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Welcome Letter from the Dean

I am very pleased to welcome you to the University of Washington School of Social Work. You join a dynamic community that seeks to promote social and economic justice, especially for disadvantaged and oppressed populations, and to enhance the quality of life for all. The School strives to prepare the next generation of skilled and visionary social work leaders to challenge injustice and promote a more humane society.

You are preparing to enter the profession of social work at a time of tremendous challenge. Social workers are needed now more than ever if we are to solve pressing and complex problems in global society. Disparities in health and wealth continue to increase dramatically. Demographic shifts create new constellations of service and benefit needs.

You join a school where the faculty and staff are strongly committed to preparing you for the complex practice world of the 21st century. Our curriculum provides you with ways to link your daily efforts to meet the diversity of human need, through interventions with individuals and families, with the longer term goals of empowerment and social and economic justice through macro-level interventions with groups, organizations, and communities.

Each of us has a responsibility to contribute to creating a community that supports all its members…a community in which open communication, collaboration, compassion, respect, and caring bind us together. At the School of Social Work, you will find a community that celebrates the strengths and richness of diversity, practicing social justice in each interaction.

I invite you to make the most of every opportunity as a member of this community to acquire the knowledge, skills, values, and the will to make the world a better place by being an effective and competent social worker. I am delighted that you have chosen to pursue social work at the University of Washington.

Edwina S. Uehara
Dean
Office of Field Education

Field education is the cornerstone of a successful social work practice. This program provides students a supervised and supportive learning opportunity where they can master and synthesize social work knowledge, values and skills. We work closely with community agencies and organizations to ensure there is consistent content that complements classroom theory and research with students' practice experiences. Our goal is to facilitate the mastery of competencies and practice behaviors that support an independent and successful social work practice.
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MSW Field Education Manual Overview

This manual serves students and field instructors as a guide for important resources, processes, documents, and policies necessary for a full understanding of the requirements of field education. Comprising almost half of a student’s required course credits, field education (or practicum) is the signature pedagogy of social work. Through field education, a student is provided with an opportunity to apply classroom learning in practice with individuals, families, groups, organizations, communities, and policy makers under the supervision of an experienced social worker.

The word "practicum", from the Greek and Latin meaning ‘practical,’ has become common terminology for teaching or graduate level internships in an agency intended to facilitate the integration of theory and practice.

The terms "field education" and "practicum" are used interchangeably throughout this manual. However, due to the expanding roles of social work practice beyond the clinical or teaching internships for which the term was initially used, we are beginning to replace the somewhat narrow and often unfamiliar word 'practicum' with the broader term 'field education.'

Please refer to this manual for questions related to the practice portion of the MSW Program at the UW School of Social Work.

Acknowledgements
The contributions to this manual represent the work, energy and time of many individuals both within our program and across the country. A very special thank you for your willingness to share your ideas, thoughts and work.

For questions or comments regarding matters of policy, contact Assistant Dean of Field Education. You may also contact Stan de Mello, Associate Director of Field Education, at 206-616-5983 or email demellos@uw.edu.

For general administrative assistance, contact Program Coordinator for Field Education, Cheryl Yates, at 206-543-8618 or email dancin1@uw.edu or Program Coordinator for Field Education, Tracey Coleman at 206-221-6171 or email: tracec@uw.edu.

For the UW Tacoma Practicum Program, contact: Tom Diehm, MSW Practicum Coordinator, 253-692-5823 or email: tdiehm@uw.edu or contact Theresa Holt, BASW Practicum Coordinator, at 253-692-5826 or email: tholt@uw.edu.
Office of Field Education Overview

Field Education is an integral component of social work education. Field Education is a partnership between the UW School of Social Work (SSW) and social service organizations who work with the SSW to help students integrate theory and practice. It is conducted in the field by professional social work practitioners selected by community agencies and approved by the Field Faculty of the School of Social Work. As part of the MSW curriculum, Field Education provides students with an opportunity for the development and enhancement of social work knowledge and skills with individuals, groups, families, organizations and communities. Field education also allows students to build an understanding and appreciation of the many ways a scientific and analytic approach to knowledge building informs and is informed by professional practice.

