placement organization, and that assures the confidentiality of clients at all times and in all circumstances.
4. Engages with the field instructor in preparing a learning contract to guide the field learning process.
5. In response to varied client needs and requests, selects 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.
6. Completes placement and seminar learning assignments as required by the learning contract and the course syllabus in a timely and appropriate manner.
7. Completes the weekly learning reflection assignment and time sheet and provide copies to the field instructor and the faculty liaison in a timely manner.
8. Completes all other required written work essential to effective practice in the agency and documents work through the compilation of the learning portfolio.
9. Prepare for and participate in weekly supervision meetings with the field instructor.
10. Meets 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.
11. Attends and actively participate in the weekly field seminar.
12. Completes all University requirements in relation to the field placement.
13. Engages in on-going self-assessment, including a formal written end-of-semester self-assessment, in concert with the field instructor and the faculty liaison.
14. Informs the field instructor and the practicum seminar instructor of potential problems and conflicts in a timely and appropriate manner so as to ensure opportunity for discussion and problem solving at the earliest possible time.
15. Provides the BSW Field Education Coordinator with an end of the year evaluation of the field placement experience.

## **Student Admission to the Field Education Practicum and Placement Process**

### ***Student Admission to the Field Education Practicum***

The request for formal admission to the BSW degree program and the application for practicum are submitted together in October of any given year. The admission process and requirements are outlined in Section III of this handbook. Students must be fully admitted to the BSW degree program and practicum before being placed in a field education placement setting. It is recommended and assumed that students entering a practicum placement will have sufficient coursework completed to allow for a moderate course load (9 to 15 credits) while doing field work. Once a student is accepted into the BSW program and is beginning the practicum, there are responsibilities that the student bears which contribute to a successful academic and experiential year.

### ***Practicum Placement Process***

Student placement and approval of all student practicum placements is the responsibility of the BSW Field Education Coordinator.

The program attempts to match educational needs and student preferences with availability of practicum placements. However, educational needs must take precedence. Criteria used for placement decisions include, but are not limited to: the student's prior experiences, educational needs, interests and career objectives, learning opportunities within the agency, and the qualities and expectations of the practicum instructor and organization. All field sites must maintain a current affiliation agreement with the School of Social Work.

In order to maximize diversity in learning, the program generally 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. Students are expected to accept referrals made by the program and to represent themselves in the best possible manner during the placement process. Refusal to accept a placement referral or placement offer without a reason acceptable to the BSW Field Education Coordinator may result in cessation of further placement referrals. The program also may not make additional referrals of students who have been denied acceptance at an agency for reasons reflecting on the student's unprofessional performance. In addition, students who have been denied acceptance at two or more agencies may be required to meet with the BSW Field Education Coordinator in order to identify and correct the issues resulting in denials. Failure to negotiate a placement in a timely manner may result in a student review.

The BSW Field Education Coordinator may approve or deny any practicum placement based on his/her professional judgment as to whether the agency/program will: 1) uphold the educational mission of the BSW program; and 2) afford adequate opportunities for students to demonstrate the student learning outcomes/competencies.

The School of Social Work reserves the right to refuse to place a student or continue a placement when there is evidence that the student has engaged in activities or conduct incompatible with the profession of Social Work or is substantially impaired in areas that are essential to field education. The student will be notified in writing of the School's decision should this occur.

**The following steps will be followed in the order listed for all placements:**

1. All students admitted to the BSW Program who will be enrolled in Practicum the following fall semester are expected to attend an orientation to the practicum placement process held early in the spring semester prior to the senior year, typically in late January.

This orientation will:

- familiarize the student with the expectations of the practicum course
  - provide an overview of practicum placement opportunities
  - review the guidelines of the placement process
  - discuss and schedule the pre-placement interview
2. Students must schedule a pre-placement interview with the BSW Field Education Coordinator. Students are provided an opportunity to schedule this interview during the orientation to the practicum placement process. These interviews are scheduled to take place during late January through mid-February. The purposes of this interview are to:
    - discuss placement opportunities
    - discuss the type of placement or agency that might best meet the student's educational needs
    - address individual issues related to the practicum including special accommodations, proscriptions, etc.
  3. Based on discussions during this interview, students are provided written referrals by the BSW Field Education Coordinator to interview in-person with agencies and programs. Students should not contact agencies without having obtained a prior approval in the form of a written referral by the BSW Field Education Coordinator.

