



School of Social Work
UNIVERSITY *of* ALASKA ANCHORAGE

2022-2023 MSW Student Handbook

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Part I Introduction

Welcome Letter

Dear Students:

We are happy to welcome you to the UAA School of Social Work. We hope that you will find your social work education to be challenging, enlightening, and professionally fulfilling. You have our best wishes for your academic success. During your time with us you will form close relationships with your student colleagues and faculty. Together we hope to create a learning environment that is accepting, welcoming, intellectually stimulating, challenging, and meaningful to prepare you to assume important professional social work roles.

The UAA School of Social Work BSW program has had continuous accreditation by the Council on Social Work Education since 1978 and the MSW program since 1999. We are committed to preparing social workers for practice in Alaska, while helping students develop the knowledge and skills needed to practice nationally and internationally.

This handbook has been prepared to acquaint you with information, procedures, and policies of the UAA School of Social Work. Together with the UAA Academic Catalog, this handbook provides details about School of Social Work program policies, including information on advising, admission, course work, and field work. This handbook 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 School of Social Work. We hope that you have a wonderful academic year.

Sincerely,

Kathi Trawver, PhD, LMSW
BSW Program Coordinator

Alexa Filanowicz, LCSW
BSW Field Coordinator

Mary Dallas Allen, PhD, MSW
MSW Program Coordinator

Donna Aguiniga, PhD, MSW
MSW Field Coordinator

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

School Location and Contact Information

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 234 of the [Professional Studies Building](#) (PSB), which is attached to the Wendy Williamson Auditorium. PSB is closest to the West Parking Lot, which offers a Parking Permit Kiosk.

Mailing Address:
 School of Social Work
 3211 Providence Drive, PSB 234
 Anchorage, AK 99508-8230

Main Telephone: (907) 786-6900

Fax: (907) 786-6912

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

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

College of Health

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

School of Social Work Administration

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

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

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

The BSW Program Coordinator is responsible for overseeing the day-to-day operations of the BSW Program, BSW program development, and working with the Social Work faculty and staff, UAA administration, and CSWE to ensure BSW program integrity. The Coordinator is responsible for BSW Curriculum, program admissions, scheduling courses, overseeing the advisement of BSW students, and trouble-shooting for the BSW Program.

BSW Field Education Coordinator - Alexa Filanowicz, LCSW, MSW

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

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

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

MSW Field Education Coordinator – Donna Aguiniga, PhD, MSW

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

School of Social Work Faculty

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Accreditation

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

School of Social Work Program Assessment

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

The CSWE 2015 EPAS requires that the BSW and MSW programs describe the assessment procedures and detail when, where, and how each social work competency is evaluated for each program option. Students' demonstration of each program competency must be assessed by at least two measures, and one of those measures must be based on students' demonstration of the competency in real or simulated practice situations (e.g., the field, simulations).. Please review the BSW and MSW assessment plans for details on the assessment process, which are on file with the UAA Office of Academic Affairs. They can be accessed at the UAA [Academic Assessment Committee website](#).

Part II UAA & School of Social Work Resources and Procedures**UAA Student Help and Support***Academic Catalog*

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.

eLearning: Distance Student Services

ELearning: Distance Student Services provides support for UAA distance education students and faculty.

Military & Veteran Student Services

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

Information Technology Services

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

Multicultural Center

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

Native Student Services

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

Office of Equity and Compliance

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

Office of Financial Aid

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

Student Handbook

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

Student Health and Counseling Center

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

UAA Equity, Inclusion, and Privacy Policies*Pregnancy Accommodations and Adjustments*

To support students' success and equal access to education, programs, and services, UAA provides reasonable accommodations and adjustments related to pregnancy, childbirth, false

pregnancy, termination of pregnancy, or recovery from any of these conditions. The UAA [Office of Equity and Compliance](#) and [Disability Support Services](#) respond to student requests for pregnancy-related accommodations and adjustments.

Family Educational Rights and Privacy Act

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

Notice of Nondiscrimination

Nondiscrimination Policy (BOR 01.02)

Notice of Nondiscrimination: The University of Alaska is an affirmative action/equal opportunity employer and educational institution. The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/nondiscrimination. The [UAA Office of Equity and Compliance](#) is designated to handle inquiries regarding the nondiscrimination policy.

Sex-Based Violence Statement

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

Sexual and Gender Based Discrimination (BOR 01.04)

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

UAA Student Academic and Conduct Policies

Academic Honesty and Integrity

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

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

- presenting as their own the ideas or works of others without proper citation of sources;
- utilizing devices not authorized by the faculty member;
- using sources (including but not limited to text, images, computer code, and audio/video files) not authorized by the faculty member;
- providing assistance without the faculty member's permission to another student, or receiving assistance not authorized by the faculty member from anyone (with or without their knowledge);

- submitting work done for academic credit in previous classes, without the knowledge and advance permission of the current faculty member;
- acting as a substitute or utilizing a substitute;
- deceiving faculty members or other representatives of the university to affect a grade or to gain admission to a program or course;
- fabricating or misrepresenting data;
- possessing, buying, selling, obtaining, or using a copy of any material intended to be used as an instrument of assessment in advance of its administration;
- altering grade records of their own or another student's work;
- offering a monetary payment or other remuneration in exchange for a grade; or
- violating the ethical guidelines or professional standards of a given program.

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

Academic Rights of Students

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

Academic Standards and Regulations

The UAA Catalog provides details on [academic standards and regulations](#), so please review them carefully:

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

Student Code of Conduct

The [Dean of Students](#) is responsible for UAA's Student Code of Conduct which promotes a safe campus environment by educating students about their freedoms, rights, and responsibilities. BSW

and MSW students are responsible for being knowledgeable of all sections of the UAA Student Code of Conduct.

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

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

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

School of Social Work Standards for Academic and Professional Behavior

National Association of Social Workers (NASW) Code of Ethics

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

School of Social Work Academic Standards for Professional Behavior

The UAA BSW and MSW programs have identified the following behaviors and expectations¹, which are aligned with the competencies put forth by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards (EPAS), as being integral aspects of social work students' academic and professional development. These expectations are applied across program settings as well as to activities with or on behalf of the program. Concerns in one or more

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.

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
<p>Models ethical decision-making in a variety of situations (e.g., field, class, community). The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Consistently applies ethical principles • Seeks consultation with others (when appropriate) • Utilizes ethical decision-making models (as appropriate) • Evaluates the impact of ethical decision-making • Acknowledges faulty reasoning 	<p>Ethical decisions are made haphazardly or without a process to ensure the decision that was made was appropriate for the situation. The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Does not consistently apply ethical principles • Refuses or does not seek consultation from others • Has difficulty seeing implications of ethical decisions • Cannot acknowledge errors in reasoning
<p>Adherence with relevant laws, regulations, and procedures as outlined by the <i>NASW Code of Ethics</i> as appropriate to the situation. The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Refers to various ethical codes when faced with ethical dilemmas • Identifies and applies ethical principles • Complies with relevant state laws, including, but not limited to, mandated reporting and confidentiality laws 	<p>Failure to adhere with relevant laws, regulations, and/or procedures as outlined by the <i>NASW code of ethics</i> in at least one situation. The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Does not reference various ethical codes when faced with ethical dilemmas • Struggles to identify and apply ethical principles • Does not comply with relevant state laws, including, but not limited to, mandated reporting and confidentiality laws
<p>Compliance with the university and program specific policy and procedures, including: UAA Student Handbook</p> <ul style="list-style-type: none"> • UAA Student Handbook • UAA Human Subjects IRB • UAA BSW Student Handbook and Field Manual • UAA MSW Student Handbook and Field Manual 	<p>Non-compliance with university and program specific policy and procedures, including:</p> <ul style="list-style-type: none"> • UAA Student Handbook • UAA Human Subjects IRB • UAA BSW Student Handbook and Field Manual • UAA MSW Student Handbook and Field Manual

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

Acceptable	Concern
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<p>Demonstrates the ability to self-regulate (monitor and control emotions) personal values and maintain professionalism in accordance with the demand of the situation (e.g., field practicum, classroom setting, email communication). The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Recognizes personal values and the distinction between personal and professional values • Uses reflection and self-regulation to manage personal values when they conflict with professional values • Models appropriate behavior when presented with negative verbal or non-verbal cues • Models appropriate behavior in stressful situations • Utilizes effective self-care strategies to monitor personal behavior and control emotions • Assesses appropriateness of purpose, motivation, and audience when engaging in self-disclosure within professional, practicum, and academic settings 	<p>Struggles to use reflection and self-regulation (monitor and control emotions) to manage personal values and maintain professionalism in accordance to the demand of the situation (e.g., classroom, practicum setting, email communication). The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Does not recognize personal values and the distinction between personal and professional values • Exhibits verbal or non-verbal aggression • Does not regulate personal emotions or monitor behaviors • Verbal threats directed at clients, faculty, staff, or students. • Concerns related to alcohol and/or drug use • Concerns related to mental health issues • Demonstrates impaired judgment, decision-making, or problem-solving skills • Consistent failure to demonstrate ability to form effective client/social worker relationships • Appears judgmental, abrupt in manner or unapproachable • Excessively rigid/inability to embrace complexity in self, others, and/or situations • Crosses or doesn't recognize boundaries • Assesses appropriateness of purpose, motivation, and audience when engaging in self-disclosure within professional, practicum, and academic settings
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1c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication

Acceptable	Concern
<p>Works collaboratively and adapts communication style to fit goal, audience, context, and situation. The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Actively listens • Effectively uses verbal and nonverbal cues • Conveys ideas that are sensitive to the level of knowledge and degree of sophistication of others • Openly communicates with others • Shows respect for others • Actively participates in class discussion groups/role plays 	<p>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:</p> <ul style="list-style-type: none"> • 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

<ul style="list-style-type: none"> • Uses humor appropriately to the situation • Uses appropriate language and tone when communicating with others • Maintains confidential or sensitive information disclosed at practicum or in the classroom 	<ul style="list-style-type: none"> • Offers little or no contribution to a group • Uses inappropriate humor or sarcasm • Gossips about confidential or sensitive information disclosed at practicum or in the classroom
<p>Produces written original work and/or cites/references other's work according to current APA style. The following are some, but not all, examples related to this professional expectation:</p> <ul style="list-style-type: none"> • Free from grammatical errors • Little to no issues with content and structure • Demonstrates the ability to use citations and reference list (APA style) • Demonstrates ability to write effectively in records • Demonstrates ability to summarize, identify major points and document succinctly • Demonstrates use of critical thinking skills 	<p>Produces written work that is either not original and/or cited/referenced incorrectly according to current APA style. The following are some, but not all, examples related to this professional expectation:</p> <ul style="list-style-type: none"> • Self-plagiarism or plagiarizing the work of others • Does not demonstrate ability to use citations and reference list (APA style) • Purchases and submits written materials for an assignment • Written work is frequently vague, shows difficulty in expressing ideas clearly and concisely • Work appears to have been hastily prepared and not proof-read • Many errors in the areas of spelling, punctuation, word choice, and structure and does not make effort to show improvement • Written work is excessive and/or inadequate regarding the purpose of the work (e.g., case notes vs. term paper)
<p>Manages schedule and program commitments. The following are some, but not all, examples related to this professional expectation:</p> <ul style="list-style-type: none"> • Attends class regularly and communicates with the instructor when an absence is necessary • Plans and organizes work effectively • Requests extensions for assignments or exams only when experiencing an unforeseen personal, family, or community crisis • Turns in assignments complete and on time. • Keeps scheduled appointments (e.g., advisement, field work interviews) • Adheres to field practicum schedule and/or communicates in a professional manner with agency supervisor/field instructor when will be late or absent • Dress and appearance are consistently appropriate for the setting (classroom and professional) 	<p>Fails to successfully manage schedule and program commitments. The following are some, but not all, examples related to this professional expectation:</p> <ul style="list-style-type: none"> • Poor organizational skills • Repeatedly requests extensions on assignments and exams • Turns in late or incomplete field and/or class assignments • Excessive absences from class per class syllabus • Non-response to program communications • Multiple late arrivals, early departures, and/or absences from field placement • Dress and appearance are inappropriate for the setting (classroom and professional)

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

Acceptable	Concern
<p>Adheres to the ethical (e.g. maintaining confidentiality) and professional (e.g. tone, appropriate conversational language) use of technology, email, and social networking sites. The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Adheres to the NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice • Uses appropriate intensifiers to help convey meaning (especially using email or other social media outlets). • Presents information that is accurate and consistent with NASW Code of Ethics • 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 	<p>Violates confidentiality or unprofessional use of technology, email and social networking sites. The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Does not adhere to the NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice • Uses flaming (“online screaming”) or sentences in all caps • Presents inaccurate or inappropriate information • Does not follow the NASW Code of Ethics when providing services to others • Ignores protocols and policies to protect client confidentiality when using technology • Crosses or does not recognize professional boundaries in online communication with clients or colleagues

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

Acceptable	Concern
<p>Accepts and utilizes constructive feedback (e.g. from peers, instructors, clients, and etc.) and engages in a process of reflection and self-correction to improve personal, professional practice, judgement and behavior. The following are some, but not all, examples related to this professional behavior.</p> <ul style="list-style-type: none"> • Seeks out supervision and consultation to guide professional judgement and behavior. • Acts promptly to use supervision and consultation to resolve identified problems with performance or professional responsibilities • Uses feedback from supervision and / or consultation to modify behavior 	<p>Has difficulty accepting and utilizing constructive feedback from others (e.g. peers, instructors, clients, etc.) and struggles with engaging in a process of reflection and self-correction to improve personal, professional practice, judgement and behavior. The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Fails to seek out supervision and consultation to guide professional judgement and behavior. • Expresses anger, or dismisses constructive feedback • Continues to exhibit behavior that impedes working relationships with others

Competency #2: Diversity and Difference

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

Acceptable	Concern
<p>Demonstrates the ability to appreciate the perspective of others in developing an in-depth understanding of the situation. The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Asks clarifying questions when appropriate to understand the perspective of others 	<p>Demonstrates the unwillingness to appreciate the perspective of others in developing an in-depth understanding of the situation. The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> • Engages in unfriendly dialogue

<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Abruptly interrupts with counter arguments Uses discouraging communication Monopolizes conversations Ignores or dismisses the perspective of others Dismisses or denies the impact of systemic oppression, discrimination, and/or historical trauma on people's lives
<p>Demonstrates the ability to actively work to identify and reduce implicit biases through education, dialogue, or introspection. The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> Advocates for social justice and human rights Has sufficient self-awareness to eliminate influence of implicit bias or beliefs 	<p>Demonstrates the inability or unwillingness to actively work to identify and reduce implicit biases through education, dialogue, or introspection. The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> Perpetuates stereotypes or discriminatory practices Lacks a sense of self-awareness to eliminate influence of implicit bias or beliefs

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

Acceptable	Concern
<p>Accepts others as experts of their own experience and strives to empower others in and throughout the helping process. The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> Takes advantage of additional learning opportunities Demonstrates cultural humility (willingness to assess one's limitations and the ability to be open to new ideas, contradictory information, or advice) 	<p>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:</p> <ul style="list-style-type: none"> Ignores input of others Shows indifference towards others Withholds information Has difficulty recognizing one's limitations or accepting new ideas, contradictory information, and advice

2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Acceptable	Concern
<p>Demonstrates the ability to self-regulate (monitor and control emotions) personal beliefs and attitudes related to human diversity (e.g., racial, gender, sexual orientation, ability, religion) in accordance with the demand of working with diverse clients and constituencies. The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> Refrains from imposing personal values and beliefs on others 	<p>Demonstrates the inability to self-regulate (monitor and control emotions) personal beliefs and attitudes related to human diversity (racial, gender, sexual orientation, ability, religion, etc.) in accordance with the demand of working with diverse clients and constituencies. The following are some, but not all, examples related to this professional behavior:</p> <ul style="list-style-type: none"> Imposes personal values and beliefs on others

Acceptable	Concern
<ul style="list-style-type: none"> • Comments are sensitive and respectful to the cultural diversity of clients, peers, faculty, and/or community members • Personal disclosures are assessed to be in the best interest of the client and/or others • Uses self-disclosure appropriately (e.g., student seems to have insight, and self-awareness, and has resolved the issue he/she is sharing). • Able to engage in discussion of uncomfortable topics • Deals appropriately in class with issues that arouse emotions • Demonstrates an awareness of one's own personal and limits • Understands the effect of one's behavior on others 	<ul style="list-style-type: none"> • Pushes "own agenda" rather than listening to client • Makes discriminatory remarks to clients, peers, faculty, and/or community members • When engaged in self-disclosure, appears to be working through unresolved issues and/or avoiding client issues • Appears to overreact to, or resent feedback (e.g., takes it personally) • Appears unable/unwilling to control emotional reactions • Consistently avoids or ignores discussion of uncomfortable topics

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

Introduction

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

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

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

Student Progress Review

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

Coordinator, the BSW/MSW Field Education Coordinator, and/or Director of the School of Social Work.