Key Assumptions

Certain underlying assumptions guide the organization and implementation of Field Education and give direction to agency personnel and University faculty involved in Field Education.

1. The Field Education is necessary to translate social work knowledge effectively into practice skills and competence.

2. Agencies and the School of Social Work share a commitment to the highest standards of social work education. Agencies providing educational opportunities for students through the expertise of their field instructors supplement coursework by demonstrating how social work theories and principles of empowerment, social justice, multiculturalism and social change are reflected in professional practice.

3. The School of Social Work, the agency and the student share a common commitment to education as the primary purpose of the Practicum. Service to the agency, its clientele and the community are secondary purposes and result from the student's involvement in practice organized around educational learning experiences which are individualized in a learning contract.

4. Field Education must present opportunities for students to become knowledgeable about social welfare and social work practice within the larger community contexts of socioeconomics, geopolitical systems, patterns of population growth and distribution, globalization trends, and other structural elements of Western and international societies. In addition, Field Education must include opportunities for students to become sensitive to the broad issues and trends in social welfare services, policy, advocacy and justice movements. The current realities and dilemmas of social service delivery systems should be examined in light of the latest research and practice wisdom regarding program evaluation and development challenges, prevention guidelines, social change methodologies, and professional vision.

5. Field Education must provide opportunities for students to gain experience in working with a diverse range of persons and, with assistance from the field instructor, in understanding the relationship of strengths, values, beliefs and unique attributes in clients' social identities including age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
6. Field Education must provide opportunities for students to gain experience in working with a diverse range of persons and, with assistance from the field instructor, in understanding the relationship of strengths, values, beliefs and unique attributes in clients' social identities including age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

7. The field instructor must model social work values and ethics and provide instruction about values and ethics and their implications for social work practice.

**Adult Learning**

Our approach to Practicum education is based on theories related to adult learning and applied learning. It is our belief that an applied profession, such as social work, must provide applied learning opportunities for students attempting to master and synthesize social work knowledge, values and skills. It is our further belief that the application of adult learning theory is particularly appropriate in a setting in which learning takes place through active rather than passive means. Adult learning theory suggests that graduate students take the initiative and responsibility for their ongoing education and lifelong learning.

**Experiential Learning**

Andragogy emphasizes experiential learning that begins with the learner's knowledge and experience, and builds on that base by adding new information, theory and application, immediate application of learning, evaluative feedback and self-evaluation.

**Student/Teacher/Field Instructor Partnerships**

Consequently, we emphasize a teacher-learning partnership and student/field instructor equity in processes related to educational assessment, learning styles assessment, practicum contracting and practicum evaluation. Effective learning also requires students and field instructors to actively question theory and practice through critical thinking and self-reflective learning. Instruction is provided by the field instructor on site in the agency. Teaching approaches include individual supervision, discussion, simulation, assigned cases and/or projects, readings, role-plays, and, in some cases, group seminars for students in agencies with multiple students.

**Classroom and Field Integration**

The integration of class and field occurs through many efforts and methods. Students are given class assignments which relate to their practicum and conversely, they are required to give copies of their course syllabi to their field instructors. Field Instructors are trained to reinforce and support School principals, including evidence-based practice and the integration of theory and practice. Field Instructors are given an explanation of the curriculum during training sessions and are alerted to specific
Office of Field Education Overview (continued)

assignments that must be carried out in the field. Field Faculty reinforces this critical function of field instructors on agency/student liaison visits. The Practicum Advisory Council which recommends policy and procedure to the School is made up of classroom faculty, field instructors, field faculty and students. A field faculty member sits on the MSW Curriculum Committee.