Upon receiving a referral, the student schedules an interview directly with the identified contact person at the referral agency. Placement sites may require submission of a resume or application before scheduling the interview; students will be informed of this when the written referral is provided.

4. The student will bring a completed referral form to the agency for the interview. The interview should be viewed as a mutual assessment process addressing some or all of the following:
  - the student's career goals
  - the student's expectations for a practicum
  - the student's strengths and weaknesses as pertinent to the placement
  - the kinds of experiences the agency can offer relevant to the learning expectations of the practicum course
  - the agency's expectations of the student
  - the frequency and format for supervision
  - student's schedule in the context of agency business hours
  - additional independent learning that will be required by the agency
5. Following the interview, the agency will return the referral form to the BSW Field Education Coordinator indicating interest in hosting the student. The BSW Field Education Coordinator will discuss practicum options based on where the student was accepted for practicum. Once a decision has been reached by the student and the BSW

Field Coordinator, the BSW Field Coordinator will confirm the practicum via a confirmation email that is sent to the student, the agency supervisor, and/or the field instructor.

6. Students may be required to submit to physical and background checks as a prerequisite of acceptance by a placement organization. These may include TB tests, fingerprinting, driving records, checking Federal debarment lists, immunization records, child and sexual abuse registries, etc. Some agencies may refuse to accept the student based on findings, a student's refusal to complete a check, or student's failure to obtain immunization required by agency policy.
7. Placement starting dates may begin following the fall orientation activities, though students may begin agency orientation processes prior to this. Following confirmation of the placement by the BSW Field Education Coordinator, students may contact their field instructors and/or agency supervisors to establish the date and time to begin field placement activities.
8. The Affiliation Agreement between the University and the agency must be signed before the practicum placement can begin. Typically, the department would not allow students to start their practicum before the Affiliation Agreement is signed by both parties (the University and the agency/program).

## **Practicum Agency and Personnel Selection**

### ***Placement Resource Development***

Per the Council on Social Work Education, the field education experience is social work's "signature pedagogy" (EPAS 2015, Educational Policy 2.2, p. 12). For most social work students, the heart of their professional educational experience is their social work practicum placement. It is during the practicum that the student pulls all the pieces of his/her professional education together in the "real world" of an organization delivering services to a consumer population.

The field faculty makes every effort to recruit a wide range of agencies, field instructors, and client populations served that reflect the diversity of the community. Educational opportunities that can be offered to social work students are explored in advance of any planning for student placement in order to ensure that such arrangements will both support the mission and goals of the host organization and meet the learning expectations of the social work degree program. Suggestions for the development of specific placement sites may be initiated by interested agencies, University of Alaska Anchorage faculty, students, advisory committees, or other interested parties. Suggestions of practicum placement sites should be addressed to the BSW Field Education Coordinators who will determine if the organization is interested and meets CSWE criteria. Organizations or agencies interested in hosting BSW social work students may be requested to submit an Organization Profile as the initial step in the process.

The School also seeks out professional degreed social workers in the practice community who have the necessary qualifications and interest in working with placement students. This section describes the UAA Social Work School's process for selecting and preparing

organizations and the professionals who will work with students during their practicum placements.

