



School of Social Work
UNIVERSITY *of* ALASKA ANCHORAGE

MSW Student Handbook & Practicum Manual

AY2026-2027



Student Handbook & Practicum Manual Purpose

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

This handbook and practicum manual applies to students starting Summer 2026. The information in this handbook and practicum manual may be different for students starting in other years.

Notice of Nondiscrimination

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

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

University of Alaska Anchorage

Director, Office of Compliance and Rights

3190 Alumni Drive, Suite 352

Anchorage, AK 99508

Phone: 907-786-0818

E-mail: uaa_titleix@alaska.edu

Website: <https://www.uaa.alaska.edu/about/compliance-and-rights/>

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Welcome Statement

Dear Students:

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

The UAA MSW program has had continuous accreditation by the Council on Social Work Education since 1999. We are committed to preparing social workers for practice in Alaska, while helping students develop the knowledge and skills needed to practice nationally and internationally.

This handbook and practicum manual have been prepared to acquaint you with information, procedures, and policies of the UAA MSW program. Together with the UAA Academic Catalog, this handbook provides details about MSW program policies, including information on advising, admission, course work, and practicum. This handbook and practicum manual is provided for informational purposes only and should not be construed as the basis of a contract between a student and the University of Alaska Anchorage. Although every effort is made to ensure its correctness, regulations of the university and this program's requirements change from time to time during the period any student is attending the University of Alaska Anchorage; to the extent there is a conflict between this handbook and university policies, regulations, rules, or procedures, the university policies, regulations, rules, or procedures will control.

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

Sincerely,
Matthew Cuellar, PhD, MSW
MSW Program Chair

Tracey Eason, LMSW
MSW Practicum Education Coordinator

Donna Aguiniga, PhD, MSW
Assistant Dean of Social Work

Program Contact Information

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

The School of Social Work offices are located in Suite 218 of the [Professional Studies Building](#) (PSB), which is attached to the Wendy Williamson Auditorium. PSB is closest to the West Parking Lot, which offers a Parking Permit Kiosk.

Mailing Address:

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

Main Telephone: (907) 786-6900

Fax: (907) 786-6912

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

School Email: uaa_socialwork@alaska.edu

[School of Social Work Faculty & Staff Directory](#)

Business Hours:

Monday through Friday
8:00 a.m. to 5:00 p.m. Alaska Standard Time

College of Health

The Dean of the College of Health has offices located in Suite 205 of the Professional Studies Building (PSB). The phone number for the Dean's office is (907) 786-4406.

School of Social Work Administration

MSW Program Chair – Matthew Cuellar, Ph.D., MSW

The MSW Program Chair is responsible for overseeing the daily operations of the MSW Program, MSW Program development, and working with the MSW faculty and staff, UAA Administration, and CSWE to ensure MSW Program integrity. The MSW Program Chair 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 Practicum Education Coordinator – Tracey Eason, LMSW

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

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

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

Program Overview

The UAA MSW program serves the entire state of Alaska through a single distance-delivered, advanced-generalist MSW program. UAA is the only MSW program physically located in Alaska, and the MSW program has a statewide mission addressing Alaska's social welfare, behavioral health, and health issues. The program admitted its first students in 1995 and achieved initial accreditation by the Council on Social Work Education (CSWE) in 1999, retroactive to all graduates. The BSW and MSW programs were reaccredited by CSWE in 2018. The MSW program began as a face-to-face program. Over time, a distance delivery option was added to increase access to place-committed students, and in 2016, the MSW program transitioned to an exclusively online-delivered MSW program.

The UAA MSW program curriculum is delivered entirely through online education to meet the program mission of preparing advanced generalist social workers who are skilled at addressing the complex health and social issues in Alaska. To meet the MSW program's mission, students in the large urban centers of Alaska, including Juneau, Fairbanks, and Anchorage, complete the MSW program together with rural and remote students in a single, distance-delivered MSW program. Having rural and urban students learn together is essential for developing advanced generalist practitioners who are truly prepared to address the complex health and social issues in Alaska. Rural practitioners must understand the urban communities and urban social service delivery systems, as many social services are in urban hub communities. Likewise, urban practitioners must understand rural communities and rural service delivery because they will serve clients from rural areas. Rural and urban service delivery systems are intertwined in Alaska. Therefore, online education is an essential component of the MSW program and curriculum.

Mission

The mission of the UAA MSW program is to develop a community of MSW professionals located across rural and urban Alaska who are dedicated to advancing human rights, engaging in anti-racist and anti-oppressive social work practice, while pursuing justice, equity, and inclusion for all. Social work students engage in a collaborative online learning environment and practicum to develop advanced generalist social work values, knowledge, and skills in direct practice, leadership, critical inquiry, and policy advocacy to address the health and social welfare needs in Alaska, the Circumpolar North, and beyond.

MSW Program Student Learning Outcomes

The MSW program prepares advanced generalist social workers who:

1. Demonstrate ethical and professional behavior in advanced generalist practice.
2. Advance human rights and social, racial, economic, and environmental justice in advanced generalist practice.
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice in advanced generalist practice.
4. Engage in practice-informed research and research-informed practice in advanced generalist practice.
5. Engage in policy practice in advanced generalist practice.
6. Engage with individuals, families, groups, organizations, and communities in advanced generalist practice.
7. Assess individuals, families, groups, organizations, and communities in advanced generalist practice.
8. Intervene with individuals, families, groups, organizations, and communities in advanced generalist practice.
9. Evaluate practice with individuals, families, groups, organizations, and communities in advanced generalist practice.
10. Integrate the context of Alaska in advanced generalist practice.

MSW Program Context at UAA

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

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

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

- Effective communication: The knowledge and skills necessary to engage in effective communication in diverse contexts and formats.
- Creative and critical thinking: The knowledge and skills necessary for the critical exploration of issues, ideas, artifacts, and events in order to creatively design, evaluate, and implement a strategy to answer complex questions or achieve a desired goal.

- Intercultural fluency: The knowledge and skills necessary to promote effective and appropriate interaction in a variety of cultural contexts, particularly in terms of the diverse populations of Alaska.
- Personal, professional, and community responsibility: The knowledge and skills necessary to promote personal flourishing, professional excellence, and community engagement.

Accreditation Statement

The UAA School of Social Work Master of Social Work program is accredited by the Council on Social Work Education (CSWE). The MSW program was reaccredited by CSWE in 2018, and the program was granted continued accreditation for eight years.

MSW Program Assessment

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

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

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

UAA Student Resources and Support

Academic Catalog

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

Care Team

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

Consortium Library

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

Disability Support Services

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

Information Technology Services

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

Military & Veteran Student Services

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

Multicultural Center

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

Office of Compliance and Rights

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

Office of Financial Aid

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

Student Handbook

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

Student Health and Counseling Center

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

Student Help & Support

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

UAA Equal Access and Privacy Policies

Pregnancy Accommodations and Adjustments

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

Family Educational Rights and Privacy Act

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

Notice of Nondiscrimination

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

Sex-Based Violence Statement

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

Sexual and Gender Based Discrimination (BOR 01.04)

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

MSW Student Support and Engagement

Social Work 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.

Social Work Student Organizations

- **MSW Student Coalition**
The MSW Student Coalition provides an opportunity for MSW students to address interests and concerns and to develop activities to increase community among MSW students. The MSW Student Coalition is supported by a Faculty Advisor. Students involved in the MSW Student Coalition may be elected to participate on committees within the MSW program or the School of Social Work.
- **Epsilon Chi Chapter of Phi Alpha**
Phi Alpha is the National Honor Society of Social Work students - All undergraduate students who have declared social work as a major, achieved junior status, 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.
- **UAA Student Organizations and Leadership Opportunities** – UAA has several 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.

National Association of Social Workers

The National Association of Social Workers (NASW) is the association representing professionally educated social workers nationwide. Membership in NASW includes the monthly journal *Social Work* and the *NASW News*. The Alaska Chapter of NASW sends its members regular listserv announcements, holds 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 a reduced student rate.

Admissions Requirements and Process

Criteria for Admission to the MSW Program

- GRE is not required.
- An earned baccalaureate degree from an institutionally accredited institution in the United States or a foreign equivalent. Students who expect to receive their baccalaureate degree within two semesters may also apply for admission.
- Applicants must have a cumulative grade point average (GPA) of 3.00 (B average on a 4.00 scale). The MSW Admissions Committee may make exceptions, taking into account special circumstances based on a review of the entire application.
- Two prerequisite courses - one in human biology and one in statistics (completed with a minimum grade of C or a Pass for Pass/Fail).
 - Prerequisites may be in progress at the time of application, but they must be completed by the program's start date.
 - Prerequisite courses can be completed through a 3-credit academic course from an institutionally accredited college or university or through an approved continuing education certificate course.
 - Prerequisite courses may also be met through the successful completion of national exams recognized by UAA, such as Advanced Placement (AP), College-Level Examination Program (CLEP), DSST, UExcel, or International Baccalaureate (IB), for which the student meets the minimum score set by the UAA faculty and published in the catalog.
 - There is no time limit on prerequisite credit.
 - Human biology - This should be a human biology course or a biology course with human biology content (basic anatomy and human biological systems). UAA courses that satisfy this requirement include: BIOL A100, BIOL A102, BIOL A111, or BIOL A112.
 - Statistics - This should be an introductory or elementary statistics course. Most courses with "statistics" in the title will be approved. UAA courses that satisfy this requirement include: ECON A227, PSY A260, SOC A462, STAT A200, or STAT A253.

Criteria for Admission to the MSW Program with Advanced Standing

- GRE is not required.
- Baccalaureate degree in social work from a baccalaureate social work program accredited by the Council on Social Work Education, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors. If the baccalaureate social work degree was completed more than five years ago, then the applicant must demonstrate employment in health and social services. Students who expect to receive their baccalaureate degree within two semesters may also apply for admission.
- Applicants must have a cumulative grade point average (GPA) of 3.00 (B average on a 4.00 scale). Minimum grade of B or equivalent in each social work practicum placement course.
- Two prerequisite courses - one in human biology and one in statistics (completed with a minimum grade of C or a Pass for Pass/Fail).
 - Prerequisites may be in progress at the time of application, but they must be completed by the program's start date.

- o Prerequisite courses can be completed through a 3-credit academic course from an institutionally accredited college or university or through an approved continuing education certificate course.
- o Prerequisite courses may also be met through the successful completion of national exams recognized by UAA, such as Advanced Placement (AP), College-Level Examination Program (CLEP), DSST, UExcel, or International Baccalaureate (IB), for which the student meets the minimum score set by the UAA faculty and published in the catalog.
- o There is no time limit on prerequisite credit.
- o Human biology - This should be a human biology course or a biology course with human biology content (basic anatomy and human biological systems). UAA courses that satisfy this requirement include: BIOL A100, BIOL A102, BIOL A111, or BIOL A112.
- o Statistics - This should be an introductory or elementary statistics course. Most courses with "statistics" in the title will be approved. UAA courses that satisfy this requirement include: ECON A227, PSY A260, SOC A462, STAT A200, or STAT A253.

Application Process

Applications to the MSW Program are accepted and reviewed once a year. All applications to the MSW program must be submitted by January 15. Late applications may be accepted at the discretion of the MSW Admissions Chair.

Instructions for Applying to the UAA MSW Program

Admission to the UAA Master of Social Work Program is a two-part application process, and both applications must be submitted by the January 15 application deadline:

1. [Apply for admission](#) to the University of Alaska Anchorage graduate programs. The application costs \$75.
2. Apply to the University of Alaska Anchorage MSW Program through the [Social Work Centralized Application Service](#) (SocialWorkCAS). SocialWorkCAS charges a processing fee of \$45 for each MSW program that a student applies to. For more information, please visit [How to Apply through SocialWorkCAS](#).

Required Application Documents

Professional Resume

The resume will be uploaded to the SocialWorkCAS application. At a minimum, the resume should include:

- Work Experience: Prior employment history with name and location of the organization, title / position held, duties performed, and dates of employment.
- Volunteer Experience / Community Involvement: List prior community involvement or volunteer experience and include the name and location of the organization, tasks performed, and dates of service.
- Awards / Honors: Highlight relevant activities and honors, such as academic awards and scholarships, membership in organizations, leadership positions, and work-related awards or honors. Provide dates of award or involvement.

Personal Statement

Purpose of the Personal Statement:

The personal statement provides evidence for the following:

- Readiness for graduate social work education,
- Demonstration of leadership, community engagement, and volunteer/work experience,
- Understanding of the social work profession and why specifically obtaining an MSW aligns with your career goals.

Directions: Please respond separately to each of the four questions below, and number your response to each question. Submit the personal statement in the SocialWork CAS system as a single electronic document titled “Personal Statement” and include your name. The personal statement should be typed and double-spaced, and responses to each question should be between 300 and 500 words.

Artificial Intelligence Policy: Your personal statement essay should be in your voice and share your story, so please do not use AI to outline your essay, draft content, or translate your essay from another language. Acceptable uses of artificial intelligence include brainstorming topics and checking grammar and spelling.

Prompts: Please respond to each of the following questions individually. Please number your response to each question.