The field website: http://socialwork.uw.edu/programs/field-education offers information for students and field instructors on field processes, resources, forms, schedules, and sites.
The Office of Field Education is directed and managed by the Assistant Dean of Field Education, in collaboration with the Associate Dean for Academic Affairs. The Assistant Director of Field Education and Field Faculty members provide and facilitate the critical link between the School of Social Work, students and the community which supports the integration of class and field in a collaborative partnership and learning experience.

The Office of Field Education develops and administers policy affecting Practicum practices, procedures, and planning including the placement process; reviews and resolves field policy issues or conflicts emanating from and between the MSW Foundation, the MSW Advanced curriculum and the BASW Program; oversees administrative procedures necessary for Field Education management; establishes and maintains central files of Practicum sites; develops workshops and seminars for field instructors, and provides liaison support to students and field agencies.

A Field Education manual specific to the Tacoma Program is available by contacting the UW SSW Tacoma

A Field Education manual specific to the Tacoma Program is available by contacting the UW SSW Tacoma
Child Welfare Training and Advancement Program (CWTAP)

CWTAP, a federally funded partnership between the University of Washington, School of Social Work (Tacoma & Seattle) and the Department of Social and Health Services (DSHS) Children’s Administration (CA), is a statewide staff professionalization and recruitment program. The goal of CWTAP is to build bridges between the Schools of Social Work and DCFS to promote quality social service practice in the public sector.

CWTAP is designed for

- **Current CA employees** interested in obtaining a degree in social work in order to enhance their knowledge and skills in delivering services to families and children

- **Other DSHS/State employees** or Tribal Indian Child Welfare employees interested in obtaining a Master of Social Work in order to gain knowledge and skills necessary for the effective delivery of services to families and children served by CA

- **Potential CA employees** who are interested in obtaining a Master of Social Work degree and in making a career commitment to public child welfare practice

CWTAP participants can pursue a social work degree on either a full-time or part-time basis, with program options involving evening classes. The program provides education financial assistance for current and potential CA social workers, a customized field unit and learning experiences to enhance practice.

**Students in the CWTAP program have field education requirements in addition to the School of Social Work’s requirements.**

For more information, contact one of the CWTAP Practicum Coordinators:

Cynthia Dickman at 206-897-1835 or email, cdickman@uw.edu
Foundation Practicum

**Foundation Practicum for Students who entered in 2015 or prior**

*NOTE: Students cannot begin foundation practicum without meeting specific criteria:* Successful completion of all foundation coursework that precedes practicum; Introduction to Practicum coursework, including interviews with and acceptance by an approved agency-related field instructor; and demonstration of the Essential Skills, Values, and Conduct Important to Admission and Continuance in the School and Profession of Social Work. In addition, faculty discusses student readiness in meetings before practicum begins; students in question are reviewed in meetings of the Professional Degree Program Directors, and/or in the Student Review Committee, to develop a plan to address any difficulties. Students must also be registered for practicum courses.

**Introduction to Practicum** (Soc W 523): This is the first course in the practicum sequence for masters-level students in the Day and Extended Degree Programs. The purpose of this one credit course is to orient students to the Foundation Practicum, required competencies and foundation practice behaviors, and to prepare students for the development and implementation of their Learning Contract, quarterly Evaluations, and other field education requirements. Day Program students spend up to 24 hours over several days in the practicum site as part of the requirement for Soc W 523.

**Foundation Practicum** (Soc W 524): The Foundation Practicum incorporates content acquired in all areas of the curriculum. In a selected community agency, the student is provided the opportunity to apply social work knowledge under the supervision of an experienced social worker. Emphasis is placed on developing required competencies and foundation practice behaviors: the perspectives and skills needed for generalist practice with individuals, families, groups, organizations and communities. In addition, the development of evidence-based and culturally competent practice and planned social change skills are an integral part of the Foundation Practicum and are seen as critical for the effective delivery of social services.