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

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

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

Student Program Review

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

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

Student Program Review Procedures:

- To request a Student Program Review meeting, a School of Social Work instructor, advisor, or program coordinator will submit a written request for Student Program Review meeting to the School of Social Work Director or Designee. The written request should include: the name and contact information for the student, a summary of the concerns, and a description of any prior actions taken to address the concern.
- Student Program Review meetings that addresses academic dishonesty or violations of the Student Code of Conduct may also be accompanied by a referral to the UAA Dean of Students Office using the [online reporting form](#). The Student Program Review Meeting will proceed at the conclusion of UAA student conduct review proceedings.
- Within five working days of receiving the written Student Program Review request, the School of Social Work Director or Designee will appoint a Student Program Review Committee from the School of Social Work faculty that will consist of a non-voting committee chair, and a minimum of three voting committee members, that may include the initiator.
- The Director of the School of Social Work or Designee will forward the Student Program Review Meeting request to the Committee Chair, who will be responsible for scheduling the Student

Program Review, informing the student of the meeting, facilitating and documenting the outcome of the meeting

- The Committee Chair will schedule the meeting with the committee members. The meeting date must be within 15 working days after the written request was submitted.
- The Committee Chair will send the student a written notification of the summary of concerns, the date and time of Student Program Review Committee meeting, instructions for requesting that the meeting be rescheduled, and contact information for the Committee Chair.
- If the student does not appear for the meeting, the Chair may determine to proceed without the student.
- The Program Student Review meeting may be conducted in person, audio-conference, or video conference.
- The student may invite a person to be present during the Program Student Review Committee meeting, but the person may not speak or ask questions on behalf of the student unless authorized by the Chair.
- The deliberations of the Student Program Review committee will be limited to committee members.
- The Student Program Review committee proceedings may result in any of the following determinations:
 - A written plan for improvement of professional behavior and / or academic progress that includes a timeline and consequences for not meeting the plan;
 - Departmental probation or continued probation; and / or
 - Removal from the BSW or MSW program.
BSW students may be removed from the BSW major and program, and the student's major program will be changed to undeclared. MSW students may be removed from MSW degree-seeking status.
- The student will be provided with written findings and conclusions within five working days after the conclusion of the committee meeting. A copy will also be placed in the student's School of Social Work student file.

Student Complaint / Dispute Resolution

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

Part III MSW Program Policies and Curriculum

Introduction

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 distance-delivered MSW program.

The UAA MSW program curriculum is delivered entirely through distance 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, distance 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, and pursuing justice, equity, and inclusion for all. Through a collaborative online learning environment and field practica, students develop advanced generalist social work values, knowledge, and skills in direct practice, leadership, critical scientific inquiry, and policy advocacy to address the complex health and social welfare needs in Alaska and the Circumpolar North.

MSW Program Goals

Goal 1: To prepare advanced generalist social work practitioners competent in multiple practice roles across client systems, particularly within the state of Alaska.

Goal 2: To prepare advanced generalist social work practitioners committed to the enhancement of human well-being.

Goal 3: To prepare advanced generalist social work practitioners committed to the promotion of social, environmental, and economic justice for people of all backgrounds, particularly those in Alaska.

Goal 4: To prepare advanced generalist social work practitioners who are guided by the values and ethical standards of the social work profession.

Goal 5: To prepare advanced generalist social work practitioners who will enhance the quality of service delivery systems.

Goal 6: To prepare advanced generalist social work practitioners who are knowledgeable, skillful, and sensitive with people from diverse backgrounds.

MSW Program Student Learning Outcomes

The MSW program prepares advanced generalist social workers who:

- Are leaders who assume multiple practice roles to address health and social issues in Alaska.
- Engage in practice consistent with the values and ethics of the social work profession.
- Demonstrate attunement, sensitivity, and respect for people from diverse backgrounds.
- Intervene differentially with, and on behalf of, populations at risk or who experience discrimination, economic deprivation, and/or oppression.
- Develop and conduct research to inform practice.
- Develop and evaluate social policies that promote social, economic, and environmental justice.
- Engage in planned change using theory and evidence-based practice processes to provide competent and effective services across system sizes.
- Integrate contextual knowledge into the development, implementation, and evaluation of social work services in Alaska.

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 diverse and inclusive environment. Serving students, the state, and the communities of Southcentral Alaska, UAA is a comprehensive, open access, public university established on the ancestral lands of the Dena’ina, Ahtna Dene, Alutiiq/Sugpiaq, Chugachmiut, and Eyak peoples.

The UAA 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.

MSW Program Accreditation

The UAA School of Social Work Masters 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 UAA MSW Program engages in continuous program assessment of the generalist curriculum and the advanced generalist curriculum. In addition, the MSW program also assesses the implicit curriculum, which includes: the program's commitment to diversity, admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. See MSW Program Assessment Plan for more detailed information.

Admission to the MSW Program

Applying to the MSW Program

Applications to the MSW Program are accepted and reviewed once a year. Only students living in the state of Alaska will be accepted into the MSW program. All applications to the MSW program must be post-marked or delivered to the School of Social Work office by January 15. Late applications may be accepted at the discretion of the MSW Admissions Chair.

Applications to the MSW program include:

- UAA Graduate Application for Admission, which includes a non-refundable application fee and is submitted to UAA Enrollment Services
- Completed and signed MSW Application for Admission form
- Professional resume
- Three reference forms from professional sources (Applicants with a BSW who are applying for advanced placement must include one letter of reference from a BSW faculty member who can address the applicant's readiness for advanced placement, such as the BSW program coordinator, the BSW field coordinator, the student's academic advisor.)
- MSW Personal Statement
- MSW Writing Sample
- Official transcripts from all colleges and universities attended

It is the responsibility of the applicant to ensure that all materials required for a complete application are received by the School of Social Work including transcripts ordered from other institutions. 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.

MSW Program Admission Requirements

Please see the UAA Catalog for information about [MSW Admission Requirements](#).

- An earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association.
- 3.00 cumulative undergraduate GPA (The MSW Admissions Committee may make exceptions, taking into account special circumstances based on a review of the entire application)
- Two prerequisite courses (completed with a grade of “C” or better): (Note: This is a policy change that went into effect for the 2018-2019 catalog year. Students who applied in January 2018 or earlier were required to complete a prerequisite in lifespan development in addition to human biology and applied statistics).
 - Human Biology (Appropriate courses include: Human Biology; Introductory Biology; Human Anatomy and Physiology; Fundamentals of Biology. The UAA courses that will satisfy this requirement are BIOL 100 Human Biology; BIOL 102 Introductory Biology; BIOL 111 or 112 Human Anatomy and Physiology I or II; BIOL 113 or 114 Lectures in Human Anatomy and Physiology I or II; BIOL 115 or 116 Fundamentals of Biology I or II)
 - Applied Statistics (The UAA courses that will satisfy this requirement are: STAT 252 Elementary Statistics or PSY 453 Application of Statistics to the Social Sciences).

Criteria for Admission to the MSW Program with Advanced Placement:

- Bachelor of Social Work degree completed within the past five years 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.
- 3.00 cumulative undergraduate GPA
- 3.50 GPA in BSW program core courses (course work in human behavior, policy, research, practice, and practicum)
- Grade of “A” or equivalent in each field placement course
- Two prerequisite courses (completed with a grade of “C” or better): human biology and statistics (Note: This is a policy change that went into effect for the 2018-2019 catalog year. Students who applied in January 2018 or earlier were required to complete a prerequisite in lifespan development in addition to human biology and applied statistics).
 - Human Biology (Appropriate courses include: Human Biology; Introductory Biology; Human Anatomy and Physiology; Fundamentals of Biology. The UAA courses that will satisfy this requirement are BIOL 100 Human Biology; BIOL 102 Introductory Biology; BIOL 111 or 112 Human Anatomy and Physiology I or II; BIOL 113 or 114 Lectures in Human Anatomy and Physiology I or II; BIOL 115 or 116 Fundamentals of Biology I or II)
 - Applied Statistics (The UAA courses that will satisfy this requirement are: STAT 252 Elementary Statistics or PSY 453 Application of Statistics to the Social Sciences).

Applying for Reinstatement

An MSW student who fails to register for at least one graduate or 400-level credit per semester as listed on their official Graduate Studies Plan (GSP) for two consecutive semesters; voluntarily withdraws from the program; or fails to obtain an approved Leave of Absence will have to apply for Reinstatement before resuming graduate studies. To apply for reinstatement to the UAA MSW program, please complete the following steps and submit all documents to the MSW Admissions Chair:

- A. Meet with your MSW advisor or the UAA MSW program coordinator to develop a revised Graduate Studies Plan for returning to the MSW program. You will submit this revised Graduate Studies Plan with your application for reinstatement.
- B. Request a letter of recommendation for reinstatement from your MSW program advisor or the MSW program coordinator, which you will submit with your application for reinstatement.
- C. Write a Personal Statement - The personal statement should be typed, double-spaced, and should be no longer than two (2) pages. Please also include your contact information (Name, e-mail, address, and phone number) on the personal statement (not included in the 2 pages).

Please submit a Personal Statement to answer the following questions:

1. What are your professional goals? How will completing the UAA Master of Social Work degree prepare you to achieve those goals?
2. During your time away from the UAA MSW program, what are the personal, volunteer, education, and/or professional experiences that have prepared you to successfully complete the UAA MSW program?
3. How will you balance the demands of the MSW program coursework (6 – 15 hours a week) and field requirements (16 hours a week) with the demands of your life, including personal, work, family, and community responsibilities, so that you are able to successfully complete the MSW program?

- D. Complete the [UAA Graduate School Reinstatement to Graduate Student Status form](#).

Admissions Decisions

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

- Undergraduate grade point average. While a minimum GPA of 3.0 is desired, exceptions may be made taking into account 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.
- Assessment of the applicant's understanding of and commitment to social work and their capacity for the profession as evidenced by the applicant's resume, letters of reference, personal statement, and writing sample.
- Letters of reference.

- Demonstration of critical thinking and writing ability based on the personal statement and writing sample.