- 1.) Please share how an MSW degree from UAA will help you meet your personal and professional goals. In other words, how did your personal, volunteer, community involvement, education, and/or professional experiences lead you to seek social work specifically, rather than other similar but distinct degrees.
- 2.) The requirements of an MSW program can be time-consuming and demanding in many ways. At the same time, we understand that students also have other obligations. Please describe how you plan to balance the demands of graduate school education and other important community, family, and work responsibilities.
- 3.) Describe an ethical issue related to social work that you have had in your personal, professional, or volunteer experience. Discuss your ethical decision-making process for resolving the ethical issue and the factors that contributed to the ultimate outcome. Please protect confidentiality and do not reveal the names of people, communities, or organizations. [\(Here is a link to our NASW Code of ethics for your reference.\)](#)
- 4.) Social work education requires a commitment to self-reflection, growth, and humility. Please describe areas in which you recognize the need for continued growth or improvement, including any personal strengths or challenges that have influenced your academic or professional journey.

Writing Sample

Purpose of the Writing Sample:

The writing sample provides evidence for the following:

- Readiness for graduate social work education;
- Understanding of concepts fundamental to the social work profession such as anti-racism, diversity, equity, and inclusion and to advancing human rights and social, racial, economic, and environmental justice.

Directions: Please choose ONE of the prompts below to respond to. Submit the writing sample in the SocialWork CAS system as a single electronic document titled "Writing Sample" and include your name. The writing sample should be typed, double-spaced, and should be between 400 and 500 words.

Artificial Intelligence Policy: Your writing sample essay should be in your voice and share your story, so please do not use AI to outline your essay, draft content, or translate your essay from another language. Acceptable uses of artificial intelligence include brainstorming topics and checking grammar and spelling.

Prompts: Please choose ONE of the prompts to respond to as if you would be writing an academic paper. Please support your arguments with evidence from your lived experience and outside sources of information. Please utilize APA Style 7th edition in-text citation and reference list format to the best of your abilities. The reference list at the end of the document is not included in the word limit.

- 1.) Describe your understanding of systemic oppression and discuss how social workers can work within society to address the issue.
- 2.) Describe your understanding of income inequality and discuss how social workers can work within society to address the issue.

Professional Letters of Reference

Three professional reference forms will be submitted through SocialWorkCAS.

- Please select professional references from your work, educational, and volunteer experiences who can best speak to your qualities that make you suitable for a career as a social worker. Please do not use relatives or friends as references.
- **Applicants with an undergraduate social work degree who are applying for advanced standing:** One of the three professional references must be provided by a social work faculty member who can address the applicant's readiness for advanced standing, such as the applicant's social work practicum seminar instructor, the baccalaureate program chair, the baccalaureate practicum coordinator, or the student's academic advisor. Be sure that

the BSW faculty member responds to the advanced standing question on the reference form.

- **Applicants Transferring from another MSW program:** One of the three letters of reference must be from the MSW program director / coordinator or MSW advisor stating that you are currently in good standing in the MSW program from which you are transferring, and that you have completed all courses in the generalist curriculum including practicum education.

Official Transcripts

Official transcripts from all colleges and universities attended reflecting completion of all baccalaureate or master degrees as well as any transcripts with graduate credit must be submitted in the UAA application. Transcripts from UAA, UAS, or UAF do not need to be submitted in the UAA application. Unofficial transcripts must be submitted through SocialWorkCAS.

Review your complete MSW application

It is the responsibility of the applicant to ensure that they have completed their UAA Graduate Application and their UAA MSW application in SocialWorkCAS. The MSW program reserves the right to request additional materials and/or interviews pertaining to program admission. Please note that the UAA MSW program does not grant social work course credit for life experience or previous work experience.

After submitting your MSW Application

- You will receive an email confirming submission of your application and notification of any incomplete documents.
- Notify the School of Social Work if your name, address, email, or phone number changes.
- Notify the School of Social Work if you decide to withdraw your application

Transferring from an MSW program

Transfer applicants must submit a full MSW application by the January 15 deadline. Applicants enrolled in a CSWE-accredited MSW program who have not completed the generalist curriculum can apply to the full MSW program and transfer up to 9 credits. Applicants who have completed the full generalist curriculum, including course work and practicum, can apply to the advanced standing program, so that the generalist curriculum is waived. To be considered, applicants must be currently enrolled in a CSWE accredited MSW program, must be in good standing, and must have a cumulative GPA of 3.0 or better. Per [UAA Graduate School Policy](#), all graduate degree requirements must be completed within 7 years.

Procedure for applying as an MSW transfer student:

- Submit the UAA Graduate Application and the MSW program SocialWorkCAS application by January 15.
- One of the three letters of reference must be from the MSW program director / coordinator or MSW advisor stating that you are currently in good standing in the MSW program from which you are transferring. For students applying with advanced standing, the letter must include confirmation that you have completed all courses in the generalist curriculum including practicum education.

- Transfer students might be asked to submit syllabi for courses taken in the previous program for review by the MSW Program Chair, who will review for course equivalency. Admitted students may be required to take additional generalist coursework at UAA as a condition of admission.

Admissions Decisions

The UAA MSW Admissions Committee is composed of faculty of the UAA School of Social Work, UAA MSW alumni, and members of the professional social work community. The Admissions Committee reviews all complete applications to the MSW program. Only complete applications are reviewed by the Admissions Committee, and incomplete applications will not be reviewed until all application materials have been submitted. The Committee conducts a holistic review of MSW applications and determines admission based on a combination of factors, including:

- Academic preparation and readiness for graduate social work education. While a minimum GPA of 3.0 is desired, exceptions may be for special circumstances based on a review of the entire application packet, particularly if the grade point average in the last 60 credits is above 3.0.
- Leadership, community engagement, and volunteer / work experience
- Understanding of the field of social work and connection of MSW to career goals
- Demonstration of social work values, ethics, and commitment to social justice, diversity, and anti-racism
- Demonstration of critical thinking, organization, and graduate-level written communication

Notice of Admission Decisions

Applicants to the UAA MSW program will receive a written notice of the admission committee's recommendation from the UAA School of Social Work by April 1. Applicants will also receive a formal written admission decision from the UAA Office of Admissions. At the time of admission, students are assigned an MSW advisor.

Types of Admissions Decisions

Admitted

All admissions requirements were met, and the applicant is selected for admission to the MSW program.

Admitted with provisions

Applicant showed potential for success in the MSW program but did not meet all the admission requirements, so admission is contingent on completing provisions. For example, applicants who are enrolled in the last semester of their undergraduate program or who have not completed the two prerequisite courses will be given provisional admission. Provisions must be completed by the date specified in the letter of admission. If the provisions are not met within the specified deadlines, the student may be removed from graduate degree-seeking status.

Waitlisted for admission

A small number of applicants may be selected for a waitlist. If space becomes available, applicants will be

removed from the waitlist and offered admission. If space does not become available, then applicants on the waitlist must reapply to be considered for admission in subsequent years.

Denied admission

Applicants who do not meet admission criteria and do not demonstrate readiness for graduate education are denied admission. Applicants who are denied admission may reapply in subsequent years.

Intent to Enroll Form

An Intent to Enroll form is enclosed with the UAA School of Social Work notice of admission or provisional admission, and applicants must return this form to the School of Social Work by the date specified in the letter to confirm their seat in the MSW program. Students admitted or provisionally admitted to the full-time program will be required to provide practicum education placement information with the Intent to Enroll form.

Deferring Admission

Applicants who are admitted or admitted with provisions to the MSW program may request to defer admission to the MSW program for one year. The MSW Admissions Committee reviews all requests for deferral of admission. Applicants may submit a request for a one-year deferral of admission by completing the following steps:

- Submit the Intent to Enroll Form to the School of Social Work by the date specified indicating a request to defer admission for one year.
- Enclose a written request for deferral that is addressed to the MSW Admissions Committee. The written request should describe the reasons for requesting a one-year deferral.

Non-attendance

Admitted applicants who cannot attend should indicate their decision on the Intent to Enroll form that is sent with the letter of admission. The Intent to Enroll form should be returned to the School of Social Work by the date specified in the letter of recommendation.

Admitted applicants who fail to submit the intent to enroll form and who do not enroll in the required summer semester MSW course by the end of the add/drop period for summer semester will be removed from the MSW program. Accepted applicants removed for non-attendance who wish to pursue the MSW degree must reapply for admission.

Practicum Placement Notification

The UAA MSW Program requires MSW students to complete two years of practicum placements (480 hours for each practicum placement). Many practicum agencies require students to complete a criminal background check, drug screening, or communicable disease screening before accepting a student into the agency. Having a criminal record or being unable to pass drug or communicable disease screenings could impact the ability of the UAA School of Social Work to place a student in a practicum placement, which may result in the student being unable to

complete the practicum instruction sequence as planned or possibly prevent a student from completing the MSW program.

Felony Policy

The School of Social Work MSW 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 MSW Program and will be denied.

Academic Policies

MSW Academic Requirements

Satisfactory Progress

To maintain satisfactory progress toward the degree, a student in the MSW program is expected to achieve a minimum GPA of 3.00 on a 4.00 scale with no individual course grade lower than a C, and to adhere to the Code of Ethics of the National Association of Social Workers. Students must earn a minimum grade of B in the field practicum courses that they complete, which may include: [SWK A695A](#), [SWK A695B](#), [SWK A695C](#), [SWK A695D](#).

Transfer Credits

Up to 9 semester credits not used toward an undergraduate degree may be transferred to the UAA MSW program from an accredited institution and counted toward the MSW degree. Up to 9 graduate credits may also be transferred in case of a second master's degree. MSW students wishing to transfer graduate credits should meet with their MSW Faculty Advisor upon acceptance to the program to discuss the courses to transfer, then complete a Graduate Academic Petition form. The MSW program only accepts practicum education and practice course transfer credits from other CSWE-accredited social work programs. The transfer of credits towards MSW program requirements must be approved by the MSW Faculty Advisor, the MSW Program Chair, the School of Social Work Assistant Dean, and the Graduate School Dean.

Baccalaureate Social Work Applicants and Generalist Course Content

Students with a baccalaureate degree in social work from a baccalaureate social work program accredited by the Council on Social Work Education, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors who are not accepted into the advanced standing program may qualify for admission into the full Master of Social Work program. Applicants may request a review of their undergraduate transcripts by the MSW Program Chair for social work course comparability with generalist practice curriculum courses in the MSW program. Comparable courses for which the student has earned a B grade will be waived.

No credit for life experience or previous work experience

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

MSW Program Reinstatement

MSW students may apply for reinstatement to the UAA MSW program, if they were enrolled in the program but failed to register for two consecutive semesters, voluntarily withdrew from the program, or failed to obtain an approved Leave of Absence. To be considered for reinstatement, a student must be in good standing (with a cumulative GPA of 3.0 or higher) during their last semester of attendance and pay the fee for reinstatement.

The decision to approve or deny reinstatement into the original degree program is made by the MSW program. Decisions may be based on the applicant's academic status when last enrolled; activities while away from the program; the length of absence; the perceived potential for successful completion of the program; and the ability of the program to support the student both academically. Contact the MSW program chair for information on applying for reinstatement.

UAA General University Requirements and Policies for Graduate Degrees

UAA Graduate University Requirements for Graduate Degrees

UAA MSW Students must complete the UAA General University Requirements for graduate degrees, which includes:

- A minimum cumulative GPA of 3.00 must be earned in MSW courses.
- A grade of C is minimally acceptable in MSW courses, provided the student maintains a minimum cumulative GPA of 3.00 (B) in all MSW courses.

UAA Graduate Degree Policies

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

Academic Standing

- Good standing: MSW students are in good standing when they have a minimum UAA cumulative GPA of 3.00 and a minimum semester GPA of 3.00 for the most recently completed semester.
- Academic action: MSW students who fail to earn a minimum UAA semester and / or cumulative GPA of 3.00 will be subject to academic action. Academic action may result in probation, continuing probation or loss of graduate certificate- or degree-seeking status. The MSW program may establish additional criteria for departmental academic action. Failure to meet or maintain these criteria may result in departmental probation or removal from a major program.
- Academic probation: Academic probation is the status assigned to those students not in good academic standing, i.e., whose semester and cumulative GPA falls below 3.00. It also applies to students who fail to undertake continuous registration or fail to make progress toward a graduate degree as indicated by the Annual Report of Student Progress.
- Continuing probation: Continuing probation is the status assigned to those students who begin a semester on probation and during that semester earn a minimum semester GPA of 3.00 without raising their cumulative GPA to at least 3.00. This status may continue until the student

raises their cumulative GPA to at least 3.00 or loses their graduate certificate- or degree-seeking status.

- **Academic Disqualification:** Academic disqualification is the status assigned to those students who begin a semester on probation or continuing probation and fail to earn a minimum semester GPA of 3.00, fail to undertake continuous registration, or fail to make progress toward a graduate certificate or degree. Those students' admission status will be changed to non-degree-seeking. Students who have lost graduate certificate- or degree-seeking status may continue to attend UAA as non-degree-seeking students. However, those students do not qualify for financial aid and international students will lose their immigration status. Students must reapply to their UAA graduate program if they wish to return to degree-seeking status.

Continuous Registration

MSW students are expected to be continuously registered in the MSW program from admission to graduation. Please see the [continuous registration graduate degree policy](#) in the UAA Catalog.

Leave of Absence

Students may request a leave of absence from the UAA MSW program when they need to temporarily suspend their graduate studies. To request a leave of absence, MSW students should meet with their MSW advisor to discuss their need for a leave of absence and their plan for returning to the MSW program. If the advisor approves the leave of absence, the student and the advisor will revise the student's graduate studies plan and complete the UAA Graduate School Temporary Leave of Absence form, which must be approved and signed by the MSW advisor, the MSW program coordinator, the MSW Practicum Education Coordinator, the Dean of the College of Health, and the Dean of the Graduate School.