The Foundation Practicum placement is determined by Field Faculty in their function as the Practicum Coordinating Committee. Field Education Faculty review questionnaires completed by students which pertain to students’ areas of interest as well as previous experience in social work. Assigned Field Faculty identify a potential field education site from those that are available and meet curricular and accreditation requirements and the student’s learning objectives. The choice is then considered by the full Field Faculty, and each student is referred to a selected placement.

**Schedule for Practicum Placements: MSW Day Program**

Students are referred to a prospective placement for an interview at the beginning of Autumn Quarter. Students participate in School and agency-based orientation activities during Autumn Quarter (Soc W 523). Students then attend placement 2 days per week during Winter and Spring Quarters of the first year (Soc W 524) usually Mondays and Tuesdays.

Students register for the one credit **Introduction to Practicum** (Soc W 523) for Autumn Quarter and four credits of **Foundation Practicum** (Soc W 524) each for Winter and Spring Quarters. A total of nine credits and 360 hours are required for both courses.
Foundation Practicum (continued)

**Foundation Practicum for Students who entered in 2015 or prior**

**MSW Extended Degree Program:**

Students are referred to a prospective placement for an interview in the middle of Winter quarter of their first year. Students participate in School and agency-based orientation activities during Winter and Spring Quarter (Soc W 523). Students then attend placement usually over the following Summer, Autumn, and Winter Quarters, though field schedules are individualized and may vary.

Students register for *Introduction to Practicum* (Soc W 523) for Winter and Spring quarters and a total of 8 credits of *Foundation Practicum* (Soc W 524) over the following 3 Quarters. One credit is equal to 40 clock hours in an agency. A total of 9 credits and 360 hours are required for the two courses.

**Note for EDP students:** If you are employed full-time, you must be prepared to make changes in your work schedule or other commitments to complete the Practicum requirements of your program. Field Education placements are individually negotiated and may include day, evening, and/or weekend hours, though options which include evening and/or weekend hours are very limited.
**Foundation Practicum for Students entering Autumn 2016 and beyond**

**NOTE:** Students cannot begin foundation practicum without meeting specific criteria: Successful completion of all foundation coursework that precedes practicum; Introduction to Practicum coursework, including interviews with and acceptance by an approved agency-related field instructor; and demonstration of the Essential Skills, Values, and Conduct Important to Admission and Continuance in the School and Profession of Social Work (see page 78). In addition, faculty discusses student readiness in meetings before practicum begins; students in question are reviewed in meetings of the Professional Degree Program Directors, and/or in the Student Review Committee, to develop a plan to address any difficulties. Students must also be registered for practicum courses.

**Introduction to Practicum: Advanced Standing** (Soc W 522): This summer course (8 credits) orients new Advanced Standing students to their advanced practicum.

**Foundation Practicum** (Soc W 524): The Foundation Practicum incorporates content acquired in all areas of the curriculum. In a selected community agency, the student is provided the opportunity to apply social work knowledge under the supervision of an experienced social worker. Emphasis is placed on developing required competencies and foundation practice behaviors: the perspectives and skills needed for generalist practice with individuals, families, groups, organizations and communities. In addition, the development of evidence-based and culturally competent practice and planned social change skills are an integral part of the Foundation Practicum and are seen as critical for the effective delivery of social services. All students complete 10 credits of Soc W 524.

The Foundation Practicum placement is determined by Field Faculty. Field Education Faculty review questionnaires completed by students which pertain to students’ areas of interest as well as previous experience in social work. Assigned Field Faculty identify a potential field education site from those that are available and meet curricular and accreditation requirements and the student’s learning objectives. The choice is then considered by the full Field Faculty, and each student is referred to a selected placement.

**Schedule for Practicum Placements: MSW Day Program**

Students are referred to a prospective placement for an interview during summer. Students participate in School and agency-based orientation activities during Autumn Quarter and begin their placement at the agency later Autumn quarter. Students then attend placement 2 days per week for the remainder of Autumn quarter (usually Mondays and Tuesdays) and during Winter and Spring Quarters of the first year (Soc W 524).