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

Admitted with provisions - Applicants who show potential for success in the MSW program but do not meet all the admission requirements may be provisionally admitted. For example, applicants who are enrolled in the last semester of their undergraduate program or who have not completed the three prerequisite courses will be given a 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.

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

Waitlisted for admission – Each year we receive more qualified applicants than space available. A small number of applicants may be selected for a waitlist. If space becomes available before May 1, 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 are denied admission may reapply in subsequent years.

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.

- If a deferral is granted, applicants must complete and submit the UAA Graduate School *Change Application for Graduate Admission* by May 1. MSW program approval is required for this form.

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.

Field Placement Notification

The UAA MSW Program requires MSW students to complete two years of field placements (480 hours each year). Many field 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 field placement, which may result in the student being unable to complete the field 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.

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 academic advisor each semester to review their Graduate Studies Plan and ensure the form is accurate. 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 advising.

Objectives of 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, Native Student Services, AHAINA, and other student services.
4. To acquaint students with the MSW admissions procedures and the completion of an Official Graduate Studies Plan.
5. To assist in setting individualized learning objectives within the overall program and areas of emphasis within the program.
6. To assist students in evaluating progress and performance.
7. To assist students with seeking remedies in complaints.
8. If necessary, to assist students in entering another area of study.

MSW Student Support and Engagement

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.

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 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.

MSW Program Delivery

The UAA MSW Program is delivered through distance 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 Distance MSW Program is to make the MSW degree available and accessible to rural students living in the state of Alaska. The MSW Distance program is not available to students living outside of the state of Alaska unless approved by the MSW program coordinator and the Director of the School of Social Work.

Overview of UAA MSW Distance Education

All students are required to attend a mandatory MSW program intensive on the UAA Anchorage campus at the beginning of the fall semesters during the generalist and advanced generalist years of the program. The intensive is typically held over a weekend (Friday – Saturday). Students are required to provide their own transportation, meals, and lodging for the intensive.

All required courses have regularly scheduled meeting times (from either 5 – 6:45 pm or 7 – 8:45 pm), 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. Distance education courses require the same amount of work as on-campus courses, and students spend the same amount of time on distance 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 on 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, OneNote, and Skype.

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 an accessible and usable for all students.

With new technology and software emerging, people are concerned with their privacy and how information is being used.

MSW Program Options

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

- **Full-Time Program:** Full-time students attend classes concurrent with a field 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 field placements: one during the second year and one during the fourth year.
- **Advanced Standing Program** (full-time or part-time): Students with a BSW degree from an accredited social work program who are admitted with advanced placement may attend the MSW program full-time or part-time. All advanced placement 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 placement students complete one field 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 Field Coordinator has sufficient time to arrange a field 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 distance education in order 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, distance education is an essential component of the MSW curriculum.

No credit for life experience or previous work experience

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

Overview of the Generalist 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 curriculum and the advanced generalist curriculum. The UAA MSW generalist 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 curriculum practice the knowledge, values, and skills learned in the classroom while engaged in a field practicum placement, and they integrate those experiences in a 3-credit field practicum seminar.

Students begin the generalist curriculum with a two-day face-to-face program intensive on the UAA campus in Anchorage, Alaska. The program intensive is designed to provide students with an orientation to the MSW program policies and procedures and to the advanced generalist curriculum. The program intensive also provides students with opportunities to build relationships with classmates and with the faculty of the School of Social Work.

The generalist curriculum is composed of 31 semester credits and is completed in the first year of the full-time program, and the first two years of the part-time curriculum. The generalist curriculum is sequenced to provide professional preparation for advanced generalist social work education. Students must successfully complete all courses in the generalist curriculum (or pass the equivalency exam) before proceeding to the advanced generalist curriculum

The generalist curriculum is organized into five sequences to provide professional preparation for advanced generalist social work education: human behavior in the social environment, research, policy, social work practice, and field education. The generalist curriculum is composed of 31 semester credits, which are delivered through ten courses across the five course sequences: human behavior in the social environment (SWK 643 Human Diversity in Social Work Practice; SWK 643 Human Behavior in the Social Environment); research (SWK 624 Foundation Research Methods); policy (SWK 607 Social Welfare Policy & Services); social work practice (SWK 631 Introduction to Social Work Practice; SWK 630 Practice I: Individuals; SWK 632 Practice II: Families and Groups; and SWK 636 Practice III: Organizations and Communities); and field education (SWK 644 Social Work Practicum I; SWK 645 Social Work Practicum II). Students must successfully

complete all courses in the generalist curriculum (or pass the equivalency exam) before proceeding to the advanced generalist curriculum. The MSW generalist curriculum is sequential and the courses must be taken in the specified order.

The MSW curriculum has a formal curriculum design that integrates classroom and field. MSW students can complete the 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 generalist content of the five 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 course and field education content. The classroom and field education courses are intentionally integrated in the generalist curriculum such that the classroom courses prepare students to be successful in the field as well as support them while they are in field. While in the field practicum, MSW students are concurrently enrolled in a course in the practice sequence as well as a field practicum seminar. This provides students with a coherent and integrated curriculum for both classroom and field. Finally, in building the course schedule we have been mindful to balance the courses that students find most challenging across semesters. For example, we have found that MSW students are often challenged by the course content presented in SWK 624 Research Methods and SWK 607 Social Welfare Policy and Services, so we have placed these two courses in different semesters.

The generalist 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 I: Individuals

SWK 631 Introduction to Practice

SWK 632 Practice II: Families and Groups

SWK 636 Practice III: Organizations and Communities

SWK 642 Human Behavior in the Social Environment

SWK 643 Human Diversity in Social Work Practice

SWK 644 Social Work Practicum I

SWK 645 Social Work Practicum II

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

- **Competency 1: Demonstrate Ethical and Professional Behavior** - Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize

personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

- **Competency 2. Engage Diversity and Difference in Practice** - Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.
- **Competency 3. Advance Human Rights and Social, Economic and Environmental Justice** - Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed 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.
- **Competency 4. Engage in Practice-Informed Research and Research-Informed Practice** - Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.
- **Competency 5. Engage in Policy Practice** - Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational,

environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

- **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, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.
- **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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.
- **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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.
- **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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social

workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

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, and the MSW program curriculum is divided into the generalist curriculum and the advanced generalist curriculum. The formal curriculum design for the advanced generalist specialized practice area builds upon the generalist 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.

Students begin the advanced generalist curriculum with a two-day face-to-face program intensive on the UAA campus in Anchorage, Alaska. The program intensive is designed to provide students with an introduction to the advanced generalist curriculum. The program intensive also provides students with opportunities to build relationships with classmates and with the faculty of the School of Social Work. During the advanced generalist intensive, students engage in career development activities to facilitate life-long learning and develop leadership skills as advanced generalist social workers.

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.

The advanced generalist curriculum builds upon the foundation provided in the generalist curriculum, and it is organized into four sequences to provide professional preparation for advanced generalist social work education: research, policy, social work practice, and field education. The advanced generalist curriculum is composed of 25 semester credits, which are delivered through nine courses across the four sequences: research (SWK 628 Program Evaluation); policy (SWK 608 Social Policy for Advanced Generalist Practice); practice (SWK 629 Advanced Generalist Practice I: Individuals; SWK 633 Advanced Generalist Practice II: Families and Groups; SWK 634 Advanced Generalist Practice III: Organizations and Communities); and field education (SWK 646 Advanced Generalist Practicum I; SWK 647 Advanced Generalist Practicum II). Students integrate the knowledge, values, skills, and cognitive and affective processes developed in the classroom courses while engaged in the field education seminar, which supports them while they are in the field placement. Students demonstrate autonomous practice, leadership, innovation, and creativity in a final capstone project, which may be accomplished by taking SWK 635 Advanced Generalist Integrative Seminar or SWK 698 MSW Research Project.

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 field education content. The classroom and field education courses are intentionally integrated such that the classroom courses prepare students to be successful in the field as well as support them while they are in field. While in the field practicum, MSW students are concurrently enrolled in a course in the practice sequence as well as a field practicum seminar.

The advanced generalist curriculum is the curriculum for students who are accepted into the MSW program with advanced placement, although advanced placement students are required to take an additional course in the research sequence (SWK 624 Research Methods). Requiring the additional research methods course ensures that students accepted with advanced placement are prepared to engage in the advanced generalist research sequence. Students admitted with advance placement may complete the advance 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 628 Program Evaluation
- SWK 629 Advanced Generalist Practice I: Individuals
- SWK 633 Advanced Generalist Practice II: Families and Groups
- SWK 634 Advanced Generalist Practice III: Organizations and Communities
- SWK 635 Advanced Generalist Integrative Seminar
- SWK 646 Advanced Generalist Practicum I
- SWK 647 Advanced Generalist Practicum II
- SWK 698 MSW Research Seminar

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 understand the complex ways that the value base of the profession, its ethical standards, and relevant laws and regulations impact all aspects of practice at the micro, mezzo, and macro levels. Advanced generalist social workers understand multiple frameworks of ethical decision-making and how to apply principles of leadership and critical thinking to those frameworks to resolve complex ethical dilemmas in practice, research, and policy. Advanced generalist social workers have awareness of their personal values and are able to recognize when their personal experiences and affective reactions influence their professional judgment and behavior. Advanced generalist social workers understand the complexity of profession's history, its mission, and the roles and responsibilities of the profession. Advanced-generalist social workers understand the history, mission, and roles and responsibilities of other professions when engaged as leaders in inter-professional teams. Advanced-generalist social workers understand the importance of life-long learning for updating their skills, developing substantive knowledge in new practice areas, and integrating new and innovative approaches to their practice. Advanced generalist social workers understand the ethical use of technology to address the complex challenges of micro, mezzo, and macro social work practice in Alaska.