MSW Advising

MSW students are notified of their MSW Faculty Advisor in the admission letter. Students are expected to meet with their MSW advisor by the end of the first semester of study to develop an initial Graduate Studies Plan. The official Graduate Studies Plan (GSP) establishes the specific program requirements which will entitle the student to receive the MSW degree. The GSP becomes official once it is approved by the MSW advisor, the MSW coordinator, and the dean or designee of the Graduate School and is filed with the Office of the Registrar. The courses listed on the GSP reflect catalog requirements in effect during the seven years after formal acceptance to the MSW program. Revisions to the Graduate Studies Plan must be approved by the student's Faculty advisor and the MSW Program Coordinator. A final GSP must be submitted electronically through Degree Works at the time of application for graduation.

Students should meet with their faculty advisor each semester to review their Graduate Studies Plan and ensure the form is accurate. Students may request a change of advisor by contacting the MSW faculty member they would like as an advisor or by speaking to the MSW Program Chair. Regular conferences with the MSW advisor are strongly recommended. Group advising and orientation sessions are scheduled to assist students in becoming familiar with the MSW program but are not substitutes for regular academic and professional advising.

Objectives of Academic Advising

1. To provide information about the MSW 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, Indigenous and Rural Student Center, AHAINA, and other student services.
4. To acquaint students with the MSW admissions procedures and the completion of an MSW Graduate Studies Plan.
5. Graduate Studies Plan.
6. To assist in setting individualized learning objectives within the overall program and areas of emphasis within the program.
7. To assist students in evaluating progress and performance.
8. To assist students with seeking remedies for complaints.
9. If necessary, to assist students in entering another area of study.

Objectives of Professional Advising

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

Program Requirements

The UAA MSW Program is delivered through online education, which means that the courses are offered in an online setting and do not require students to come to campus for the courses. The purpose of the UAA Online MSW Program is to make the MSW degree available and accessible to rural students living in the state of Alaska. The MSW Online program is available to students living outside of the state of Alaska with the understanding that subject to suitable practicum placement availability and/or state or territory regulations, students may need to relocate to Alaska or another state to complete the program.

Overview of UAA MSW Online Education

All newly accepted students attend a MSW Spring Orientation in late April or early May. All students are required to attend a mandatory MSW Program Intensive online before the start of the fall semester.

All required courses have regularly scheduled meeting times , but how the instructor uses that time may vary from course to course. The course syllabus will dictate the course meeting schedule. Courses will vary in pace and deadlines. Some courses might allow students to work at their own pace, and some courses may have weekly or biweekly deadlines. The course syllabus will dictate the schedule and pacing of the course. Online education courses require the same amount of work as on-campus courses, and students spend the same amount of time on online courses as they do for on-campus courses. Some research shows that online courses may require more work and time to complete.

Instructors are highly engaged in MSW courses and will be available to students for questions and help. The course syllabus will list the contact information for the instructor as well as office hours. Although instructors are available to students and will offer multiple ways to engage with students, online courses require students to show more initiative in contacting the instructor for help.

Technology Requirements

Students should be able to access the internet, navigate web pages, check and respond to email, and attach files to email. Students will need access to word processing software (such as Microsoft Word), presentation software (such as Microsoft PowerPoint), and media playing software (YouTube, Windows Media Player, etc.) as courses often use these programs to complete assignments. Some courses may require knowledge of specific software - please check the course syllabus for details. As most UAA MSW courses heavily use Blackboard, you will want to become familiar with it as well. Because Internet Explorer and Apple Safari web browsers are known to have problems with Blackboard, it is best to use Google Chrome or Mozilla Firefox web browsers (both can be downloaded for free).

All UAA faculty, staff, and students receive free access to Microsoft Office 365 applications, including Word, PowerPoint, Excel, and OneNote. MSW courses use Zoom web conferencing for the evening class meetings. To participate, students will need a web camera, speakers, and a microphone (or a headset with a built-in microphone).

Technology Privacy and Accessibility

The UAA MSW program is committed to providing accessible and usable content for all students. The program takes student privacy seriously and uses software designed to be FERPA-compliant.

MSW Program Options

The UAA MSW program is offered full-time, part-time, and advanced standing:

- **Full-Time Program:** Full-time students attend classes concurrent with a practicum placement each year for two years. They are expected to complete the generalist portion of the curriculum during their first year, followed by the advanced generalist curriculum during their second year. Doing so requires a course load of one course in the summer and 12-16 credits per semester during the fall and spring semesters.
- **Part-Time Program:** Students may also enroll in a structured part-time four-year program, completing the generalist curriculum during the first two years and the advanced generalist curriculum during the second two years. Part-time students enroll in 3 credits during the summer semester and 6-7 credits during each fall and spring semester. Part-time students complete two practicum placements: one during the second year and one during the fourth year.
- **Advanced Standing Program** (full-time or part-time): Students with a baccalaureate social work degree accredited by the Council on Social Work Education, recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors who are admitted with advanced standing may attend the MSW program full-time or part-time. All advanced

standing students begin the program in the summer semester. The full-time students then complete the advanced generalist curriculum in one year during the following fall and spring semesters in which they take 15-16 credits each semester. The part-time students complete the advanced generalist curriculum over two years and take 6-7 credits each semester. All advanced standing students complete one practicum placement.

- **Change from Full-time to Part-time:** MSW students may request to switch from full-time to part-time or part-time to full-time. Requests to switch to full-time must be submitted prior to the end of spring semester, so that the MSW Practicum Education Coordinator has sufficient time to arrange a practicum education placement. Students should consult with their advisor, then complete a Student Status Revision Form to request the change.

MSW Curriculum & Graduate Studies Plans

Introduction

The UAA MSW program curriculum is delivered entirely through online education to meet the program mission of preparing advanced generalist social workers who are skilled at addressing the complex health and social issues in Alaska. To meet the MSW program's mission, students in the larger urban centers of Alaska, including Juneau, Fairbanks, and Anchorage, complete the MSW program together with rural and remote students in a single, distance-delivered MSW program. Having rural and urban students learn together is essential for developing advanced generalist practitioners who are truly prepared to address the complex health and social issues in Alaska. Rural practitioners must understand the urban communities and urban social service delivery systems, as many social services are located in urban hub communities. Likewise, urban practitioners must understand rural communities and rural service delivery, because they will serve clients from rural areas. Rural and urban service delivery systems are intertwined in Alaska. Therefore, online education is an essential component of the MSW curriculum.

Overview of the Generalist Practice Curriculum

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

The generalist practice curriculum is composed of 30 semester credits and is completed in the first year of the full-time program, and the first two years of the part-time curriculum. Students must

successfully complete all courses in the generalist practice curriculum before proceeding with the advanced generalist curriculum. The MSW generalist practice curriculum is sequential, and the courses must be taken in the specified order.

The generalist practice curriculum consists of the following courses, which must all be completed before advancing to the advanced generalist curriculum:

- SWK 607 Social Work Policy and Services
- SWK 624 Foundation Research Methods
- SWK 630 Practice with Individuals
- SWK 631 Introduction to Social Work Practice
- SWK 632 Practice with Families and Groups
- SWK 636 Practice with Organizations and Communities
- SWK 642 Human Behavior in the Social Environment
- SWK 643 Engaging Diversity through Justice and Anti-Oppressive Social Work Practice
- SWK 695A Social Work Practicum I
- SWK 695B Social Work Practicum II

The generalist practice curriculum prepares students to meet the nine CSWE EPAS 2022 social work competencies:

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

G 1a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context.

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

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

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

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

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

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

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

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

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

Generalist Competency 4. Engage in Practice-Informed Research and Research-Informed Practice - Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

- G 4a. Apply research findings to inform and improve practice, policy, and programs; and
- G 4b. Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

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

- G 5a. Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- G 5b. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

- G 6a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- G 6b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

- G 7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- G 7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

- G 8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- G 8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Generalist Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities - Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to

increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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

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

Overview of the Advanced Generalist Curriculum

Advanced generalist is the specialized area of practice for the UAA School of Social Work Master of Social Work program. The formal curriculum design for the advanced generalist specialized practice area builds upon the generalist practice curriculum to prepare students for independent practice and leadership roles in the community. Thus, the advanced generalist curriculum provides a continuum of knowledge based upon the liberal arts foundation and generalist practice knowledge from the generalist curriculum. The continuum moves entry-level practitioners to an autonomous level of practice, with leadership, innovation, and creativity at the core of advanced generalist practice. The UAA MSW advanced generalist curriculum design, including the goals, objectives and course outcomes incorporate elements of the definition of advanced generalist practice to prepare graduates for advanced generalist practice.

The advanced generalist curriculum is composed of 31 credits and completed in the second year of the full-time program and the second two years of the part-time program. All students must successfully complete all courses in the advanced generalist curriculum.

MSW students can complete the advanced generalist curriculum as part-time students over two years (six semesters) or as full-time students over one year (three semesters). The courses are offered in the same order and in the same semester for both part-time and full-time students. The ordering of the courses is intentionally designed to balance the advanced generalist content of the four sequences across the semesters, so that the course content builds in depth and breadth across semesters. In addition, the course schedule is designed so that students develop the knowledge, values, skills, and cognitive and affective processes needed to be successful in integrating the advanced generalist course and practicum education content. The classroom and practicum education courses are intentionally integrated such that the classroom courses prepare students to be successful in the practicum as well as support them while they are in practicum.

The advanced generalist curriculum is the curriculum for students who are accepted into the MSW program with advanced standing. Students admitted with advanced standing may complete the advanced generalist curriculum as part-time students over two years (six semesters) or as full-time students over one year (three semesters). The advanced generalist curriculum consists of the following courses:

SWK 608 Social Policy for Advanced Generalist Practice

SWK/HS 628 Program Evaluation

SWK 629 Advanced Practice with Individuals

SWK 633 Advanced Practice with Families and Groups

SWK A635A Transformational Leadership Capstone Development
SWK A635B Transformational Leadership Capstone Implementation
SWK 637 Transformational Leadership with Communities and Organizations
SWK 695C Advanced Generalist Practicum I
SWK 695D Advanced Generalist Practicum II
Two 600-level social work-related electives with advisor approval.

The advanced generalist curriculum prepares students to meet the following advanced generalist social work competencies:

Advanced Generalist Competency 1: Demonstrate Ethical and Professional Behavior - Advanced generalist social workers demonstrate leadership in applying the NASW Code of Ethics in practice situations at all levels. Advanced generalist social workers engage in reflective practice and critical thinking to analyze complex situations with multiple value conflicts and/or ethical challenges. Advanced generalist social workers assess relevant policies, laws, regulations, theoretical models, client needs, and personal and professional values to make informed, ethical decisions and to resolve ethical dilemmas. Advanced generalist social workers approach ethical dilemmas and value conflicts with a commitment to cultural humility, diversity, equity, inclusion, access, belonging, and anti-racist and anti-oppressive practice.

AG 1a. Engage in reflective practice, problem solving, and critical thinking to address complex situations with multiple value conflicts or ethical challenges by applying the standards of the NASW Code of Ethics and all other relevant laws and regulations in practice.

AG 1b. Engage in the role of mentor and / or role model to transmit knowledge and information within the profession while recognizing the inevitability of ambiguity and uncertainty in an ever-changing environment.

AG 1c. Demonstrate leadership and innovation in the ethical and appropriate use of accessible technology across multiple domains and platforms to address complex micro, mezzo, and macro social work practice issues.

AG 1d. Engage in reflective practice and creative problem-solving during supervision and consultation to guide professional judgment and behavior and to manage complex situations with multiple value conflicts or ethical challenges.

Advanced Generalist Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice - Advanced generalist social workers engage in ethical advocacy to promote the fundamental human rights of all people, to eliminate oppressive structural barriers at multiple systems levels, and to promote social, racial, economic, and environmental justice. Social workers have knowledge of the global intersecting and ongoing injustices throughout history that have resulted in oppression and social, racial, economic, and environmental injustices including social work's role and response. Advanced generalist social workers apply a complex array of strategies to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably, and that civil, political, environmental, economic, social, and cultural human rights are protected.

AG 2a. Apply trauma-informed leadership skills to advocate for human rights and to promote social, racial, economic, and environmental justice at the individual, family, group, organizational, and community system levels.

AG 2b. Apply knowledge of the complex history of social, racial, economic, and environmental injustices in Alaska and the Circumpolar North while advocating for eliminating oppressive practices at multiple systems levels.

Advanced Generalist Competency 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice - Advanced generalist social workers analyze the influence of racism, oppression, and colonization contribute to the complex challenges across micro, mezzo, and macro practice levels in Alaska. Advanced generalist social workers act as change agents to promote practices and policies that advance anti-racism, anti-colonialism, diversity, equity, inclusion, and belonging. Advanced generalist social workers engage in and promote healing from societal and historical racial injustices, discrimination, colonization, and oppression.

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

AG 3b. Demonstrate leadership in promoting system-wide critical reflective practice that promotes, identifies, manages, and addresses the influence of personal bias, power, privilege, and values when working with clients and constituents.

Advanced Generalist Competency 4. Engage in Practice-Informed Research and Research-Informed Practice - Advanced generalist social workers utilize qualitative and quantitative interprofessional research findings to engage in creative problem solving to address complex practice issues. Advanced generalist social workers engage in cyclical research-informed practice to develop the profession and transmit knowledge, information, and methods of practice. Advanced generalist social workers acknowledge multiple ways of knowing and learning, including Indigenous traditional ways, and engage in critical thinking with research to inform their practice. Advanced generalist social workers understand the harmful impact that unethical research practices with Indigenous and vulnerable populations have had and utilize best practices in engaging vulnerable communities in research.