### ***Agency Selection***

The UAA BSW Program selects host organizations demonstrating the following qualities:

1. Willingness by the agency to assist the UAA Social Work Program to meet its goals and objectives for professional social work education;
2. Commitment of necessary staff time and resources to support, supervise, and evaluate students placed at the agency;
3. A philosophy of service that is congruent with social work values and ethics;
4. Provision of work space, equipment, and resources necessary for performance of tasks assigned the student;
5. Willingness and ability to assist the university in providing appropriate and diverse learning opportunities for students;
6. Identification of a staff member meeting CSWE requirements to serve as field instructor or willingness to enter into an agreement with a social worker meeting those requirements to serve as field instructor;
7. Identification of a staff member to serve as agency representative/supervisor when the field instructor is off-site;
8. Willingness to expose and involve the student in all agency functions relevant to the placement, including unit staff meetings and case conferences;
9. Acceptance of students without discrimination related to race, ethnicity, age, gender, sexual orientation, religion, physical disability, or political belief;
10. The existence of adequate agency resources to develop and operate the agency program without dependence upon students, unless the following conditions are satisfied:
  - the student's role in the development of a project is negotiated in advance;
  - the proposal represents a unique learning opportunity for the student; and
  - the student is not used in lieu of paid staff or compensated in any way for the work; and
11. Timely and accurate submission by the organization and staff involved in the proposed placement of required information necessary to determine if CSWE requirements are met.

### ***Selection Criteria for Field Instructors***

The UAA BSW Field Education Program recruits and selects field instructors who meet the following criteria:

1. Possess BSW or MSW degree from an accredited school of social work;
2. Have a minimum of two years of post-degree professional social work experience;
3. Demonstrate a commitment to professional ethics and values, including no history of, or charges pending, before any state licensing board, violations of the NASW Code of Ethics, nor have been convicted of, or having charges pending, a felony or misdemeanor criminal violation other than a moving violation of the motor vehicle code.

4. Be in one of the following roles:
  - a. An employee of the field work agency who meets the CSWE standard of holding a baccalaureate or master's degree in social work from a CSWE- accredited program and has 2 years post-social work degree practice experience in social work;
  - b. A social worker who is not an employee of the agency but meets CSWE standards of holding a baccalaureate or master's degree in social work from a CSWE- accredited program and has 2 years post-social work degree practice experience in social work, and is willing to serve as an outside field instructor and enters into an agreement with the university and the placement agency; or
  - c. A UAA faculty member or employee meeting CSWE standards of holding a baccalaureate or master's degree in social work from a CSWE-accredited program and has 2 years post-social work degree practice experience in social work who enters into an agreement with the department and the practicum agency to serve as an outside field instructor when the agency does not have a person meeting CSWE standards available. (EPAS 2015, Educational Policy B2.2.9, p. 13).
5. Understands the goals and objectives of social work education and demonstrate commitment and capability to take on the role of social work educator and mentor.
6. Demonstrates ability to conceptualize, communicate and demonstrate in practice the knowledge and skills of generalist social work.
7. Submits necessary documentation to the social work program to demonstrate competency and preparedness for the role of field instructor, including the UAA Field Instructor Application.
8. Has adequate time available to provide supervision for the student and to 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.

## **Orientation and Training of Field Instructors**

### ***General***

Professionals involved in the UAA field education process take on a role crucial to the development and training of Alaska's future professional social workers. This includes the responsibility to understand the student learning outcomes of the program and his/her role in assisting the student to attain them. The UAA BSW Field Education Program annually provides a comprehensive orientation at the outset of each academic year. Additionally, a variety of means are utilized throughout the year to help field instructors and other agency personnel who work with students sustain their roles, including participation in site visits, provision of written materials, and offering on-site and/or telephone consultation. The faculty liaison and the BSW Field Education Coordinator are available for consultation as needed in addition to regularly scheduled contacts.

### ***Orientation for Field Instructors and Agency Supervisors***

Social workers who apply to serve as field instructors for BSW students must complete an orientation/training held at the beginning of the fall semester each year. The orientation is designed to answer many common questions, introduce faculty, encourage interaction, and prepare the field instructor for the supervisory role. Agency supervisors are also encouraged to attend these sessions. Certificates of attendance are provided for all training activities, indicating content and number of hours of the training. All field instructors attend the orientation session even if they have attended during an earlier year. Students attend the orientation session as well in order to ensure all parties are exposed to the same program-related material and are able to begin to work together as a team on the field education experience. The content of the orientation will address some or all of the following areas:

- 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, including diversity as an issue in supervision
- Skill-building for educational assessment and learning plan development and for evaluation and documentation of student learning
- Problem-solving in placement supervision
- Evaluation measures and criteria for evaluation

### **Practicum Options and Employment**

#### ***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.

#### ***Placements Outside of the Anchorage Area***

The BSW Field Education Coordinator will work closely with students who desire or require placements outside of the Anchorage area. Such placements are dependent upon



the availability of faculty and agency resources to accommodate student requests, and may be difficult to arrange because of the concurrent structure of the BSW field education program. Students are encouraged to make their desires known at the earliest possible time to the BSW Field Education Coordinator, and must recognize that such a request may extend the number of semesters necessary to complete the degree.

The additional costs of any distance placement, such as telephone and faculty travel costs, will be considered before approving that placement. Students may be asked to assume financial responsibility for those additional costs as a condition of having the placement approved. Costs will include at least one on-site visit per semester by the practicum seminar instructor and any telecommunication costs. New placements will require at least one pre-placement planning visit.

### ***Practicum within the Student's Place of Employment***

Students completing a practicum placement in their place of employment are required to complete an agreement that clearly delineates how the practicum placement is distinguished from employment responsibilities. To ensure the role of student learner, student assignments and field education supervision are not the same as those of the student's employment, as required by CSWE accreditation (EPAS 2015, Educational Standard 2.2.11, p.13).

## **Practicum Requirements and Expectations**

### ***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 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 in order 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 in order 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 Section II of this handbook for details about "Incomplete" Grades.

## **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. In order 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 back 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 in an attempt 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 in order to meet educational objectives.

#### *Agency Initiated Termination*

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

#### ***No-Fault Agency Initiated Termination***

A placement 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 insure that the educational objectives of the practicum are met. Additional hours and/or extension of the student's practicum may be necessary in order to meet student learning outcomes.



### ***Agency Initiated Termination for Cause***

If an agency has concerns about the performance, ethics, professionalism, or behavior of the student 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 formal student review. (See handbook for details of student review process).

### ***Criteria for Termination for Cause***

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

1. excessive absenteeism or tardiness;
2. repeated failure to provide reasonable notice of an absence from the field placement or failure to appear as scheduled for three or more consecutive days without approval of the field instructor and agency representative;
3. termination of a placement by the student without following prescribed procedure;
4. serious or repeated violations of the NASW Code of Ethics;
5. serious or repeated violations of the agency's policies and procedures;
6. sustained low level of performance unresponsive to corrective action;
7. reporting to the practicum site under the influence of drugs or alcohol;
8. evidence of a personal behavior problem of the student manifesting itself in performance in the practicum or one that is incompatible with the profession of Social Work such as abusing a child, elder, or dependent person under his or her care; domestic violence conviction; criminal acts; or current substance abuse or dependence;
9. maintaining, after it has been addressed, a hostile, negative attitude incompatible with the values of the profession of social work manifested in behavior toward clients, instructors, peers, agency staff, or university personnel;

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

### ***Student DROPS and WITHDRAWALS from Practicum Courses***

Students should follow regular university procedures and requirements for dropping or withdrawing from a practicum course. The student must meet with the practicum seminar instructor if dropping or withdrawing after a placement has been made to insure 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.

## **Safety and Risk Management**

### ***General Policy***

Students should recognize that field placements, as any workplace, may involve exposure to potential risks and hazards. In addition to documented risks from disgruntled employees and clients, many agencies serve clients with histories of assaultive behavior or employ modes of intervention such as home visits in which security may be significantly less than with traditional office-based services. The field instructor and agency representatives working with the student should describe any known risks or potential hazards to the student in advance. No student should knowingly expose him/herself to bodily injury or harm and no field instructor or agency representative should assign a student to a function where such risk is present without training specific to the risk and without teaching the reasonable precautions a prudent social worker would take in such situations. Exposure of students to known risks should occur only if there is no other way to accomplish an educational objective. In all situations, students should be permitted to decline any assignment which exposes them to excessive risk without prejudice.