- **Advanced Generalist Competency 2. Engage Diversity and Difference in Practice** - Advanced generalist social workers have a deep understanding of how diversity and difference shape the human experience and the formation of identity across the lifespan. Advanced generalist social workers understand dimensions of diversity as the complex intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced generalist social workers understand that because of difference, a person's life experiences may include a complex interplay of oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Advanced generalist social workers understand the complex structures, mechanisms, and historical forces such as colonialism that contribute to oppression and discrimination and recognize that a culture's structures and values may contribute to oppression, marginalization, alienation, or create privilege and power.
- **Advanced Generalist Competency 3. Advance Human Rights and Social, Economic and Environmental Justice** - Advanced generalist social workers understand the importance of advocating for policies and practices that provide all people with access to the fundamental human rights of freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers can identify the global interconnections of oppression and human rights violations, and apply theories of human need and social justice when developing strategies to promote social, economic, and environmental justice and human rights. Advanced generalist social workers understand the complexity of strategies needed 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.
- **Advanced Generalist Competency 4. Engage in Practice-Informed Research and Research-Informed Practice** - Advanced generalist social workers understand quantitative, qualitative, and mixed research methods and their respective strengths and weaknesses in advancing a science of social work and in evaluating their practice. Advanced generalist social workers understand the complex process of integrating the principles of logic, scientific inquiry, and culturally informed and ethical approaches when engaging in social science research with vulnerable populations. Advanced generalist social workers understand that social work practice should be informed by multiple ways of knowing and multi-disciplinary research. They also understand the process for translating and integrating multi-disciplinary research findings into effective practice at the micro, mezzo, and macro levels.
- **Advanced Generalist Competency 5. Engage in Policy Practice** - Advanced generalist social workers understand that human rights, social justice, social welfare, and social work services are mediated by a complex interaction of policy and policy implementation at the federal, state, and local levels. Advanced generalist social workers have a deep understanding of the history of social policies and services, the role of policy in micro and macro service delivery, and the role of micro and macro practice in policy development. Advanced generalist social workers understand their role as leaders in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively provide leadership in policy practice to effect change. Advanced generalist social workers are knowledgeable about how to engage in policy formulation, analysis, implementation, and evaluation.

- **Advanced Generalist Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities** - Advanced generalist social workers understand that engagement is an ongoing component of the complex, dynamic, and interactive process of advanced generalist social work practice with and on behalf of diverse and complex individuals, families, groups, organizations, and communities. Advanced generalist social workers have a deep understanding of the value of human relationships in social work practice. Advanced generalist social workers have a broad and deep understanding of theories of human behavior and the social environment and differentially apply this knowledge to facilitate engagement with complex clients and constituencies, including families, groups, organizations, and communities. Advanced generalist social workers understand multiple strategies to engage diverse clients and constituencies to advance practice effectiveness. Advanced generalist social workers deeply value principles of relationship-building and inter-professional collaboration as leaders engaging with clients, constituencies, and other professionals.
- **Advanced Generalist Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities** - Advanced generalist social workers understand that assessment is 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 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 understand that there are multiple methods of assessment with diverse clients and constituencies and that each has strengths and weaknesses for advancing practice effectiveness. As leaders, advanced generalist social workers recognize and address how the larger practice context has implications for the assessment process and value the importance of inter-professional collaboration in the assessment of complex practice situations. Advanced generalist social workers understand how their personal experiences and affective reactions may affect the validity and reliability of their assessment and decision-making in complex, challenging practice situations.
- **Advanced Generalist Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities** - Advanced generalist social workers understand that intervention is 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 have a deep and broad understanding of theories of human behavior and the social environment and critically evaluate and differentially apply this knowledge to effectively intervene with complex clients and constituencies. Advanced generalist social workers understand the methods of identifying, analyzing, implementing, and evaluating 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 Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities** - Advanced generalist social workers understand that

evaluation is 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 recognize the importance of choosing 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 have a deep and broad understanding of theories of human behavior and the social environment and critically evaluate and differentially apply this knowledge in evaluating outcomes of 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.

- **Advanced Generalist Competency 10. Context:** Advanced generalist social workers understand the complex nature of advanced generalist social work practice and the variety of roles that advanced generalist social workers undertake in urban and rural communities across Alaska. Advanced generalist social workers understand the incredible strengths as well as the complex challenges experienced in urban and rural communities across Alaska and the innovative and interdisciplinary practices needed to address those challenges. Advanced generalist social workers understand the complex history of colonialism and the associated historical trauma experienced by many communities in Alaska, and the possible effects on current social problems and social service delivery.

Course Fees

MSW students pay a \$25.00 Lab Fee in each field practicum course (SWK A644, SWK A645, SWK A646, SWK A647), which pays for the cost of insurance while the student is in the field practicum placement.

Electives

Students take elective courses in both the generalist and advanced generalist curriculum. All MSW students in 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.

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. Please see the [leave of absence policy](#) in the UAA Catalog.

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 field coordinator, the Dean of the College of Health, and the Dean of the Graduate School.

Transfer Credits

Up to 9 semester credits not used toward an undergraduate degree may be transferred to UAA from an accredited institution and counted toward a graduate degree. Up to 9 graduate credits may also be transferred in the case of a second master's degree.

MSW students wishing to transfer graduate credits should meet with their advisor to discuss the courses to transfer, then complete a [Graduate Academic Petition form](#). The transfer of credits toward graduate program requirements must be approved by the individual program faculty, college dean and Graduate School.

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 placement 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 Faculty Advisor and the MSW Program Coordinator.

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

	Summer	Fall	Spring
Year 1 (Generalist Curriculum)	SWK 631 Intro. to SWK Practice	Intensive at UAA: MSW Program Orientation	SWK 607 Social Welfare Policy & Services
		SWK 624 Foundation Research Methods	SWK 632 Practice with Families & Groups
		SWK 630 Practice with Individuals	SWK 636 Practice with Organizations & Communities
		SWK 643 Human Diversity in Social Work Practice	SWK 642 Human Behavior in the Social Environment
		SWK 644 Social Work Practicum I	SWK 645 Social Work Practicum II
Year 2 (Advanced Generalist Curriculum)	SWK 633 AG Practice II: Families and Groups	Intensive at UAA: MSW Program Orientation	SWK 608 Advanced Policy Practice
		SWK 628 Program Evaluation	SWK 635 Transformational Leadership Capstone
		SWK 629 Advanced Practice with Individuals	SWK 647 AG Practicum II
		SWK 634 Transformational Leadership in SWK Practice	Advisor Approved Elective
		SWK 646 AG Practicum I	Advisor Approved elective

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

	Summer	Fall	Spring
Year 1 (Generalist Curriculum) – P/T	SWK 631 Intro. to SWK Practice (3 cr)	Intensive at UAA: MSW Program Orientation	SWK 607 Social Welfare Policy & Services (3 cr)
		SWK 624 Foundation Research Methods (4 cr)	SWK 642 Human Behavior in the Social Environment (3 cr)
		SWK 643 Human Diversity in Social Work Practice (3 cr)	
Year 2 (Generalist Curriculum) – P/T	SWK 636 Practice with Organizations & Communities (3 cr)	SWK 630 Practice with Individuals (3 cr)	SWK 632 Practice with Families & Groups (3 cr)
		SWK 644 Social Work Practicum I (3 cr)	SWK 645 Social Work Practicum II (3 cr)
Year 3 (Advanced Generalist Curriculum) – F/T	SWK 633 Advanced Practice with Families and Groups (3 cr)	Intensive at UAA: MSW Program Orientation	SWK 608 Advanced Policy Practice (3 cr)
		SWK 628 Program Evaluation (3 cr)	SWK 635 Transformational Leadership Capstone (3 cr)
		SWK 629 Advanced Practice with Individuals (3 cr)	SWK 647 AG Practicum II (3 cr)
		SWK 634 Transformational Leadership in SWK Practice	Advisor Approved Elective (3 cr)
		SWK 646 AG Practicum I (3 cr)	Advisor Approved elective (3 cr)