AG 4a. Critically apply research findings to transmit knowledge and information within the profession and to inform and improve practice, policy, and programs.

AG 4b. Apply ethical, culturally informed, anti-racist, and anti-oppressive qualitative, quantitative, and mixed methods research methods to better understand complex social work practice issues.

Advanced Generalist Competency 5. Engage in Policy Practice - Advanced generalist social workers identify the complex ways in which policies intersect at the local, state, federal and global level and affect individual, family, group, community, and organizational well-being, human rights and justice, service delivery, and access to social services. Advanced generalist social workers act as leaders in policy advocacy, development and implementation at the micro, mezzo, and macro levels and they provide leadership in policy practice to effect change. Advanced generalist social workers engage in policy action, formulation, analysis, implementation, and evaluation.

AG 5a. Use social justice, anti-racist, and anti-oppressive lenses to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

AG 5b. Evaluate social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services for people living in rural and urban communities in Alaska.

Advanced Generalist Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities - Advanced generalist social workers deeply value principles of relationship-building and inter-professional collaboration as leaders engaging with clients, constituencies, and interdisciplinary professionals. Advanced generalist social workers use multiple strategies to engage diverse clients and constituencies to advance practice effectiveness. Advanced generalist social workers engage in reflective practice to understand how bias, power, privilege, their personal values and experiences influence their ability to engage effectively with diverse clients and interdisciplinary constituencies in complex, challenging practice situations.

AG 6a. Engage in critical thinking to identify and apply appropriate theories of human behavior and the social environment and other multidisciplinary and multicultural theoretical frameworks to engage with complex clients and constituencies.

AG 6b. Use empathy, reflection, and advanced practice skills to effectively engage diverse clients and constituencies in complex practice situations.

Advanced Generalist Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities - Advanced generalist social workers use assessment as an ongoing component of the complex, dynamic, and interactive process of advanced generalist social work practice. Advanced generalist social workers have a deep and broad understanding of theories of human behavior and the social environment and differentially apply this knowledge in the assessment of complex clients and constituencies, including families, groups, organizations, and communities. Advanced generalist social workers use multiple methods of assessment with diverse clients and constituencies recognizing each has strengths and weaknesses for advancing practice effectiveness. As leaders, advanced generalist social workers address how the larger practice context (systems dynamics) has implications for the assessment process and value the importance of inter-professional collaboration and client autonomy in the assessment of complex practice situations. Advanced generalist social workers engage in reflective practice to understand how bias, power, privilege, their personal values and experiences affects their assessment and decision-making with diverse clients and interdisciplinary constituencies in complex, challenging practice situations. As leaders, advanced generalist social workers critically consider their roles within systems and engage in assessments with the utmost ethical care to mitigate any unintended consequences that could negatively impact their clients.

AG 7a. Apply appropriate theories of human behavior and the social environment and other multidisciplinary and multicultural theoretical frameworks for assessing complex clients and constituencies and in analyzing that assessment data.

AG 7b. Collaborate with clients and constituencies to develop mutually agreed-upon plans that promote self-determination and integrate assessment, research knowledge, and client values and preferences.

Advanced Generalist Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities - Advanced generalist social workers use innovation and creativity in designing and implementing multi-system social work interventions. Advanced generalist social workers reflect in practice to critically evaluate the fit and effectiveness of theories of human behavior, person-in-environment, and interprofessional conceptual frameworks with clients' needs, personal and cultural values, and their own professional judgment. Advanced generalist social workers apply evidence-informed interventions to achieve client and constituency goals in complex practice situations. As leaders, advanced generalist social workers value and encourage interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes for complex practice situations may require interdisciplinary, interprofessional, and interorganizational collaboration. Advanced generalist social workers engage in reflective practice to understand how bias, power, privilege, personal values and experiences may affect their ability to effectively intervene with diverse clients and interdisciplinary constituencies in complex, challenging practice situations.

AG 8a. Collaborate with clients and constituents to implement advanced and feasible micro, mezzo, or macro interventions to achieve practice goals and enhance capacities of clients and interdisciplinary constituencies in complex practice situations.

AG 8b. Engage in anti-racist and anti-discriminatory reflective practice to address how bias, power, privilege, personal values, and experiences intersect with micro, mezzo, and macro interventions with diverse clients and interdisciplinary constituencies.

Advanced Generalist Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities - Advanced generalist social workers use evaluation as an ongoing component of the complex, dynamic, and interactive process of advanced generalist social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced generalist social workers assess and apply theories of human behavior and the social environment in evaluating outcomes of complex practice situations. Advanced generalist social workers choose appropriate, ethical, and culturally sensitive methods to evaluate the processes and outcomes to advance practice, policy, and service delivery effectiveness in complex practice situations. Advanced generalist social workers understand the relative strengths and weaknesses of qualitative, quantitative, and mixed methods for evaluating outcomes and practice effectiveness in complex practice situations.

AG 9a. Select and use appropriate and culturally-responsive qualitative, quantitative, or mixed methods for evaluation of complex outcomes at the micro, mezzo, or macro level.

AG 9b. Critically analyze outcomes and apply evaluation findings to improve system-wide practice effectiveness and to promote policy change with individuals, families, groups, organizations, and communities.

Advanced Generalist Competency 10. Integrate the Context of Alaska in Advanced Generalist Practice: Advanced generalist social workers understand the complex interplay of local, state, Tribal, and federal policies and service delivery systems that affect service delivery to individuals, families, groups, communities, and organizations in Alaska. Advanced generalist social workers understand the complex strengths and challenges experienced in urban and rural communities

across Alaska and the innovative and interdisciplinary practices needed to sustain those strengths and address those challenges. Advanced generalist social workers understand the history and impact of colonization on Alaska Native individuals, families, groups, communities, and organizations and engage in creative problem solving to promote healing centered engagement and trauma-informed systems changes. Advanced generalist social workers apply the Indigenous Connectedness Framework (Ullrich, 2019) to promote the well-being of individuals, families, groups, organizations, and communities in Alaska through building and supporting intergenerational, family, community, environmental, and spiritual connectedness.

AG 10a. Identify the strengths and complex challenges experienced by urban and rural communities in Alaska and engage in a variety of advanced generalist social work roles at the micro, mezzo, and macro levels of practice to address those challenges through multidimensional and innovative interventions.

AG 10b. Integrate contextual knowledge of urban and rural communities in Alaska into developing, implementing, and evaluating advanced generalist social work service delivery in Alaska.

Electives

All MSW students are required to take 6 credits of electives. All electives must be at the 600-level. Students may choose, with approval from the Faculty Advisor, to take their electives subsequent to completing other generalist and advanced generalist curriculum requirements. Social work electives are offered primarily in the spring and summer semesters. Students have the option of selecting electives from other UAA departments or schools, contingent upon the approval of the Faculty Advisor and compliance with UAA graduate program requirements.

MSW Course Descriptions

Please view the [MSW \(600-level\) course descriptions](#) in the UAA Catalog.

Graduate Studies Plan Examples

All students entering the program have an official graduate studies plan (GSP) tailored to meet their own educational needs. The MSW is structured to allow students to participate in full-time, part-time or advanced standing graduate studies plans requiring from one to four years of study, dependent upon prior academic preparation for graduate studies in social work.

The MSW curriculum is sequential and must be taken as specified. Courses are typically offered only in the semester indicated. Not taking courses in sequence could delay graduation. All exceptions to the curriculum sequence are subject to approval by the MSW Faculty Advisor and the MSW Program Chair.

Two Year Full-time (6 credits of electives are required)

	Summer	Fall	Spring
Year 1 (Generalist Curriculum)	SWK 631 Intro. to SWK Practice	SWK 624 Foundation Research Methods	SWK 607 Social Welfare Policy & Services
		SWK 630 Practice with Individuals	SWK 632 Practice with Families & Groups

	Summer	Fall	Spring
		SWK 642 Human Behavior in the Social Environment	SWK 636 Practice with Organizations & Communities
		SWK 695A Social Work Practicum I	SWK 643 Engaging Diversity through Justice and Anti-Oppressive Social Work Practice
			SWK 695B Social Work Practicum II
Year 2 (Advanced Generalist Curriculum)	SWK 637 Transformational Leadership with Communities & Organizations	SWK 628 Program Evaluation	SWK 608 Advanced Policy Practice
		SWK 635A Transformational Leadership Capstone Development	SWK 635B Transformational Leadership Capstone Implementation
		SWK 629 Advanced Practice with Individuals	SWK 633 Advanced Practice with Families and Groups
		SWK 695C AG Practicum I	SWK 695D AG Practicum II

Four Year Part-time (6 credits of electives are required)

	Summer	Fall	Spring
Year 1 (Generalist Curriculum) – P/T	SWK 631 Intro. to SWK Practice	SWK 624 Foundation Research Methods	SWK 607 Social Welfare Policy & Services
		SWK 642 Human Behavior in the Social Environment	SWK 643 Engaging Diversity through Justice and Anti-Oppressive Social Work Practice
Year 2 (Generalist Curriculum) – P/T	SWK 636 Practice with Organizations & Communities	SWK 630 Practice with Individuals	SWK 632 Practice with Families & Groups
		SWK 695A Social Work Practicum I	SWK 695B Social Work Practicum II
Year 3 (Advanced Generalist Curriculum) – P/T		SWK 628 Program Evaluation	SWK 608 Advanced Policy Practice
		SWK 629 Advanced Practice with Individuals	SWK 633 Advanced Practice with Families and Groups
Year 4 (Advanced Generalist Curriculum) – P/T	SWK 637 Transformational Leadership with Communities & Organizations	SWK 635A Transformational Leadership Capstone Development	SWK 635B Transformational Leadership Capstone Implementation

		SWK 695C AG Practicum I	SWK 695D AG Practicum II
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Advanced standing Full-time (6 credits of electives are required)

	Summer	Fall	Spring
Year 1 (Advanced Generalist Curriculum)	SWK 637 Transformational Leadership with Communities & Organizations	SWK 628 Program Evaluation	SWK 608 Advanced Policy Practice
		SWK 635A Transformational Leadership Capstone Development	SWK 635B Transformational Leadership Capstone Implementation
		SWK 629 Advanced Practice with Individuals	SWK 633 Advanced Practice with Families and Groups
		SWK 695C AG Practicum I	SWK 695D AG Practicum II

Advanced standing Part-time (6 credits of electives are required)

	Summer	Fall	Spring
Year 1 (Advanced Generalist Curriculum)	SWK 633 Advanced Practice with Families and Groups	SWK 628 Program Evaluation	SWK 608 Advanced Policy Practice
		SWK 629 Advanced Practice with Individuals	Elective
Year 2 (Advanced Generalist Curriculum)	SWK 637 Transformational Leadership with Communities & Organizations	SWK 635A Transformational Leadership Capstone Development	SWK 635B Transformational Leadership Capstone Implementation
		SWK 695C AG Practicum I	SWK 695D AG Practicum II

MSW Special Learning Opportunities

School Social Work Pathway

Students who complete the School Social Work Pathway will be prepared to provide exceptional MSW-level school social work services to the diverse children, youth, families, teachers, schools, and communities in both rural and urban Alaska. All courses offered in the pathway are delivered via online education, so the courses are available to social workers practicing in communities across Alaska. Please visit the School Social Work Pathway website to learn more about the application process, curriculum requirements, and Type C certification in School Social Work in Alaska.

Graduate Certificate in Children's Mental Health

The Graduate Certificate in Children's Mental Health prepares graduate degree program students and post graduates to practice children's mental health using principles and methods from multidisciplinary sources to assist in the mental health treatment of children and their families. This 13-credit certificate will strengthen competencies for work in education, social work and psychology jobs that specialize in children's mental health, and it can be completed while enrolled

in the MSW program or after completing the MSW degree. Please visit the Graduate Certificate in Children's Mental Health website for information on curriculum requirements and how to apply.

Dual Master's Degree in Social Work and Public Health

The Master of Social Work/Master of Public Health (MSW/MPH) dual degree provides academic training in order to maximize the impact of both public health and social work practices. This dual degree develops expertise at the nexus of public health and social work. The goal of this program is to train leaders who have the skills and competencies to address many of the social and public health problems facing the state of Alaska, this nation and the world. Please visit the [MSW / MPH Dual Degree](#) page in the UAA Catalog to learn more about admissions requirements, academic requirements, and graduation requirements.

Implicit Curriculum Input & Participation

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

- MSW Town Halls: Students are invited to participate in town halls by email, reminders in class, and notification in the monthly MSW Program Update. Each town hall provides an opportunity for all MSW students to provide feedback about the program's implicit curriculum and includes a Q&A period. Town Halls are held online each semester via Zoom and facilitated by MSW program faculty.
- Implicit Curriculum Survey: All MSW students asked to participate via email and class notification to provide feedback on the program and school's implicit curriculum. Administered online via email at the beginning of the spring semester, students have a minimum of 48 hours to complete the Implicit Curriculum Survey.
- MSW Student Coalition: All MSW students are invited to join the MSW Student Coalition. The coalition meets monthly to share ideas, identify concerns, develop programming, and provide student support. The MSW Student Coalition has a faculty advisor who supports the work of the Coalition and assists the Coalition with advocating for themselves and providing input about the implicit curriculum. Students are informed about MSW Student Coalition meetings and activities through emails and the monthly MSW program update.
- School of Social Work Advisory Council, MSW Student Seat: A MSW student holds a 1-year term to participate in the advisory council. The student provides input on the student perspective, helping to guide the implicit curriculum and strengthen the MSW program. The student is asked to report back to the MSW Student Coalition. The council meets three times a year online and once in-person.
- College of Health Dean's Student Advisory Council, MSW Student Seat: A MSW student participates in the College of Health Dean's Student Advisory Council to provide input on the implicit curriculum directly to the Dean of the College of Health. The Council meets once each semester. During these meetings, the Dean actively seeks to provide equitable and inclusive opportunities for students to input in the implicit curriculum.