Students are expected to take reasonable precautions for their own safety. This includes parking vehicles in safe areas, avoiding being the only person in an office after hours without adequate security, avoiding being alone with clients known to be violent, and leaving the site of a home visit immediately on discovering that drugs or alcohol are in use.

The following suggestions are offered for ways for agencies to proactively address the issue of safety and risk management:

1. Preparing/training the student to deal with emergencies and crises that are likely to be a part of the agency experience.
2. Establishing guidelines for student behavior, dress, interactions, and communications that minimize potential risk for harm or injury.
3. Carefully selecting clients to be assigned to the student.
4. Routinely keeping the student informed and aware of issues and events that might lead to risk for harm or injury.
5. Determining the extent to which there is risk of harm or injury when the student is involved in client-related or other interactions away from the agency setting.
6. Reviewing the liability coverage of the agency and the University.

### ***Professional Liability and Insurance***

It is a policy of the UAA School of Social Work to provide professional liability insurance for field education students. This is purchased through the University Risk Management Office and is in effect as long as they are operating within the scope and range of agency and University requirements for the field placement. 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.

### ***Student Accident Insurance***

The UAA School of Social Work will offer student accident insurance at no cost for each field education student. Students must complete a form at the outset of the semester; please review the following for additional information:

[http://www.uaa.alaska.edu/socialwork/field\\_education/students/upload/AA-Student-Accident-Insurance.pdf](http://www.uaa.alaska.edu/socialwork/field_education/students/upload/AA-Student-Accident-Insurance.pdf)

### ***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 communities 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.

### ***Job Site Risks and Hazards***

Agency representatives, supervisors, and/or field instructors 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 to procedures related to violent clients in both office and home visit settings.

Students, field instructors, and agency representatives should ensure that students are trained to deal with potential risks as early as possible in the placement.

### ***Bloodborne Pathogens***

If the student is at any risk of infection by bloodborne pathogens (e.g., HIV, Hepatitis B), he/she must be provided training involving recognition of the risks and procedures to minimize the risk of infection. Students placed in residential facilities, hospitals, or agencies dealing with high-risk patients 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, the Municipality of Anchorage Department of Public Health, or the UAA Student Health Center. The student should be prepared to pay for any part of the cost not covered by his/her health insurance.

### ***Tuberculosis***

The prevalence of TB is increasing. 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 and/or provide it for all paid and non-paid staff.

### **References**

- Council on Social Work Education. (2015). 2015 Educational policy and accreditation standards for baccalaureate and master's social work programs. Retrieved from <http://www.cswe.org/File.aspx?id=81660>

## Field Forms

Note: This is a list of the available BSW Field Education forms. Please use the following link to access each of these forms:

[http://www.uaa.alaska.edu/socialwork/field\\_education/bsw.cfm](http://www.uaa.alaska.edu/socialwork/field_education/bsw.cfm)

- Form 1: Organization Profile
- Form 2: Field Instructor Application
- Form 3: Agency Representative Application
- Form 4: Agency Supervisor Application
- Form 5: Affiliation Agreement Template
- Form 6: Agency Placement Decision Form
- Form 7: Student Placement Decision Form
- Form 8: Disclosure Form
- Form 9: Student Accident Insurance
- Form 10: Student Statement of Understanding
- Form 11: Field Instructor Checklist for Student Agency Orientation
- Form 12: Report on Community Visit
- Form 13: Agency Orientation Summary Report
- Form 14: Learning Contract Format
- Form 15: Weekly Timesheet
- Form 16: Learning Log Guidelines
- Form 17: Learning Portfolio Guidelines
- Form 18: Supervision Agenda
- Form 19: Annotated Reading File
- Form 20: Annotated Resource File
- Form 21: Mid-Semester Report
- Form 22: Communication Rating Scale
- Form 23: Student End of First Semester Self-Assessment
- Form 24: Field Instructor Student Assessment
- Form 25: End of Placement Competency Assessment
- Form 26: Agency Evaluation of the BSW Field Education Program
- Form 27: Student Evaluation of the BSW Field Education Program
- Form 28: Social Work Roles
- Form 29: Council on Social Work Education - EPAS 2015