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 (3 cr)	Intensive at UAA: MSW Program Orientation	SWK 607 Social Welfare Policy & Services (3 cr)
		SWK 624 Foundation Research Methods (4 cr)	SWK 642 Human Behavior in the Social Environment (3 cr)
		SWK 643 Human Diversity in Social Work Practice (3 cr)	
Year 2 (Generalist Curriculum) – P/T	Advisor Approved elective (3 cr)	SWK 630 Practice I: Individuals (3 cr)	SWK 632 Practice with Families & Groups (3 cr)
		SWK 644 Social Work Practicum I (3 cr)	SWK 645 Social Work Practicum II (3 cr)
Year 3 (Advanced Generalist Curriculum) – P/T	SWK 636 Practice with Organizations & Communities (3 cr)	Intensive at UAA: MSW Program Orientation	SWK 608 Advanced Policy Practice (3 cr)
		SWK 628 Program Evaluation (3 cr)	Advisor Approved elective (3 cr)
		SWK 629 Advanced Practice with Individuals (3 cr)	
Year 4 (Advanced Generalist Curriculum) – P/T	SWK 633 Advanced Practice with Families & Groups (3 cr)	SWK 634 Transformational Leadership in SWK Practice	SWK 635 Transformational Leadership Capstone (3 cr)
		SWK 646 AG Practicum I (3 cr)	SWK 647 AG Practicum II (3 cr)

Advanced Placement Full-time (6-credits of electives are required)

	Summer	Fall	Spring
Year 1 (Advanced Generalist Curriculum)	SWK 633 Advanced Practice with Families & Groups (3 cr)	Intensive at UAA: MSW Program Orientation	SWK 608 Advanced Policy Practice (3 cr)
	Advisor Approved elective (3 cr)	SWK 624 Foundation Research Methods (4 cr)	SWK 635 Transformational Leadership Capstone (3 cr)
		SWK 628 Program Evaluation (3 cr)	SWK 647 AG Practicum II (3 cr)
		SWK 629 Advanced Practice with Individuals (3 cr)	Advisor Approved Elective (3 cr)
		SWK 634 Transformational Leadership in SWK Practice	Advisor Approved elective (3 cr)
		SWK 646 AG Practicum I (3 cr)	

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

	Summer	Fall	Spring
Year 1 (Advanced Generalist Curriculum)	SWK 633 Advanced Practice with Families & Groups (3 cr)	Intensive at UAA: MSW Program Orientation	SWK 608 Advanced Policy Practice (3 cr)
	Advisor Approved elective (3 cr)	SWK 624 Foundation Research Methods (4 cr)	SWK 628 Program Evaluation (3 cr)
		SWK 629 Advanced Practice with Individuals (3 cr)	
Year 2 (Advanced Generalist Curriculum)	Advisor Approved elective (3 cr)	SWK 634 Transformational Leadership in SWK Practice	SWK 635 Transformational Leadership Capstone (3 cr)
	Advisor Approved elective (3 cr)	SWK 646 AG Practicum I (3 cr)	SWK 647 AG Practicum II (3 cr)

MSW Specializations*Specialization in School Social Work*

Students who complete the [Specialization in School Social Work](#) 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 Specialization are delivered via distance education, so the courses are available to social workers practicing in communities across Alaska. Please visit the [Specialization in School Social Work](#)

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.

UAA Graduate Degrees General University Requirements

Please visit the UAA Academic Catalog for information about the [General University Requirements](#) that graduate students must complete.

Please visit the UAA Academic Catalog for information about the following [Graduate Degree policies](#):

- Academic Appeals
- Academic Standing
- Additional Master's Degrees
- Catalog Year for Graduate Degree Programs
- Change of Degree
- Change of Major or Emphasis Area
- Concurrent Degrees
- Continuous Registration
- Formal Acceptance to Graduate Degree Programs
- Full-Time / Part-Time Status for Graduate Degree Programs
- Graduate Advisor
- Graduate Assistantships
- Graduate Studies Committee
- Graduate Studies Plan
- Leave of Absence
- Non-Degree-Seeking Students
- Reinstatement to Graduate Degree-Seeking Status
- Removal from Graduate Degree-Seeking Status
- Resident Credit
- Transfer Credits

Part IV: MSW Field Manual

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 field education placement process and administrative components. The agency representative, agency supervisor, and field instructor may be the same or different persons. This person is not required to be a social worker nor have supervision duties of the student.

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

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

Field Education Coordinator: The social work faculty member with overall responsibility for coordinating the field education program. S/he reviews existing and potential new field 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 field supervisors, and works with the practicum seminar instructor to resolve issues arising in the field placement.

Field Instructor: A person meeting CSWE standards who supervises and evaluates the social work student in the field placement. The field 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 field instructors be graduates of an accredited MSW program. In addition, a minimum of 2 years professional, postgraduate experience with no ethical violations is required.

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 meeting qualifications to assume the role of off-site field instructor. The MSW field education coordinator will assist agencies in recruiting volunteer field instructors who meet CSWE standards.

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

Learning ePortfolio: Students enrolled in an MSW practicum seminar are required to complete a Learning ePortfolio 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 field 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 field seminar, and assures that the agency understands the mission, goals, and student learning outcomes of the MSW program.

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

Field Instruction

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

Integration of the MSW Curriculum and Field Experience

Field 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 field experience component: field work and seminar. For the field work, students are placed at field site agencies where they develop and complete a Learning Contract under the guidance and supervision of a field 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 field work. The UAA MSW Program has identified student learning outcomes based on competencies and practice behaviors that guide expectations for each student in field 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 field seminar course (SWK 644, SWK 645, SWK 646, SWK 647) concurrent with the practicum placement. The seminar provides a forum for students to process their field experiences, integrate generalist or advanced generalist social work competencies and practice behaviors with their field experience, classroom knowledge with practice, address professional issues, and further their professional identity development. Time spent in seminars is not credited toward the field placement hourly requirements. Performance in the seminar and timely completion of all assignments is important in determination of the overall grade assigned for field education courses.

Roles and Responsibilities

Role of the School of Social Work

1. Appoints coordinators of field education and sufficient additional faculty to administer and implement the MSW field 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 field instructors;
4. Orients and trains field instructors;
5. Screens and approves field 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 field instructors for planning and improving the field education program.

Role of the Practicum Seminar Instructor

1. Develops a positive working relationship with the student, the field instructor, the agency representative, and others involved in the student's field education experience by being available on a reasonable basis, having a working knowledge of MSW program policies and procedures, and understanding the expectations of the field site agency;
2. Serves as a representative of the MSW program with the field site agency and personnel associated with the field education placement;
3. Assures implementation of MSW program and field 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 field 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 field 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 field education program through participation in planning, training, and evaluation in collaboration with the MSW field education coordinator; and
7. Assigns the final grades for the practicum seminar.

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

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

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

Role of the Agency Supervisor

The positions of field instructor and agency supervisor often will be the same person. However, a field 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 field placement agency in all interactions with the program;
2. Assure that the field 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 insure the student meets field education course requirements by developing a working knowledge of the student learning outcomes, procedures, requirements, and integration of the field 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 field education and student learning outcomes by orienting the student, field instructor (if necessary), and practicum seminar instructor to the agency including its service mission, expectations, values, priorities, and key personnel; and

6. Help insure the safety of the student in the placement by fully disclosing any known or suspected risks at the field site during the pre-placement selection process and by arranging for appropriate training to minimize risks.

Role of the Student

The student will:

1. Be responsible and assume initiative for his/her own learning;
2. Establish and maintain a positive working relationship with the field 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 field 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 his/her responsibility to be punctual and reliable in the field 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 any background information that would affect placement or the ability to enter the field of social work including but not limited to current substance abuse and dependence, criminal history, history of treatment or services with potential placement agencies within the past five years, significant personal problems or limitations of any type which would interfere or require a special accommodation in the field placement;
11. Notify the field 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 Field Education Time Sheet in timely, accurate fashion; and
15. Reduce personal risk of harm or injury by avoiding situations increasing risk and following the agency's policies and procedures for identifying and dealing with job site hazards, violent clients, and other emergencies. Particular attention should be paid to procedures related to violent clients in both office and home visit settings.

Selection of Practicum Sites & Field Instructors

Selection of Practicum Sites

Placement sites must be with an established organization that provides, regulates, or establishes policy for a social service function to a population at-risk, provides access to the service for individuals without financial resources, and represents organizationally a set of values consistent with those of the profession of social work. Every effort is made by the field education coordinator

to recruit a wide range of agencies, field 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 field education coordinator, who will determine if the organization is interested and meets CSWE criteria. Organizations or agencies interested in hosting MSW social work students may be requested to submit an Organization Profile as the initial step in the process. Agencies must meet the following criteria to be considered as a field placement 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 work space, equipment, and resources necessary for performance of tasks assigned to the student;
5. Willingness and ability to assist the university in providing appropriate and diverse learning opportunities for students;
6. Identification of a staff member meeting CSWE requirements to serve as field instructor or willingness to enter into an agreement with a social worker meeting those requirements to serve as field instructor;
7. Identification of a staff member to serve as agency representative when the field instructor is not designated to represent the agency or an agency has multiple field 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; and
11. Timely and accurate submission by the organization and staff involved in the proposed placement of required information necessary to determine if CSWE requirements are met.

Selection Criteria for Field Instructors

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

The social work field 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; and

3. Demonstrate commitment to professional ethics and values including no history of ethical violations in his/her career.
4. Be in one of the following roles:
 - a. an employee of the field 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 field instructor and enters into an agreement with the placement agency; or
 - c. a UAA faculty member or employee meeting CSWE standards who enters into an agreement with the placement agency to serve as field 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 to the social work program to demonstrate competency and preparedness for the role of field 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.