Explicit Curriculum Input & Participation

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

- **Course Evaluations:** MSW students have the opportunity to participate in the explicit curriculum by completing course evaluations at the end of each course. Evaluations are administered online in all MSW courses at the end of the semester. Students provide feedback about the curriculum and course instruction they received. Students have a minimum of one-week to participate in this opportunity.
- **End-of-year Practicum Program Evaluation:** All MSW students enrolled in practicum at the end of the spring semester are asked to participate and provide feedback through an online evaluation form about their practicum organization, practicum education experiences, and practicum instructor. Students have a minimum of one week to complete the evaluation.
- **MSW Town Halls:** Students are invited to participate in town halls by email, reminders in class, and notification in the monthly MSW Program Update. Each town hall provides an opportunity for all MSW students to provide feedback about the program's explicit curriculum and includes a Q&A period. Town Halls are held online each semester via Zoom and facilitated by MSW program faculty.
- **MSW Student Coalition:** All MSW students are invited to join the MSW Student Coalition. The coalition meets monthly to share ideas, identify concerns, develop programming, and provide student support. The MSW Student Coalition has a faculty advisor who supports the work of the Coalition and assists the Coalition with advocating for themselves and providing input about the explicit curriculum. Students are informed about MSW Student Coalition meetings and activities through emails and the monthly MSW program update. Students are informed about MSW Student Coalition meetings and activities through emails and the monthly MSW program update.
- **School of Social Work Advisory Council, MSW Student Seat:** A MSW student holds a 1-year term to participate in the advisory council. The student provides input on the student perspective, helping to guide the explicit curriculum and strengthen the MSW program. The student is asked to report back to the MSW Student Coalition. The council meets three times a year online and once in-person.

Student Academic and Conduct Policies & Expectations

UAA Student Academic and Conduct Policies

Academic Honesty and Integrity

Academic integrity is a basic principle, which requires that students take credit only for ideas and efforts that are their own. Cheating, plagiarism, and other forms of academic dishonesty are often defined as the submission of materials in assignments, exams, or other academic work that is based on sources that are prohibited by the faculty member or in ways that do not properly cite where a student's ideas and efforts came from. Academic dishonesty also includes instances in

which students collaborate on assignments, labs, or any other academic work which is intended to be independent. Academic dishonesty is further defined in the Student Code of Conduct.

Student Code of Conduct #1 - Cheating, Plagiarism, or Other Forms of Academic Dishonesty:

- presenting as their own the ideas or works of others without proper citation of sources;
- utilizing devices not authorized by the faculty member;
- using sources (including but not limited to text, images, computer code, and audio/video files) not authorized by the faculty member;
- providing assistance without the faculty member's permission to another student, or receiving assistance not authorized by the faculty member from anyone (with or without their knowledge);
- submitting work done for academic credit in previous classes, without the knowledge and advance permission of the current faculty member;
- acting as a substitute or utilizing a substitute;
- deceiving faculty members or other representatives of the university to affect a grade or to gain admission to a program or course;
- fabricating or misrepresenting data;
- possessing, buying, selling, obtaining, or using a copy of any material intended to be used as an instrument of assessment in advance of its administration;
- altering grade records of their own or another student's work;
- offering a monetary payment or other remuneration in exchange for a grade; or
- violating the ethical guidelines or professional standards of a given program.

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

Academic Rights of Students

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

Academic Standards and Regulations

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

- Academic petition
- Academic rights of students (Academic honesty; Academic dispute resolution procedure)
- Academic Standing (Good standing; Academic action; Academic eligibility for student activities; Honor lists)
- Catalog year
- Class standing
- Course information
- Course load
- Course performance
- Course placement
- E-mail communications

- Grading (Academic letter grades; Non-academic grades; other designations; Credit / No credit; Deferred grade; Incomplete grade; No basis grade; Pass / no pass grade; Grade changes; GPA computation)
- Graduation
- Nontraditional credit policies
- Registration
- Resident credit
- Secondary student enrollment policy
- Transfer credits

Student Code of Conduct

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

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

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

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

- Cheating, plagiarism, or other forms of academic dishonesty
- Forger, falsification, alteration, or misuse of documents, funds, property, or electronic records
- Damage or destruction of property
- Theft of property or services
- Harassment
- Discrimination
- Hazing
- Endangerment, assault, or infliction of physical harm
- Gender-based or sexual misconduct
- Disruptive or obstructive actions
- Mistreatment of animals
- Misuse of firearms, explosives, weapons, dangerous devices, or dangerous chemicals
- Failure to comply with University directives
- Misuse of alcohol
- Misuse of drugs or other intoxicants

- Violation of Regents' policy, University regulation, or UA rules or procedures
- Any other actions that result in unreasonable interference with the learning environment or rights of others.

MSW Program Standards for Academic and Professional Behavior

National Association of Social Workers (NASW) Code of Ethics

The NASW Code of Ethics is a guide for the professional conduct of social workers. MSW students are expected to demonstrate the basic values and ethical principles of the NASW Code of Ethics in the social work classroom, in interactions with other students, faculty, and staff, and in the social work practicum placement.

School of Social Work Academic Standards for Professional Behavior

The UAA MSW program has identified the following behaviors and expectations¹, which are aligned with the competencies put forth by the Council on Social Work Education's 2022 Educational Policy and Accreditation Standards (EPAS), as being integral aspects of social work students' academic and professional development. These expectations are applied across program settings as well as to activities with or on behalf of the program. Concerns in one or more area will be addressed and may prompt a Student Progress Review or a Student Program Review of the student's performance.

Competency #1: Ethical and Professional Behavior

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

Acceptable	Concern
Models ethical decision-making in a variety of situations (e.g., practicum, class, community). The following are some, but not all, examples related to this professional behavior: • Consistently applies ethical principles • Seeks consultation with others (when appropriate) • Utilizes ethical decision-making models (as appropriate) • Evaluates the impact of ethical decision-making • Acknowledges faulty reasoning	Ethical decisions are made haphazardly or without a process to ensure the decision that was made was appropriate for the situation. The following are some, but not all, examples related to this professional behavior: • Does not consistently apply ethical principles • Refuses or does not seek consultation from others • Has difficulty seeing implications of ethical decisions • Cannot acknowledge errors in reasoning

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

Acceptable	Concern
Adherence with relevant laws, regulations, and procedures as outlined by the <i>NASW Code of Ethics</i> as appropriate to the situation. The following are some, but not all, examples related to this professional behavior: • Refers to various ethical codes when faced with ethical dilemmas • Identifies and applies ethical principles • Complies with relevant state laws, including, but not limited to, mandated reporting and confidentiality laws	Failure to adhere with relevant laws, regulations, and/or procedures as outlined by the NASW code of ethics in at least one situation. The following are some, but not all, examples related to this professional behavior: • Does not reference various ethical codes when faced with ethical dilemmas • Struggles to identify and apply ethical principles • Does not comply with relevant state laws, including, but not limited to, mandated reporting and confidentiality laws
Compliance with the university and program specific policy and procedures, including: • UAA Student Handbook • UAA Human Subjects IRB • UAA BSW Student Handbook and Practicum Manual • UAA MSW Student Handbook and Practicum Manual	Non-compliance with university and program specific policy and procedures, including: • UAA Student Handbook • UAA Human Subjects IRB • UAA BSW Student Handbook and Practicum Manual • UAA MSW Student Handbook and Practicum Manual

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

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

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

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

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

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

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

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

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

Acceptable	Concern
Demonstrates the ability to appreciate the perspective of others in developing an in-depth understanding of the situation. The following are some, but not all, examples related to this professional behavior: • Asks clarifying questions when appropriate to understand the perspective of others • Summarizes comments when appropriate • Utilizes the perspective of others to develop empathy • Acknowledges the impact of systemic oppression, discrimination, and/or historical trauma on people's lives	Demonstrates an unwillingness to appreciate the perspective of others in developing an in-depth understanding of the situation. The following are some, but not all, examples related to this professional behavior: • Engages in unfriendly dialogue • Abruptly interrupts with counter arguments • Uses discouraging communication • Monopolizes conversations • Ignores or dismisses the perspective of others • Dismisses or denies the impact of systemic oppression, discrimination, and/or historical trauma on people's lives
Demonstrates the ability to actively work to identify and reduce implicit biases through education, dialogue, or introspection. The following are some, but not all, examples related to this professional behavior: • Advocates for social justice and human rights • Has sufficient self-awareness to eliminate influence of implicit bias or beliefs	Demonstrates the inability or unwillingness to actively work to identify and reduce implicit biases through education, dialogue, or introspection. The following are some, but not all, examples related to this professional behavior: • Perpetuates stereotypes or discriminatory practices • Lacks a sense of self-awareness to eliminate influence of implicit bias or beliefs

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

Acceptable	Concern
Demonstrates the ability to self-regulate (monitor and control emotions) personal beliefs and attitudes related to human diversity (e.g., racial, gender, sexual orientation, ability, religion) in accordance with the demand of working with diverse clients and constituencies. The following are some, but not all, examples related to this professional behavior: • Refrains from imposing personal values and beliefs on others • Comments are sensitive and respectful to the cultural diversity of clients, peers, faculty, and/or community members • Personal disclosures are assessed to be in the best interest of the client and/or others	Demonstrates the inability to self-regulate (monitor and control emotions) personal beliefs and attitudes related to human diversity (racial, gender, sexual orientation, ability, religion) in accordance with the demand of working with diverse clients and constituencies. The following are some, but not all, examples related to this professional behavior: • Imposes personal values and beliefs on others • Pushes "own agenda" rather than listening to client • Makes discriminatory remarks to clients, peers, faculty, and/or community members

Acceptable	Concern
• Uses self-disclosure appropriately (e.g., student seems to have insight, and self-awareness, and has resolved the issue he/she is sharing). • Able to engage in discussion of uncomfortable topics • Deals appropriately in class with issues that arouse emotions • Demonstrates an awareness of one's own personal and limits • Understands the effect of one's behavior on others	• When engaged in self-disclosure, appears to be working through unresolved issues and/or avoiding client issues • Appears to overreact to, or resent feedback (e.g., takes it personally) • Appears unable/unwilling to control emotional reactions • Consistently avoids or ignores discussion of uncomfortable topics
Accepts others as experts of their own experience and strives to empower others in and throughout the helping process. The following are some, but not all, examples related to this professional behavior: • Takes advantage of additional learning opportunities Demonstrates cultural humility (willingness to assess one's limitations and the ability to be open to new ideas, contradictory information, or advice)	Unwilling or unable to see others as experts of their own experience. The following are some, but not all, examples related to this professional behavior: • Ignores input of others • Shows indifference towards others • Withholds information Has difficulty recognizing one's limitations or accepting new ideas, contradictory information, and advice

Student Review Process

School of Social Work Student Concern Resolution Process

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

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

Please note that any concerns related to the UAA Student Code of Conduct “#1 Cheating, Plagiarism, or Other Forms of Academic Dishonesty” will also be accompanied by a referral to the UAA Dean of Students Office. An academic penalty or sanction may only be imposed after the successful conclusion of the Formal Notation Process or after a finding of “responsible” through the Student Conduct Process. However, when concerns are also referred outside of the MSW

program, we cannot always be aware of how long external processes may take. In addition, as UAA operates at limited capacity during the summer months, concerns that arise during summer semester may need to wait to be addressed until the start of the fall semester.

Student Concern Resolution Process Procedures

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

Student Concern Resolution Process: Phase 1

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

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

Steps of Implementation of the Phase 1 SCRP

1. The faculty initiator completes sections A and B of the SCRP Process Form and submits a copy to the a) student; b) student's program chair; and 3) student's file.
2. The faculty initiator contacts the student to request and schedule a SCRP Phase 1 meeting. During a Phase 1 meeting, the faculty initiator describes their concern(s), explores how their concerns relates to the students' progress in the course/program, and develops a mutual understanding of the presenting issues with the student. If warranted, the faculty and student will assess the students' strengths, challenges, and needs, mutual expectations, and develop a written plan of persistence along with a timeline for improvement that addresses the areas of concern that is documented in Part C of the SCRP form.
3. The faculty initiator is responsible for tracking the Phase 1 plan progress. Once the student meets the requirements of the plan, this will be communicated with the student by email and documented on the plan.
4. If the necessary improvements in professional behavior, challenges, and/or academic progress that prompted the SCRP Phase I process are not resolved according to the agreed upon timeline for improvement, the instructor, advisor, and/or program coordinator may request a Phase2 meeting.

5. A copy of the SCRP Form, developed plan, and resolution will be placed in the student's file.

Student Concern Resolution Process: Phase 2

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

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

Steps of Implementation of the Phase 2 SCRP

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

Student Concern Resolution Process: Phase 3

A Phase 3 SCRP may be initiated when a student has demonstrated repeated, multiple, or serious violations of the UAA Student Code of Conduct, the NASW Code of Ethics, or the School of Social Work Standards for Academic and Professional Behavior. Serious violations are characterized as

those which have harmed or have the potential to harm themselves, other students, faculty, the MSW program, a practicum placement agency, or practicum clients, and warrant consideration of serious interventions or sanctions (e.g., academic probation, removal from the program).