Students register for two credits of Soc W 524 for Autumn Quarter and four credits of Foundation Practicum (Soc W 524) each for Winter and Spring Quarters. A total of ten credits and 400-hour hours are required total.
Foundation Practicum (continued)

Foundation Practicum for Students entering Autumn 2016 and beyond

MSW Extended Degree Program:

Students are referred to a prospective placement for an interview in the middle of Winter quarter of their first year. Students participate in School and agency-based orientation activities during Winter and Spring Quarter. After Spring quarter students have 9 credits of Soc W 524 to complete. Students then attend placement usually over the following Summer, Autumn, and Winter Quarters, though field schedules are individualized and may vary.

Students typically register for Winter (0 credits) and Spring quarters (1 credit) and 9 credits of Foundation Practicum (Soc. W. 524) over the following 3 Quarters. One credit is equal to 40 clock hours in an agency. A total of 10 credits and 400 hours are required for Soc. W. 524

Note for EDP students: If you are employed full-time, you must be prepared to make changes in your work schedule or other commitments to complete the Practicum requirements of your program. Field Education placements are individually negotiated and may include day, evening, and/or weekend hours, though options which include evening and/or weekend hours are very limited.
Advanced Practicum

Criteria for beginning advanced practicum Students may not begin the Advanced Practicum until all Foundation requirements are completed successfully.

Advanced Practicum (Soc. W 525): The Advanced Practicum, which is an integral part of the advanced curricula, is determined by the Office of Field Education. Field Faculty interview students and review each student's Learning Plan and a questionnaire completed by the student which pertains to student areas of interest as well as previous experience in social work. Together the Field Education Faculty and student identify several potential field education sites from those that are available and meet curricular and accreditation requirements and the students learning plan objectives. Placements must support competency development in an area of concentration. These choices are then considered by the Office of Field Education and a field education site is selected for the student referral. Students then interview for placement.

Advanced Standing and Day Program: The placement is taken about Autumn, Winter and Spring quarters of the second year. Students attend placement 24 hours per week (typically Mondays, Tuesdays, and Wednesdays). Students register for credits for Autumn (6), Winter (6), and Spring (5) quarters and are required to complete 680 hours in the agency. One credit is equal to 40 hours in a quarter in the agency. (Students admitted Autumn 2016 and beyond will complete 680 hours.)

Extended Degree Program: Most students begin the 680 required hours of the Advanced Practicum Summer quarter of the second year and complete the placement over three to five quarters (16-24 hours per week). One credit is equal to 40 clock hours in the agency.

Alternative Schedule Requests: The Assistant Dean of Field Education is not required to, but may, consider a detailed written request from a student explaining the rationale for an early start (begin Advanced Practicum prior to the start of their advanced academic year) and presenting evidence of the following (NOTE: the presentation of evidence does not mean an early start will be granted):

- The student has satisfactorily completed ALL required Foundation courses and Foundation practicum requirements.

- The student must comply with requirements to take practice courses related to advanced field education during the same quarter(s) as field placement.

- The student has coordinated an early start with their assigned Field Faculty, including identification of a site with an approved MSW instructor willing to provide supervision for an early start, or, if applicable, a planned Agency of Employment (AOE) proposal ready for all signatures.

- The agency has in place a current Affiliation Agreement with the UW School of Social Work.
**Note for EDP students:** Students employed full-time must be prepared to reduce or make changes in their work schedule or other commitments in order to complete the Practicum requirements of the Extended Degree Program. Field placements are individually negotiated and may include day, evening, and/or weekend hours, though options which include evening and/or weekend hours are very limited.
### MSW Program Core Competencies & Practice Behaviors

Our national accrediting organization, the Council on Social Work Education (CSWE), requires that all schools of social work assess students on a set of specific competencies. The following 10 core competencies are operationalized by a specific set of knowledge and practice behaviors that we have identified for both the foundation and advanced curricula. Each of these items will be measured in multiple ways to assess student achievement of competencies and to evaluate the extent to which our curriculum (including the classroom and field/practicum component) has helped students meet specific competencies. All competencies and practice behaviors for foundation and advanced students follow.