Orientation and Training of Field Instructors

General

A person willing to assume the role of field 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, field 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 field instructor's other professional obligations. The program will accomplish this employing a variety of methods including group orientation, site visits, provision of written materials, and telephone consultation. The practicum seminar instructor and MSW field education coordinator are available for consultation as needed in addition to regularly scheduled contacts.

Orientation for Field Instructors and Agency Supervisors

New field instructors and new agency supervisors must participate and complete a mandatory field instructor orientation or work with the MSW field education coordinator to find an alternative way to ensure critical information is communicated. The orientation is designed to answer many common questions, introduce people to the field faculty of the School of Social Work and other supervisors, and prepare the supervisor for the supervisory role. Additional training sessions may be held as need arises. Workshops typically include the following topics:

- Orientation to the MSW generalist and advanced generalist year curricula and to field work
- Orientation to generalist and advanced generalist social work practice as taught at University of Alaska Anchorage

- Orientation to CSWE competencies and practice behaviors incorporation into the practicum experience
- Introduction to teaching principles relevant to field instruction and to stages in the learning process
- Orientation to the field education course expectations
- Orientation to expectations of the student regarding learning contracts evaluation measures and criteria for evaluation
- Problem solving

Placement Options and Employment

Standard Placement

Students are required to complete a total of 960 hours of field 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 field instruction during the fall and spring semesters of their generalist (first) year and 480 hours of field instruction during the advanced generalist (second) year.

Summer placements are not offered due to program constraints.

Block Placement

Students with the approval of the MSW field education coordinator may complete a block placement during the advanced generalist year. 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. In addition, the student must have demonstrated good judgment, the ability to work independently in a field setting, effective use of supervision, reliability in all aspects of the field education program, adherence to university and agency policies and procedures, and adherence to professional boundaries and ethics. Every placement must meet School and CSWE standards including acceptable supervision.

Practicum Outside of Alaska

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

- Are an active-duty military member, or military family member, who has a permanent change of station outside of Alaska.
- Have an approved international practicum placement.
- Have family or financial considerations that require relocation. Students will provide brief explanation for why the out-of-state placement is necessary.

- Have a unique out-of-state placement option. Students will identify how this practicum opportunity will enhance their ability to practice in Alaska.

Graduate students may only request an exception to this policy for their Advanced Generalist practicum, and Advanced Standing students are not eligible for out of state placements. MSW students are required to complete their Generalist practicum within Alaska. Advanced Standing MSW students are required to complete their Advanced Generalist practicum within Alaska. No exceptions to policy will be made for these placements.

Exception Process

Students requesting an exception to policy must notify their program's field coordinator using the [Practicum Exception form](#) as soon as possible to facilitate the placement process. Under most circumstances, students should notify their field coordinator by January 15th for placements to begin in August of the same year. Please note the following:

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

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

Paid Practica and Stipends

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

Employment-based Practicums

Beginning in AY20-21 and reaffirmed in December 2021 (CSWE, AS.2.2.11), social work programs may approve a student's employment as their practicum placement. Students may apply in-writing for an employment-based practicum no later than May 1st of their semester preceding practicum placement. The following conditions must be met:

- 1) Have current social service employment that meets all criteria for a UAA Social Work field placement;
- 2) Can describe how they will demonstrate all of the applicable Generalist or Advanced Generalist competencies and practice behaviors in their current employment;

- 3) Provide written support from their employer, including the employer's agreed participation with the student's plan, the School of Social Work field application, MOA, training, site visits, supervision, and evaluation; and
- 4) Provide written agreement from an agency-based social worker who qualifies to serve as a UAA MSW Field Instructor and agrees to provide weekly social work supervision.

Students must discuss this option with the MSW Field Coordinator during their practicum placement interview. Students should think carefully about this option before requesting it, as there are key considerations to keep in mind, including student protections, the quality of student learning, accountability, and role confusion.

If approved, a student may count up to 20 hours per week of work toward field hours. Students in an employment-based practicum must spread their hours across the semester so as not to finish early. By requesting this accommodation, students agree they will be completing their practicum in their place of employment and understand that they may not be able to be placed into a new practicum site if they change their mind.

Eligibility Criteria and Placement Process

General Considerations

Student placement and approval of all student practicums is the responsibility of the MSW field education coordinator.

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

In order to maximize diversity in learning, the program generally will avoid placing students with prior field instructors, employers, or agencies in which they have previously worked or served as a volunteer, intern or practicum student. Students are expected to accept referrals made by the program and to represent themselves in the best possible manner during the placement process. Refusal to accept a placement referral or placement offer without a reason acceptable to the coordinator of MSW field 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 field education sequence until the student makes a plan, subject to approval of the MSW field 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 field 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 field 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 field 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. The student submits the Field Education Application form for admission to the field education program by the deadline. Incomplete admission packages and late applications may result in placement delays, reduce chances for placement in a preferred situation, or possibly result in no placement for the semester. The application requires the student to disclose anything that may affect placements including, but not limited to, special needs for accommodation, history with potential placement sites, motor vehicle violations other than non-moving, occupational license revocation or surrender, registration as a sex offender, named on Federal government debarment list, criminal history and present substance abuse/dependence. This information will be used only for placement purposes.
2. Students admitted to the MSW program who will be enrolled in practicum should schedule a pre-placement interview with the MSW field education coordinator. The purposes of this interview are to:
 - discuss placement opportunities
 - discuss the type of placement that best meets the student's educational needs
 - address individual issues related to the placement including special accommodations, proscriptions, *etc.* Students are expected to read the Field Instruction section of the MSW Program Handbook prior to this interview.
3. All placements are made by referral through the MSW field education coordinator. **Students should not contact agencies without prior approval by the MSW field education coordinator.** Agencies also are expected to adhere to this protocol to assure equal opportunity 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 student will bring the referral form to the agency for the interview. The interview should be viewed as a mutual assessment process addressing some or all of the following:

- the student's career goals
 - the student's expectations for a practicum
 - the student's strengths and weaknesses as pertinent to the placement
 - the kinds of experiences the agency can offer relevant to the learning expectations of the practicum course
 - the agency's expectations of the student
 - the frequency and format for supervision
 - work schedule
 - additional independent learning that will be required by the agency
5. Following the interview, the student and the agency will return their respective referral forms to the MSW field education coordinator indicating the party's interest in the placement. The MSW field education coordinator will notify 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. These may include TB tests, fingerprinting, driving records, checking Federal debarment lists, immunization records, child and sexual abuse registries, *etc.* Some agencies may refuse to accept the student based on findings, a student's refusal to agree to the check, or student's failure to obtain immunization required by agency policy.
 7. Accepted students will contact their field instructors to establish the date and time to begin field placement activities. Starting dates may begin following the Fall Field Instructor and Student Field Education Orientations.
 8. The Affiliation Agreement between the University and the agency must be signed before the practicum placement can begin.
 9. The student should provide the field instructor with a copy of the course syllabus for that semester on the first day of the placement.
 10. The student and the field instructor should begin developing the learning contract immediately by establishing a work schedule as the first element of the contract.

Required Hours

Students are required to complete a total of 960 hours of field work over two years for the field education program exclusive of seminar hours. Students in the first year (generalist) of the full time program and the second year of the part time program complete 480 hours of consecutive field instruction during the fall and spring semesters. Students complete 480 hours of field instruction during the second (advanced generalist) year or fourth year of the part time program. Students accepted into the program with Advanced Standing are required to complete the 480 hours required for all advanced generalist year students. **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.**

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. There is a \$325.00 fee for advanced generalist year block placements to help offset the costs associated with supporting block placements.

The purpose of field education is applied learning. Hours credited as field education are those that involve hands-on experiential learning. Hours credited toward the total time include time spent completing tasks relevant to the student's learning outcomes, supervision, agency staff and business meetings, case conferences, record keeping, report writing, and documentation. They do not include work done at home. 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 field instructors should recognize that the practicum is an integral part of the coursework for the MSW and that learning assignments outside of field work hours are both expected and appropriate.

Schedule of Field Hours

The schedule of field work hours should coincide with the usual hours that the social workers at the placement organization are present and working. In most instances, this will involve weekday daytime hours. Exceptions must be approved in advance by the practicum seminar instructor.

Hours are to be scheduled consistently across the entire semester in a manner that enables students to maintain a significant presence in the organization throughout the semester and to complete the total number of required hours within the semester time frame. Students may increase hours worked each week if they fall behind their established schedule for reasons beyond their control. Permission from the field instructor, practicum seminar instructor, and agency supervisor (if other than the field instructor) is required. Students may not "bank" hours in order to finish the practicum in advance. Practicum hours are to be scheduled to accommodate attendance at required university classes and final exams.

With prior consent of the agency supervisor (if other than the field instructor), field instructor, and practicum seminar instructor, students may complete a *minimal* number of practicum hours during the winter intercession 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. Winter intercession 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 intercession.