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

Examples of Phase 3 level concerns include:

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

Steps of Implementation of the Phase 3 SCRP

1. The faculty initiator completes sections A and B of the SCRP Process Form and submits a copy to the a) student; b) student's program chair; and 3) student's file. In addition, the initiator completes a written request to the SSW Assistant Dean for a Phase 3 student review. The written request should include the student's name and a reason for the Phase 3 student review and a copy of the completed SCRP Process form.
2. Within 5 working days, the SSWK Assistant Dean will appoint an odd number of voting School of Social Work faculty members (minimum of three) and a non-voting committee chair. Voting members of the Phase 3 committee should be impartial and should exclude the student's academic advisor, the initiator, or other faculty directly involved in the student issue. Within 15 days of the submission of the written request, the Phase 3 committee chair will schedule and hold the Phase 3 meeting with the Phase 3 committee, the initiator, and the student. The meeting may take place in person or via web conference. If the student does not communicate the need for a meeting to be rescheduled within 3 days of receiving the meeting request or does not appear for the meeting, the Phase 3 meeting will proceed without the student.
3. Phase 3 meeting procedures:
 - a. Prior to the Phase 3 meeting, the initiator and the student should submit any supporting documents to the committee chair for distribution to the committee members, such as the course syllabus, assignments at issue, the student's academic transcript, phase 1 or 2 documentation, and any other items relevant to the concerns.
 - b. The committee may request and collect additional information to make a full and informed decision as needed.
 - c. The student may bring a person for support to the committee meeting, but support persons may not interact with the committee.

- d. During the Phase 3 committee meeting, the initiator and the student will each have an opportunity to describe the initial concern, the review steps that have been previously taken, and the status of the concern.
 - e. When the student and the initiator(s) have concluded presenting their information, the student will be given the opportunity to share their ideas on how to move forward to resolve the issues presented.
 - f. The committee of voting members only then moves to a closed session for deliberation that will include a review of the information presented, supporting documents, and discussion to reach a decision vote.
4. The Phase 3 committee deliberations may result in any of the following determinations (see academic standing in the UAA Catalog):
 - No action;
 - Departmental academic warning. This finding will prompt development of a written plan for improvement of professional behavior and/or academic progress that includes a timeline and consequences for not meeting the plan – see section C of the SCR form;
 - Departmental probation or continued probation. This finding will prompt a written plan for improvement of professional behavior and/or academic progress that includes a timeline and consequences for not meeting the plan - – see section C of the SCR form; or
 - Removal from the MSW program. MSW students may be removed from MSW degree-seeking status. The student will be provided with written findings and conclusions within five (5) working days after the conclusion of the committee meeting by the Assistant Dean. A copy will also be placed in the student's confidential student file.
 - The written findings will provide information about UAA's process for requesting formal review of program dismissals and other academic actions.
5. The Phase 3 committee chair will provide a summary of the findings and recommendations of the committee and will complete Section C of the SCR form. The committee chair will forward a copy of the summary and the SCR form to the student, program chair, Assistant Dean of the School of Social Work as well as place a copy in the student's file.
6. If the committee's recommendation is for removal from the program, the Assistant Dean of Social Work will report the committee's decision to the College of Health Associate Dean and to the UAA Registrar for processing. A copy of the letter will also be provided to the Office of Academic Affairs. However, if the decision is probation, the plan will be monitored by the MSW Program Chair.

UAA Academic Dispute Resolution

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

UAA Student Conduct Review Procedures

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

Graduation and Credentialing

Graduation Requirements

- Complete the [General University Requirements for Graduate Degrees](#).
- Complete the following major requirements:

Generalist requirements (advanced standing students are waived from taking all Generalist Curriculum Courses):

SWK A607 Social Welfare Policy and Services – 3 credits
SWK A624 Foundation Research Methods – 3 credits
SWK A630 Practice with Individuals – 3 credits
SWK A631 Introduction to Social Work Practice – 3 credits
SWK A632 Practice with Families and Groups – 3 credits
SWK A636 Practice with Organizations and Communities – 3 credits
SWK A642 Human Behavior in the Social Environment – 3 credits
SWK A643 Engaging Diversity through Justice and Anti-Oppressive Social Work Practice – 3 credits
SWK A695A Generalist Practicum I – 3 credits
SWK A695B Generalist Practicum II – 3 credits
30 Credits

Advanced Generalist Requirements (All MSW students are required to complete the courses in the advanced generalist curriculum):

SWK A608 Advanced Policy Practice – 3 credits
SWK/HS A628 Program Evaluation – 3 credits
SWK A629 Advanced Practice with Individuals – 3 credits
SWK A633 Advanced Practice with Families and Groups – 3 credits
SWK A635A Transformational Leadership Capstone Development – 2 credits
SWK A635B Transformational Leadership Capstone Implementation – 2 credits
SWK A637 Transformational Leadership with Communities and Organizations – 3 credits
SWK A695C Advanced Generalist Practicum I
SWK A695D Advanced Generalist Practicum II
Two 600-level social work-related electives with advisor approval
31 Credits

A minimum of 31 credits and a maximum of 61 credits is required for the degree.

Licensure

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

MSW Practicum Manual

AY2026-2027



Glossary of Terms

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

Agency Representative: A person employed by the placement agency that represents the agency in all matters relevant to the practicum education placement process and administrative components. The agency representative, agency supervisor, and practicum instructor may be the same or different people. 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 students' day-to-day activities. The practicum instructor and agency supervisor may be the same person. When an agency does not have a person who meets CSWE requirements to supervise the student, the agency supervisor or their designee provides day-to-day oversight of the student in the practicum site.

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

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

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

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

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

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

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

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

Practicum Team: Each practicum team consists of the student, practicum seminar instructor, practicum instructor, and, if applicable, agency supervisor.

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

Practicum Instruction

The social work practicum experience has been defined as social work's "signature pedagogy" by the Council on Social Work Education (CSWE) and is thus an integral aspect of each MSW student's education.

Integration of the MSW Curriculum and Practicum Experience

Practicum education offers the student an opportunity to integrate the knowledge, values and skills developed in academic courses with hands-on experience in a community setting. Two complementary elements comprise the practicum experience component: practicum work and seminar. For the practicum work, students are placed at practicum site agencies where they develop and complete a Learning Contract under the guidance and supervision of a practicum instructor, who is an MSW-level social worker. The weekly seminar, taught by a Social Work faculty member, is the place for further reflection, critical analysis and synthesis of learning through discussion and other forms of learning. Students are expected to integrate theoretical learning from academic courses to their practicum work. The UAA MSW Program has identified student learning outcomes based on competencies and practice behaviors that guide expectations for each student in practicum education. These competencies are a basis for the Learning Contract and seminar discussions.

For more detailed information regarding the mission and curriculum of the School of Social Work please see Part III of the MSW Handbook, in particular the following sections: Mission; MSW Program Student Learning Outcomes, Program Overview, and MSW Course Descriptions.

Seminar

The student will participate in a weekly practicum seminar course (SWK 695A, SWK 695B, SWK 695C, SWK 695D) concurrent with the practicum placement. The seminar provides a forum for students to process their practicum experiences, integrate generalist or advanced generalist social work competencies and practice behaviors with their practicum experience, classroom knowledge with practice, address professional issues, and further their professional identity development. Time spent in seminars is not credited toward the practicum placement hourly requirements. Performance in the seminar and timely completion of all assignments is important in determination of the overall grade assigned for practicum education courses.

Roles and Responsibilities

Role of the School of Social Work

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

Role of the Practicum Seminar Instructor

1. Develops a positive working relationship with the student, the practicum instructor, the agency representative, and others involved in the student's practicum education experience by being available on a reasonable basis, having a working knowledge of MSW program policies and procedures, and understanding the expectations of the practicum site agency.
2. Serve as a representative of the MSW program with the practicum site agency and personnel associated with the practicum education placement.
3. Assures implementation of MSW program and practicum education policies and procedures in all aspects of the practicum learning experience by providing consultation and necessary materials including course student learning outcomes.
4. Facilitates student's professional growth in the practicum placement agency and assists any party in managing difficulties which may arise in the placement.
5. Monitors and facilitates the student's learning in the practicum education placement by reviewing and approving the student's learning contract, maintaining regular contact with each site via in-person or web conference site visits, telephone, and/or email; and participating in student evaluation; and assisting with the evaluation of each site and instructor.

6. Facilitates the continuous quality improvement activities of the practicum education program through participation in planning, training, and evaluation in collaboration with the MSW Practicum Education Coordinator; and
7. Assigns the final grades for the practicum seminar.

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

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

Role of the Practicum Instructor

1. Facilitates the student's learning by establishing and maintaining positive working relationships with the student, the practicum seminar instructor, the agency representative, and others involved in the practicum program.
2. Helps ensure that the student meets practicum course requirements by developing a working knowledge of the course student learning outcomes, procedures, requirements, and the integration of the practicum placement experience in the total social work educational program.
3. Promotes successful outcomes in the practicum placement through participation in the student selection, orientation to the agency, and evaluation; and timely and constructive feedback to the student concerning the strengths and weaknesses of his or her performance.
4. Maximizes the student's professional growth and learning through participation in learning activities designed to promote continuous expansion of the ability to apply social work skills in progressively more challenging situations.
5. Assures that the student is able to implement social work values and ethics in all professional interactions in the practicum setting through weekly supervision and by example in his or her own professional conduct.
6. Facilitates student learning and achievement of student learning outcomes by being accessible to the student at reasonable intervals (minimum of 1 hour/week); identifying and collaborating with the agency representative and practicum seminar instructor to resolve problems or disputes as early as possible; and serving as champion for the student's professional development.
7. Promotes the continuous improvement of the practicum course through participation in feedback activities designed to evaluate the course.

Role of the Agency Supervisor

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

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

Role of the Student

The student will:

1. Be responsible and assume initiative for their own learning.
2. Establish and maintain a positive working relationship with the practicum instructor, other staff of the host organization, the practicum seminar instructor, and the university.
3. Adhere to agency policies and procedures including confidentiality.
4. Prepare a written learning contract that at a minimum addresses the student learning outcomes of the course.
5. Adhere to the terms of the written learning contract.
6. Meet all entrance requirements for the practicum prior to placement.
7. satisfactorily complete all assignments for the practicum placement and practicum course by established deadlines.
8. Notify the agency as early as possible whenever unable to be present as scheduled. Providing notification as required will not relieve the student of their responsibility to be punctual and reliable in the practicum setting or to complete the total number of hours required.
9. Be cognizant of and adhere to the NASW Code of Ethics.
10. Complete the student practicum application and fully disclose anything that may affect placements including; but not limited to personal problems, limitations or special need for accommodation of any type which would interfere or require a special accommodation in the practicum placement, history with potential placement sites (within the last 5 years), motor vehicle violations other than non-moving, occupational license revocation or surrender, registration as a sex offender, named on Federal government debarment list, criminal history and present substance abuse/dependence. This information will be used only for placement purposes.

11. Notify the practicum instructor, agency representative, or practicum seminar instructor of potential problems or conflicts in a timely manner to address these as proactively and constructively as possible.
12. Attend and actively participate in the weekly practicum seminar.
13. Maintain an attitude and behavior which can be characterized as mature, adult, and professional.
14. Submit MSW Practicum Education Timesheet in a timely, accurate fashion.
15. Reduce personal risk of harm or injury by avoiding situations that increase risk and following the agency's policies and procedures for identifying and dealing with job site hazards, violent clients, and other emergencies. Particular attention should be paid to procedures related to violent clients in both office and home visit settings.

Selection of Practicum Sites & Practicum Instructors

Accessibility and Disability Accommodation Requests

If you experience a disability or suspect you experience a disability, please contact Disability Support Services to arrange for approved accommodation in your practicum placement. UAA is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure access to your MSW practicum, please contact DSS to engage in a confidential conversation about the process for requesting accommodation in your practicum placement. Meetings can occur by telephone or Zoom. Further, if you anticipate issues related to the format or requirements of practicum, please contact the MSW Practicum Education Coordinator to discuss ways to ensure your full participation in practicum. Together we can plan how best to remove barriers and coordinate your accommodations in practicum. Accommodations are not provided retroactively. Please contact the Disability Support Services office at uaa_dss@alaska.edu or 907-786-4530.

Selection of Practicum Sites

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

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

Approval of Practicum Sites

All potential sites for MSW students are contacted and assessed by the UAA MSW Practicum Education Coordinator to ensure that placements can offer high quality learning experiences and opportunities for students to demonstrate the CSWE generalist practice competencies and

behaviors and/or the advanced generalist specialized practice competencies and behaviors with all system levels. Agencies must meet the following criteria to be considered as a practicum site:

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

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

- The MSW Practicum Education Coordinator schedules a meeting with a potential practicum site. This meeting occurs in-person or online and is an opportunity to gather and share the following information:
 - Types of programs and services offered by the agency.
 - Ability to ensure that students will have opportunities to demonstrate the nine (9) generalist practice competencies and the 10 advanced generalist practice specialized practice competencies with all five (5) system levels.
 - Ability to provide supervision and support to the student, and availability of practicum team members with appropriate educational backgrounds.