**Concentration Key:** Administration & Policy (AP), CFM (Children & Families & Multigenerational Practice/Multigenerational Practice with Children, Families & Elders), HMH (Health & Mental Health Practice/Integrative Health-Mental Health Advanced Practice), CCIP (Community-Centered Integrative Practice)

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>FOUNDATION</th>
<th>AP</th>
<th>CFM</th>
<th>HMH</th>
<th>CCIP</th>
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<tbody>
<tr>
<td><strong>1: Identify as a professional social worker and conduct oneself accordingly.</strong></td>
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<tr>
<td>1a. advocate for just social structures (institutions &amp; systems)</td>
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<td>a. understand and identify the role of a social worker in cross-disciplinary settings</td>
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<td>1b. advocate for equitable client/constituent access to social work services, in the context of diverse and multidisciplinary settings</td>
<td></td>
<td>b. discuss models of policy development and/or managerial theory and distributive leadership to inform organizational, policy and community change</td>
<td>b. understand and identify professional strengths, limitations and challenges</td>
<td>b. demonstrate professional use of self with clients/constituents and colleagues</td>
<td>b. demonstrate professional use of self with clients/constituent s and colleagues</td>
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<tr>
<td>1c. practice critical self-reflection to assure continual professional growth and development</td>
<td></td>
<td>c. demonstrate leadership capacity within agencies and communities to advance social work values of social justice and social change, including ability to build alliances, develop and sustain effective workgroups, positively influence others, and perform project management activities including develop work-plans and timelines</td>
<td>c. develop, and maintain relationships with clients/constituents within person-in-environment and strengths perspectives</td>
<td>c. understand and identify professional strengths, limitations and challenges</td>
<td>c. demonstrate an ability to identify oneself as professional in relation to community</td>
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<tr>
<td>1d. attend to professional roles and boundaries</td>
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<td></td>
<td>d. demonstrate professional use of self with clients/constituent s and colleagues</td>
<td></td>
<td>d. demonstrate a praxis-oriented (action and reflection) approach to personal and professional lifelong learning and development</td>
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<td>1e. demonstrate professional demeanor (e.g., in behavior, appearance, and communication)</td>
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<td>1f. demonstrate ability to engage in career-long learning</td>
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<td>Core Competency</td>
<td>FOUNDATION</td>
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<td>2b. make ethical decisions, in practice and in research, by critically applying the ethical standards of the NASW Code of Ethics and other relevant codes of ethics</td>
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<td>2c. tolerate and respect ambiguity in resolving ethical conflicts</td>
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<td>2d. apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions</td>
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<td>2e. understand the role of consultation and use consultation for ethical decision making</td>
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<td>3: Apply critical thinking to</td>
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<td>3a. use critical thinking to</td>
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<tr>
<td>b. articulate core values and ethical standards of the social work profession within diverse organizational, policy and community practice settings.</td>
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<td>b. apply ethical decision-making skills to their field of practice to promote human rights and social justice.</td>
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<td>b. use knowledge about ethical issues, (e.g., competing values, client/constituent rights, legal parameters, and shifting societal mores) that affect the provision of services and relationships with clients/constituents.</td>
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<td>b. identify and apply knowledge of relationship dynamics, including power differentials; and apply knowledge about histories of oppression and ongoing marginalization experienced by communities that impact their ability to trust professionals, including social workers.</td>
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| 2a. recognize and manage personal values, so that professional values guide practice |
| a. recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents' interests |
| c. utilize ethics frameworks in decision-making to address conflicts in values and priorities and budget and policy issues to maximize and strengthen opportunities for transformational change in organizations and communities. |
| c. identify and apply knowledge of relationship dynamics, including power differentials. |
| c. demonstrate ability to foster trusting relationships with clients/community as a necessary component in ethical decision-making. |

| 3a. engage in reflective practice (e.g., regularly question and reflect on one’s own assumptions and consider how these might affect practice) |