Documentation of Field Hours

Placement hours must be documented. Unless otherwise specified in your instructor's syllabus, documentation using the MSW Program Time Sheet (see forms section) should be approved by the placement agency and submitted weekly to the practicum seminar instructor. Students should keep a copy for their own use in tracking and pacing completion of field education hours.

Practicum Leave Bank

Each student has a "leave bank" equal to 30 hours for the academic year. The leave bank will allow students greater flexibility and avoid the need to make-up hours if students are out sick or there are agency closures. Leave hours should be thought of and treated like you would work leave and can be used for personal and/or sick days. Students will not need to justify these leave hours, but they should be planned in advance if possible. Always notify the agency and make any appropriate coverage arrangements for the time you will be out. You will record these hours separately on the timesheets that are to be submitted weekly to the student's assigned 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

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

The MSW field 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 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 field instructor to see if field site hours can be rescheduled when these activities conflict with their field 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 field 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 field 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 field site as needed to maximize the educational and professional growth opportunities presented by the field placement.

Safety and Risk Management

General

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

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

Liability and Injury Insurance

It is a policy of the University of Alaska Anchorage, School of Social Work to provide professional malpractice insurance for students. MSW students pay a \$25.00 Lab Fee in each field practicum course (SWK A644, SWK A645, SWK A646, SWK A647), which pays for the cost of insurance while the student is in the field practicum placement. This insurance is contingent on students operating within agency and university requirements for the practicum. It should be noted that this insurance is limited to the academic school term (fall, spring) in which the student is enrolled in the course. Further information on coverage can be secured from the University of Alaska Anchorage, School of Social Work. Agencies requiring proof of insurance should contact the School.

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

Transporting Clients and Flying in Small Aircraft

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

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

Job Site Risks and Hazards

Agency representatives are expected to fully disclose any known or suspected risks to the student at the field site as part of the pre-placement selection process.

Students are expected to review and become familiar with the agency's policies and procedures for identifying and dealing with job site hazards, violent clients, and other emergencies. Particular attention should be paid in procedures related to violent clients in both office and home visit settings.

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

Blood borne Pathogens

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

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

Tuberculosis

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

Evaluation Roles and Processes

Evaluation of the student

Course syllabi outline the criteria and processes for evaluation of the student. The seminar instructor establishes a grade for the practicum course(s) based on the student's performance in the organization and in the seminar. Course requirements and grading criteria are outlined in the course syllabus. Students should provide the parties involved in their practicum with copies of the syllabus at the beginning of each semester.

At the end of each semester students complete a self-assessment and field instructors complete an evaluation of the student based on the student's attainment of Learning Contract objectives and overall performance at the field site. In addition, field instructors complete the MSW Field Education Competency and Practice Behaviors Assessment Tool following the completion of practicum. This is used for purposes of program assessment and will be completed electronically.

Field Site Evaluation

Students will evaluate the placement site and the field instructor at the end of each field placement on a standard form provided by the Social Work Program. The evaluation will include the placement process; agency orientation; adequacy of supports provided including office space, materials; attitudes and responsiveness of agency staff; contribution of placement to student's professional growth and career objectives; the frequency and quality of supervision received from the field instructor; and modifications to the placement which could enhance the learning experience for future students.

Field Education Program Evaluation

1. **Students.** The students evaluate the seminar, seminar faculty leader, and field education program using the university's course evaluation form for the seminar and a School form for the field education program specific evaluation.
2. **Field Instructors.** Field Instructors are asked to evaluate the placement process, orientation, the readiness of students to enter field 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 Field Placement

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

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

Student Requested Termination

When a student accepts an assignment to a specific organization, the student is expected to fulfill the agreement s/he has made with the organization. If a student becomes dissatisfied with the placement, the following steps should be followed to address the concern(s) except if the matter involves allegations of serious offenses by the field instructor or agency personnel such as sexual harassment, threats and intimidation, or demands that the student commit an unlawful act. Any serious allegation should be reported immediately to the practicum seminar instructor and/or MSW field education coordinator who shall review the allegations and take appropriate action to protect the parties involved. The formal process for Student Requested Termination is outlined below. A student who terminates a placement without following this process shall receive a failing grade in the course.

1. The student is to discuss his/her concerns with the field instructor and agency representative (if applicable) in a constructive, focused manner in an attempt to resolve the issue(s). Any party may invite the practicum seminar instructor and/or MSW field education coordinator. A written summary of the meeting should be prepared, signed, and distributed to the parties involved.
2. If the student's issues have not been resolved in a manner satisfactory to the student after meeting with the field instructor and, if applicable, agency representative, the student may request a meeting to address his or her concerns with the practicum seminar instructor and/or MSW field education coordinator. The MSW field education coordinator and the practicum seminar instructor will jointly consider the matter and attempt to develop a plan with all the parties to continue the placement. The plan should specify in writing who will do what by when. Copies will be sent to all parties and the MSW field education coordinator.
3. If a mutually acceptable plan cannot be developed or the matter still is not resolved to the student's satisfaction, s/he may request the MSW field education coordinator terminate the practicum placement. This request must be in writing and contain a detailed statement of the facts and grounds for the request.
4. The MSW field education coordinator, in consultation with the practicum seminar instructor, field instructor, and, if applicable, agency representative, will review the request and notify the student of the decision as soon as is reasonably possible.
5. The decision will be based on the severity and validity of the concerns raised by the student, the likelihood that the placement can have a successful outcome, and the ability of the student and placement to accommodate each other for the remainder of the placement. Copies of the decision will be provided to the practicum seminar instructor, the student's faculty advisor, the field instructor, the agency 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 field instructor to develop a plan to end the student's agency responsibilities in a professional manner.

8. If the student's request to terminate the placement is denied, the practicum seminar instructor will consult with the affected parties and write a plan for continuing the placement. Copies will be provided to the student, field instructor, agency representative (if applicable), the MSW field education coordinator, and the student's file.
9. When a student requested termination is approved, the MSW field education coordinator will make reasonable efforts to find an alternative placement able to meet the student's educational needs; however, an alternative placement may not be available or it may be too late in the term to start a new placement. Alternative placements within the agency will be considered before those external to the agency.
10. If the placement is terminated and an alternative placement found, time spent in the first practicum may or may not be transferred into the next placement. The practicum seminar instructor, in consultation with the MSW field education coordinator, will determine how many of the hours performed in the terminated placement will be credited toward satisfaction of field education hour requirements. Time credited toward activities such as orientation to the agency, introduction to agency specific procedures and practices, and other things not indicative of continuous professional growth shall not be credited twice even though repetition may be required by the new placement. Extension of the student's practicum or repetition of the course may be necessary in order to meet educational objectives.

Agency Initiated Termination

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

No-Fault Agency Initiated Termination

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

Agency Initiated Termination for Cause

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

1. The student and practicum seminar instructor should be informed by the field instructor and/or key agency personnel involved in the placement of concerns regarding the student's behavior or performance. Expectations regarding behavior change and the time frame for these changes should be discussed. It is recommended that expectations for corrective

action be written with copies provided to the student, the field instructor, key agency personnel involved, and the practicum seminar instructor.

2. If the student's response to the corrective action plan is unsatisfactory or the agency seeks termination of the placement based on one or more of the termination criteria below, the field instructor, agency representative, or other agency designee should contact the practicum seminar instructor and/or MSW field education coordinator immediately and describe the reason(s) for the request.
3. The field instructor, agency representative, or other agency designee will provide the practicum seminar instructor and/or MSW field 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 field coordinator will notify the Director of the School of Social Work of the practicum termination and refer the student for a formal student review. (See handbook for details of student review process).

Criteria for Termination for Cause

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

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

Student DROPS and WITHDRAWALS from Practicum Courses

Students should follow regular university procedures and requirements for dropping or withdrawing from a practicum course. The student must meet with the practicum seminar instructor if dropping or withdrawing after a placement has been made to insure that the agency termination is done in a professional manner. Students must return promptly to the host agency any keys, program materials, equipment, or other items provided for the student's use. Students should be aware that School policy requires that they also drop or withdraw from any accompanying practice courses.

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

UAA Title IX Reference Guide for Off-Campus Programs

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

Document Purpose

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

What this Means

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

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

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

Reporting Options

Emergency Situation: Please call 911 or local law enforcement.

Non-emergency Situation

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

Confidential Reporting:

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

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

Website: www.alaska.ethicspoint.com

Phone: 1-855-251-5719

Reporting to Title IX: (Responsible Employee)

- Contact your Title IX Coordinator: 907-786-0818 or email: uaa_titleix@alaska.edu
- Report Online to your Title IX Office: www.uaa.alaska.edu/equityandcompliance

Internship Coordinator: (Responsible Employee)

This person is with you on-site and should already be known to you.

Name: Donna Aguiniga

Phone: 907.786. 6906

Email: dmaguiniga@alaska.edu

Department Contact: (Responsible Employee)

Name: Mary Dallas Allen, MSW Program Coordinator

Phone: (907) 786.6992

Email: mdallen7@alaska.edu

Office: GHH 106

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

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

Protections for reporters:

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

Goals & Expectations for off-campus educational programs

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

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

Expectations for participants in field 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 field season.
- 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 field 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.