- o Availability of sufficient physical and/or technology resources needed to support the student.
- o Ability to perform the required activities (e.g., practicum orientation, site visits, evaluation forms).
- o Understanding of the practicum hours requirements.
- The agency confirms they understand the required activities, supervision and support, hours, and social work competencies and are interested in hosting a student.
- The MSW Practicum Education Coordinator assesses the gathered information and decides if the agency is suitable to serve as a practicum site and, if so, for what type of placement: generalist practice, advanced generalist specialized practice, or both.
- Once a site has agreed and the MSW Practicum Education Coordinator has determined the site is suitable, they are added to a list of potential site placements.
- Upon approval by the MSW Practicum Education Coordinator, a UAA College of Health (COH) Affiliation Agreement is signed by the agency and the university. The COH's Compliance Officer works with the MSW Practicum Education Coordinator, the Program Support Specialist (PSS), and the community partner's Agency Representative (who may or may not be the Practicum Instructor or Agency Supervisor) to ensure that a signed Affiliation Agreement is in-place before practicum commences. The PSS works with the COH Compliance Officer to ensure up-to-date Affiliation Agreements are on-file for all practicum sites.
- The PSS supports the MSW Practicum Education Coordinator in maintaining a list of approved agencies.

Selection Criteria for Practicum Instructors

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

The social work practicum instructor must meet the following qualifications:

1. Possess an MSW degree from a CSWE accredited school of social work.
2. Have a minimum of two years of post-degree professional social work experience.
3. Demonstrate commitment to professional ethics and values including no history of ethical violations in their career.
4. Be in one of the following roles:
 - a. An employee of the practicum work agency who meets CSWE standards.
 - b. A social worker meeting CSWE standards who is not an employee of the agency, but is willing to serve as practicum instructor and enters into an agreement with the placement agency.
 - c. A UAA faculty member or employee meeting CSWE standards who enters into an agreement with the placement agency to serve as practicum instructor when the agency does not have a person meeting CSWE standards available.
5. Understand the goals and student learning outcomes for social work education and demonstrate commitment and capability to take on the role of social work educator and mentor.
6. Submit necessary documentation (i.e., Practicum Instructor Application) to the social work program to demonstrate competency and preparedness for the role of practicum instructor.

7. Have adequate time available to provide supervision for the student(s) and participate in university provided orientation and training. A minimum of one hour per week individual supervision is required in addition to time needed to meet with the faculty liaison and to evaluate the student's performance.
8. Understand the concepts of "generalist" and "advanced generalist" social work practice as defined by the program.
9. Must complete University of Alaska Title IX training.

Orientation and Training of Practicum Instructors

General

A person willing to assume the role of practicum instructor is accepting a crucial role in the development and training of future professional social workers. To achieve that end and advance the profession of Social Work, practicum instructors have a responsibility to understand the educational student learning outcomes of the program and their role in assisting the student to attain them. The MSW program has the responsibility to provide a comprehensive orientation in a manner causing minimal disruption of the practicum instructor's other professional obligations. The program will accomplish this by employing a variety of methods including group orientation, site visits, provision of written materials, and telephone consultation. The practicum seminar instructor and MSW Practicum Education Coordinator are available for consultation as needed in addition to regularly scheduled contacts.

Orientation for Practicum Instructors and Agency Supervisors

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

The MSW Practicum Orientation and Training include at minimum the following topics:

- Orientation to MSW social work practice as conceptualized by the Council on Social Work Education and the MSW Program Curriculum.
- Orientation to the generalist practice and advanced generalist competencies and practice behaviors, explaining how to integrate them into practicum work, and facilitating students' demonstration of the competencies and practice behaviors at all system levels.
- Overview of empirically supported teaching principles relevant to practicum instruction and to stages in the learning process.
- Orientation to all the practicum education program policies and course expectations, including hour requirements.
- Training specific to development of students' comprehensive, competency-driven learning contracts.
- Evaluation timelines, measures, and criteria for evaluation.
- Strategies and suggestions for effective supervision.
- Policies regarding addressing student issues and placement termination processes; and

- Review of student safety protocols, including provided liability insurance and other considerations.
- At the orientation, contact information for the program, MSW Practicum Education Coordinator, and seminar instructors are provided to all in attendance. Attendees are encouraged to call or email as needed throughout the academic year.

Engagement with Practicum Sites & Personnel

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

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

Placement Options and Employment

Standard Placement

Students are required to complete a total of 960 hours of practicum work for the practicum course exclusive of seminar hours. The standard way to fulfill the practicum course requirement is by consecutive placements completed during the fall and spring semesters. The courses for the two semesters are continuous with the second semester building upon the first. Students remain in the same placement site and seminar.

Students doing consecutive placements complete 480 hours of practicum instruction during the fall and spring semesters of their generalist (first) year and 480 hours of practicum instruction during the advanced generalist (second) year. Summer placements are not offered due to program constraints.

Block Placement

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

Criteria for Block Placements is as follows:

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

Approved Block Placement Criteria:

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

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

Paid Practica and Stipends

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

Employment-based Practica

The UAA MSW Program allows employment-based practicums for eligible students. To be eligible, students must have worked at their current social service employer, which must meet criteria for an MSW practicum placement, for a minimum of three months. The student must be an employee in good standing and intend to remain at their place of employment throughout the practicum/school year. Interested students are asked to discuss this option with the MSW Practicum Education Coordinator during their practicum placement interview. Students are asked to think carefully about this option, as there are key considerations to keep in mind, including

student protections, the quality of student learning, accountability, and potential role confusion between employee and student responsibilities.

An Employment-Based Practicum Application must be submitted by May 1. The submitted application must be complete and include both the student's and an agency representative's signature. The application must clearly demonstrate how the proposed practicum will provide new and enhanced learning opportunities beyond the student's regular employment duties and how the student will meet the required social work competencies through practicum activities. If approved, a student may count up to 20 hours per week of work toward practicum hours. Students in an employment-based practicum must spread their hours across the semester and may not complete required hours early.

Students in an employment-based practicum must demonstrate achievement of the generalist practice or advanced generalist competencies and practice behaviors, depending upon practicum level, through activities documented in the learning contract and approved by the practicum team (i.e., student, seminar instructor, practicum instructor, and, if applicable, agency supervisor). The practicum experience must provide opportunities for learning that extend beyond routine job responsibilities and support the student's development of professional social work skills. As part of their practicum, students in an employment-based practicum must receive one hour per week of social work supervision, separate from employment supervision, and provided by a social worker who graduated from a CSWE-accredited master's program and has a minimum of two years of post-MSW practice experience.

Because employment-based practicums are dependent upon the student's continued employment, students must identify a contingency plan as part of the application process. The contingency plan should outline how the student will proceed if employment ends or the agency can no longer support the practicum placement. Possible contingency plans may include identifying an alternate practicum placement, revising the student's degree plan to complete practicum in a later semester, or other options approved by the MSW Practicum Education Coordinator.

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

Transitioning from Practicum to Employment-Based Practicum

Occasionally, students may be offered employment by their practicum site during the academic year. In such cases, students should take the following steps:

- **Notification and Approval:** Students must notify the Practicum Education Coordinator immediately upon receiving an employment offer from their practicum site. This notification must be followed by a formal request to transition to an employment-based practicum. The request will be reviewed and must be approved by the Practicum Education Coordinator.

- **Agreement and Documentation:** Once approved, an employment-based practicum application must be signed by the student, the employer, and the university. This agreement will outline the roles, responsibilities, and expectations ensuring that the student's employment duties align with the educational objectives of the practicum and CSWE core competencies.

By adhering to this policy, the transition from a traditional practicum to an employment-based practicum will support the student's professional growth while maintaining the integrity and educational standards of the BSW/MSW program.

Eligibility Criteria and Placement Process

General Considerations

Student placement and approval of all practicum placements is the responsibility of the MSW Practicum Education Coordinator. The program will attempt to match educational needs and student preferences with placement availability; however, educational needs must take precedence. Criteria used for placement decisions include, but are not limited to, the student's prior experiences, educational needs, interests and career objectives; learning opportunities within the agency; qualities and expectations of the practicum instructor and organization; and a current affiliation agreement with the College of Health or readiness to enter into one.

Students participate in a practicum placement interview with the MSW Practicum Education Coordinator to discuss learning goals, interests, and potential agencies. Following this interview, the MSW Practicum Education Coordinator makes official referrals to agencies for placement consideration. While students may explore potential agencies and discuss opportunities informally, only referrals made by the MSW Practicum Education Coordinator constitute an official placement referral.

Assignment to an organization is made by the coordinator following the agency/student interview and is based on the willingness of both the agency and student to work together and the fit of the placement with the student's educational needs.

In order to maximize diversity in learning, the program generally will avoid placing students with prior practicum instructors, employers, or agencies in which they have previously worked or served as a volunteer, intern, or practicum student. Students are expected to accept referrals made by the program and to represent themselves in the best possible manner during the placement process. Refusal to accept a placement referral or placement offer without a reason acceptable to the coordinator of MSW practicum education may result in cessation of further placement referrals. The program also may not make additional referrals of students who have been denied acceptance at an agency for reasons reflecting on the student's unprofessional performance. In addition, students who have been denied acceptance at two or more agencies without good cause may not be allowed to continue in the practicum education sequence until the student makes a plan, subject to approval of the MSW Practicum Education Coordinator, to identify and correct the issues resulting in denials. Failure to negotiate a placement in a timely manner may result in removal from degree seeking status in the MSW program.

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

Student Eligibility Criteria

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

- be enrolled in the MSW program
- have maintained at least a 3.0 grade point average
- maintain at least 3.0 in all practicum education courses
- successfully complete all prerequisite courses for the semester in which the student is enrolled
- demonstrate a capacity to relate to others
- demonstrate a commitment to social work values and ethics
- demonstrate good communication skills
- submit all application materials in a complete and timely manner

Placement Process

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

1. Students submit the Practicum Education Application form for admission to the practicum education program by the stated deadline. The application requires the student to disclose anything that may affect placements including, but not limited to, requiring special needs for accommodations, having a history with potential placement sites, having motor vehicle violations other than non-moving violations, having an occupational license revocation or surrender, being registered as a sex offender, being named on Federal government debarment list, having a criminal history, and presently abusing or being dependent on substances. This information is used only for placement purposes.
2. MSW students schedule a pre-placement interview with the MSW Practicum Education Coordinator. The purposes of this interview are to:
 - discuss placement opportunities,
 - discuss the types of placements that best meet the student's educational needs, and
 - address individual issues related to potential placements including special accommodations, employment-based practicum, proscriptions, etc. Students are expected to read the MSW Practicum Manual section of the MSW Program Handbook prior to this interview.
 - Students are expected to come to the practicum placement interview with one or more agencies identified as potential practicum sites. Identifying possible agencies in advance helps facilitate a productive conversation about learning goals, placement opportunities, and agency fit.
3. The MSW Practicum Education Coordinator coordinates practicum placement referrals and approvals. Students are encouraged to identify potential agencies of interest and discuss these options during the practicum placement interview. If a student identifies an agency where the program does not currently have an established practicum partnership, the student must discuss the agency with the MSW Practicum Education Coordinator before a placement can be approved. In some cases, particularly for out-of-state placements,

students may make initial contact with a potential agency to explore interest in hosting a practicum student. However, all placements must be reviewed and approved by the MSW Practicum Education Coordinator to ensure the agency and supervision meet program and CSWE requirements. Agencies are also expected to work through the MSW Practicum Education Coordinator to ensure equitable placement opportunities for all students.

4. After receiving a referral, the student schedules a placement interview. Placement sites may require submission of a resume before scheduling the interview. The interview is 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,
 - work schedule, and
 - additional independent learning that will be required by the agency.
5. Following the interview, the student and the agency must email the MSW Practicum Education Coordinator indicating the party's interest in the placement. The MSW Practicum Education Coordinator notifies the parties of the decision.
6. Students may be required to complete physical and background checks as a prerequisite of acceptance by a placement organization. For example, agencies may request immunization records, check fingerprints, review driving records, check federal debarment lists, and check child and sexual abuse registries. Some agencies may refuse to accept the student based on findings, a student's refusal to agree to the check, or a student's failure to obtain immunizations required by agency policy.
7. Accepted students contact their practicum instructors to establish the date and time to begin practicum placement activities. Starting dates may begin after the MSW Practicum Orientation and Training.
8. The Affiliation Agreement between the University and the agency must be signed before the practicum placement can begin.
9. The student provides the practicum instructor, and agency supervisor if applicable, with a copy of the course syllabus for that semester on the first day of the placement.
10. The student and the practicum instructor begin developing the learning contract immediately by establishing a work schedule as the first element of the contract.

Required Hours

Full Program Students

Students in the first year (generalist practice) of the full-time program and the second year of the part-time program complete 480 hours of consecutive practicum instruction during the fall and spring semesters. Students complete 480 hours of direct practicum work during the second (advanced generalist) year or fourth year of the part time program. Students are required to complete a total of 960 hours of direct practicum work over two years for the practicum education program exclusive of seminar hours.

Students completing both years of practicum in the MSW program complete 480 generalist practice hours plus 480 advanced generalist specialized practice hours for a total of 960 hours of direct practicum hours.

Advanced Standing Students

For students who are admitted with advanced standing, the program ensures the accrual of a minimum of 900 hours. In the Practicum Education Application, students are asked to disclose to the program where they earned their CSWE-accredited undergraduate social work degree and the number of practicum hours they completed.

Advanced standing students complete 480 hours of direct practicum instruction completed during the fall and spring semesters of the advanced generalist practice curriculum (first year of the advanced generalist curriculum for full-time students; second year of the advanced generalist curriculum for part-time students) plus up to 49 hours of indirect hours completed during the weekly, synchronous advanced generalist practicum seminar.

Advanced standing students earned a minimum of 400 hours for the CSWE-accredited undergraduate generalist practice practicum, and they complete 480 hours of MSW advanced generalist direct practicum hours and a minimum of 20 hours of MSW indirect practicum hours for a total minimum of 900 hours of practicum hours.

There are two options for completing hours. The standard method is through a consecutive placement during the fall and spring semesters. The second option is to do the advanced generalist year practicum as a block placement. Block placements may be considered for generalist year students on a case-by-case basis.

The purpose of practicum education is applied learning. Hours credited as practicum education are those that involve hands-on experiential learning. Hours credited toward the total time include time spent completing tasks relevant to the student's learning outcomes, supervision, agency staff and business meetings, case conferences, record keeping, report writing, and documentation. Credited hours may also include 20 hours of agency orientation and an additional 5% of required hours for in-service education and training, and professional conferences. Exceptions to this policy require approval by the practicum seminar instructor. Students and practicum instructors should recognize that the practicum is an integral part of the coursework for the MSW and that learning assignments outside of practicum work hours are both expected and appropriate.

Students attend a synchronous seminar class which meets weekly and follows the same schedule and format for UAA MSW classes. Students are required to enroll with the same seminar instructor for both fall and spring semesters. Indirect practicum hours are accrued in the seminar course. Classes are held on a weekly basis over the course of the academic year, so students may complete up to 49 indirect practicum hours per practicum year.

Schedule of Practicum Hours

The schedule of practicum work hours should coincide with the usual hours that the practicum instructor and/or agency supervisors at the placement organization are present and working. Placements that offer evening and weekend hours are rare. Students need to be aware that practicum hours are primarily weekday hours from 8:00 a.m. to 5:00 p.m. and will require students to be available for practicum during those hours. Exceptions are approved in advance by the practicum seminar instructor.

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

Practicum hours are scheduled consistently throughout the entire semester in a manner that enables students to maintain a significant presence in the organization throughout the semester and to complete the total number of required hours within the semester time frame. With prior consent of the agency supervisor (if other than the practicum instructor), practicum instructor, and practicum seminar instructor, students may complete a **minimal** number of practicum hours during the winter intersession if such activities are essential for continuity of services. Consent is contingent on the presence of appropriate agency staff for supervision and the availability of the practicum seminar instructor. The number of hours permitted must be specified and approved in advance. Students may **not** complete practicum hours during UAA's official hard closure. During the hard closure, the university is closed and faculty and staff are not available to provide support to students or practicum sites. Winter intersession hours will be counted toward Spring semester practicum hours since it is expected that students will have completed all fall practicum course requirements, including hours, prior to the winter intersession.

Documentation of Practicum Hours

Placement hours must be documented. Unless otherwise specified in your instructor's syllabus, documentation using the MSW Program Timesheet in the learning platform, ELC (Experiential Learning Cloud). Hours should be approved by the placement agency, practicum instructor and submitted weekly to the practicum seminar instructor.

Practicum Leave Bank

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

Student Orientation

Students attend a mandatory MSW Practicum Education Orientation and Training before the fall semester begins. They must complete orientation prior to the start of hours at practicum. The orientation is live via Zoom or another online platform. The MSW Practicum Education Orientation

and Training is recorded and distributed for students who cannot attend due to extenuating circumstances. These students must then meet with the MSW Practicum Education Coordinator to ensure they have reviewed the material provided before they begin accruing practicum hours.

The following topics are reviewed during orientation:

- Welcome and MSW Practicum Team Introductions
- CSWE Educational Policy, Accreditation Standards, Competencies, & Practice Behaviors
- Roles of Student Practicum Team
- Supervision
- Hour Requirements
- Information on Practicum & Seminar Expectations
 - Engagement
 - Evaluation
- Using ELC
- Problem Solving Issues
- UAA MSW Practicum Policies & Procedures
- Student Safety Protocols
- Non-Discrimination and Title IX Policies
- Dates and Deadlines
- Q&A

Monitoring and Supporting Students

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

- Online or in person site visits are conducted three times per year. Students coordinate the times to meet with their practicum team and schedule the site visits with the seminar instructor. The seminar instructor facilitates the site visits. Visits include a review of the learning contract and student's progress; highlights of the student's practicum; challenges the student, practicum instructor, or agency supervisor are experiencing relevant to practicum; student strengths, and areas for student growth.
- Weekly synchronous seminar classes via Zoom.
- Seminar instructors' ongoing review of students' practicum timesheets and related assignments.
- Email, Zoom, or phone communication as needed with seminar instructors and the MSW Practicum Education Coordinator.
- Seminar instructors' weekly office hours.
- Centralized platforms ELC and Blackboard for assignment grading, and feedback.
- Additional meetings as required, hosted by seminar instructors.
- Partnership with practicum instructors who collaborate closely with the program to maximize student learning by:
 - Guiding students in applying social work theories to practical situations.

- o Participating in evaluations and providing constructive feedback on student progress.
- o Supporting students in achieving the goals outlined in their Learning Contracts.
- o Participating in three (3) site visits per year.

If and as needed, the UAA MSW Practicum Education Coordinator will also provide support to students, their agencies, and the seminar instructor.

Rules and Expectations Regarding Placement

Late Placement

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

Schedules

Students are expected to schedule their practicum hours during the usual business hours of the placement agency when the social work staff is present. Typically, these are weekdays. An exception for unique educational opportunities (e.g., emergency service work) occurring primarily outside of regular business hours may be approved by the seminar instructor when essential to fulfilling part of the learning contract. Practicum schedules are expected to be consistent throughout the entire term.

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

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

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

Safety and Risk Management

General

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

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

Students are expected to take reasonable precautions for their own safety. This includes parking vehicles in safe areas, avoiding being the only person in an office after hours without adequate security, avoiding being isolated with clients known to be violent, and leaving the site of a home visit immediately on discovering that drugs or alcohol are in use. Students who have safety concerns should notify their practicum seminar instructor, or the MSW Practicum Education Coordinator if the seminar instructor is not available, within one business day.

Liability and Injury Insurance

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

Transporting Clients and Flying in Small Aircraft

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

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

Job Site Risks and Hazards

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

Bloodborne Pathogens

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

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

Tuberculosis

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

Evaluation Roles and Processes

Evaluation of the student

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

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

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

Practicum Instructor & Site Evaluation

Students will evaluate the practicum instructor and the practicum site at the end of each practicum placement on a standard form provided by the MSW practicum program. The evaluation will include the placement process; agency orientation; adequacy of support provided including office space, materials; attitudes and responsiveness of agency staff; contribution of placement to student's

professional growth and career objectives; the frequency and quality of supervision received from the practicum instructor; and modifications to the placement which could enhance the learning experience for future students. Additional opportunities for formative evaluation evaluating practicum instructor and practicum education setting effectiveness include site visits and seminar course assignments (e.g., learning contracts, supervision agendas and reflections, mid-semester report).

Practicum Education Program Evaluation

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

Termination of Practicum Placement

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

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

Student Requested Termination

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

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

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

1. The student is to discuss their concerns with the practicum instructor and agency representative (if applicable) in a constructive, focused manner in an attempt to resolve the issue(s). Any party may invite the practicum seminar instructor and/or MSW Practicum

Education Coordinator. A written summary of the meeting should be prepared, signed, and distributed to the parties involved.

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

such as orientation to the agency, introduction to agency specific procedures and practices, and other things not indicative of continuous professional growth shall not be credited twice even though repetition may be required by the new placement. Extension of the student's practicum or repetition of the course may be necessary in order to meet educational objectives.

Agency Initiated Termination

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

No-Fault Agency Initiated Termination

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

Agency Initiated Termination for Cause

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

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

4. Students terminated for cause shall receive a grade based on their performance compared to the expectations for the entire semester.
5. The practicum seminar instructor and/or the MSW Practicum Education Coordinator will notify the Director of the School of Social Work of the practicum termination and refer the student for a formal Phase 3 student review (See the MSW Student Handbook for details of the Student Concern Resolution Process).

Criteria for Termination for Cause

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

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

Student Drops and Withdrawals from Practicum Courses

Students should follow regular university procedures and requirements for dropping or withdrawing from a practicum course. The student must meet with the practicum seminar instructor if dropping or withdrawing after a placement has been made to ensure that the agency termination is done in a professional manner. Students must return promptly to the host agency any keys, program materials, equipment, or other items provided for the student's use. 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 practicum placements is made. Partial credit for hours worked in the practicum placement will not be granted to students dropping or withdrawing from the practicum course.

Document Purpose

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

Definitions

- **Sex or Gender-based Discrimination** include actions that adversely treat or affect someone, either intentionally or unintentionally, in a manner that unlawfully differentiates or makes distinctions on the basis of sex of the individual's sex or gender.
- **Sexual or Gender-based Harassment** includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.
- **Sexual Assault** includes non-consensual penetration.
- **Sexual Exploitation** occurs when a person takes non-consensual or abusive sexual advantage of another person.
- **Nonconsensual Sexual Contact** is any intentional or reckless sexual contact without consent.
- **Complicity** includes any act taken with the purpose of aiding, facilitating, promoting or encouraging sex or gender-based discrimination.
- **Stalking** is repeatedly following, harassing, threatening, or intimidating including by telephone, mail, electronic communication, or social media.
- **Dating or Violence** includes emotional, verbal, and economic abuse with or without the presence of physical abuse committed by a person who is or has been in an intimate relationship with the victim or by a current or former spouse or partner.
- **Retaliation** is adverse employment, academic, or other actions against anyone reporting or participating in an investigation of Title IX allegations.
- **Confidential Employee:** 1) Any University employee who is a licensed medical, clinical or mental-health professional (e.g., physicians, nurses, physician's' assistants, psychologists, psychiatrists, professional counselors and social workers, and those performing services under their supervision), when acting in his or her professional role in the provision of services to a patient who is a University student.
- **Responsible Employee:** All University employees are required to report sexual misconduct to the Title IX office within 24 hours. This excludes the confidential employee identified as a confidential resource.

What this Means

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

University of Alaska Anchorage takes immediate, effective, and appropriate action to respond to reported acts of sexual harassment and sexual violence. As a University of Alaska student, you have many rights related to Title IX Regulations. These include:

- You are entitled to a fair, impartial, and prompt investigation of your complaint.
- You have the right to be protected from further discrimination, both while the investigation is happening, and after to assure that your academic environment is free of hostility.
- You have the right to an alternative placement to minimize any disruption to your academic progress, and other interim measures.
- You have the right to identify witnesses who can attest to the alleged discriminatory behavior.
- You have the right to be notified of any updates or delays, and outcomes regarding the investigation and any pertinent sanctions.
- You have the right to appeal.
- You have the right to be protected from retaliation. Reporting sexual harassment/sexual violence will not impact your University of Alaska standing.
- You have the right to file civil or criminal complaints, outside of the processes of the institution.

Reporting Options

Emergency Situation: Please call 911 or local law enforcement.

Non-emergency Situation

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

Confidential Reporting:

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

An anonymous online reporting form that allows you to file your complaint electronically. Once a complaint is received, the office that addresses your specific type of report will reach out to you, if requested.

Website: www.alaska.ethicspoint.com

Phone: 1-855-251-5719

Reporting to Title IX: (Responsible Employee)

- Contact your Title IX Coordinator: 907-786-0818 or email: uaa_titleix@alaska.edu

- Report Online to your Title IX Office:
<https://www.uaa.alaska.edu/about/compliance-and-rights/>

Internship Coordinator: (Responsible Employee)

This person should already be known to you.

Name: Tracey Eason

Phone: 907.786. 6973

Email: tpeason@alaska.edu

Department Contact: (Responsible Employee)

Name: Matthew Cuellar, MSW Program Chair

Phone: (907) 786.6901

Email: mdallen7@alaska.edu

Dean of Students: (Responsible Employee)

Name: Ben Morton

Phone: (907) 786.1214

Email: bmorton4@alaska.edu

Additional Resources

National Domestic Violence Hotline: Available 24/7 to talk confidentially for anyone experiencing domestic violence, questioning unhealthy relationships or seeking support.

Phone: 1-800-799-7233 / Phone (TTY): 1-800-787-3224

<http://www.thehotline.org/>

National Sexual Assault Hotline (RAINN): Provides confidential, 24/7 support

Phone: 800-656-4673 / <https://rainn.org/get-help/national-sexual-assault-hotline/>

International Domestic Violence and Abuse Agencies List:

An international inventory of hotlines, shelters, refuges, crisis centers and women's organizations, searchable by country, plus an index of domestic violence resources in over 70 languages <http://www.hotpeachpages.net/>

International Crime Victim Compensation Program Directory:

A directory to help victims of crime find victim service agencies in the United States and abroad.

<http://ovc.ncjrs.gov/findvictimservices/search.asp>

RAINN International Sexual Assault Resources

A list of international centers in Australia, Bolivia, Belarus, Botswana, Canada, Estonia, Finland, Indonesia, Israel, Japan, Mexico, Namibia, New Zealand, Pakistan, Philippines, Russia, South Africa, Sweden, and United Kingdom

<https://rainn.org/get-help/sexual-assault-and-rape-international-resources>

Important Notes

Confidentiality and responsible employees:

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

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

Protections for reporters:

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

Goals & Expectations for off-campus educational programs

UNIVERSITY OF ALASKA Anchorage respectful environment for students, faculty, and staff regardless of location.

- Ensure that students, faculty, and staff have appropriate access to resources to address and help resolve interpersonal conflicts of any nature, including but not limited to sexual harassment and/or assault.
- Enable rapid communication between the parties involved, the department, and other offices on campus with relevant expertise in the event of any such conflict.

Expectations for participants in practicum experiences:

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

Expectations for the internship coordinator or department:

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

Expectations for the third-party educational provider:

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

Notice of Non-Discrimination

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