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<tr>
<td>1g. engage in consistent use of supervision and consultation</td>
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thinking to inform and communicate professional judgments.

distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client/constituent experience

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<td>3b. critically analyze models of assessment, especially in relation to their cultural relevance and applicability and their promotion of social justice</td>
<td>b. articulate elements of critical thinking needed in leadership capacities, e.g., logic models, suspension of judgment, organizational audits, stakeholder analysis, reasoning ability for complex problem-solving, capacity to compare and contract options, tolerance of ambiguity, etc.</td>
<td>b. understand and differentiate the strengths and limitations of multiple practice theories, frameworks, and methods and consider their relevance to clients/constituent s</td>
<td>b. identify and articulate clients'/constituent s' strengths and vulnerabilities</td>
<td>b. engage in critically reflexive practice, that is, understanding how power and privilege impact professional judgments and engagement</td>
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<td>3c. critically analyze models of prevention, especially in relation to their cultural relevance and applicability and their promotion of social justice</td>
<td>c. demonstrate effective use of critical thinking in verbal and written communication with colleagues, stakeholders, and constituents, including the ability to analyze and consider organization and community histories, barriers, and limitations prior to recommending organizational or social change</td>
<td>c. identify and articulate clients'/constituent s' strengths and vulnerabilities</td>
<td>c. effectively communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format</td>
<td>c. develop self-, other- and social awareness of individual, interpersonal and intergroup styles in communication and work with conflicts in diverse group settings</td>
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<td>3d. critically analyze models of intervention, especially in relation to their cultural relevance and applicability and their promotion of social justice</td>
<td>d. utilize a multi-generational framework that is inclusive of children, youth, older adults and their families</td>
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<td>3e. critically analyze models of evaluation, especially in relation to their cultural relevance and</td>
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<td>applicability and their promotion of social justice</td>
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<td>3f. demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with individuals</td>
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<td>3g. demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with families and groups</td>
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<td>3h. demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with organizations and communities</td>
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<td>3i. demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with colleagues</td>
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<td>4: Engage diversity and difference in practice.</td>
<td>4a. recognize and articulate the ways in which social and cultural structures—including history, institutions, and values—oppress some identity groups while enhancing the privilege and power of dominant groups</td>
<td>a. understand the many forms of diversity and difference and how these influence the relationship with clients/constituents</td>
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<td>4b. develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values in working with diverse groups</td>
<td>b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing</td>
<td>b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing</td>
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<td>4</td>
<td>4c. recognize and dialogue with others about the role of difference and the multiple intersections of oppression and privilege in shaping a person's identity and life experiences</td>
<td>c. work effectively with diverse populations</td>
<td>c. work effectively with diverse populations</td>
<td>c. identify practitioner and client/constituent differences, utilizing a strengths perspective</td>
<td>c. demonstrate an understanding of intersectionality and multiple identities-positionalities as foundation for engaging difference</td>
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<td>4d. engage the knowledge, strengths, skills, and experience of clients/constituents in social work practice</td>
<td>d. identify theoretical principles of leadership and management, and interdisciplinary teams and define issues, collect data and develop interventions, taking into account different cultural identities and belief systems</td>
<td>d. identify practitioner and client/constituent differences, utilizing a strengths perspective</td>
<td>d. affirm and respect one’s own and others’ social/cultural identities as they interface with choices regarding health/mental health, illness, and treatment</td>
<td>d. demonstrate a critical understanding of the linkages of the global-local context of practice</td>
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<td>e. strategize, create and implement collaborative coalitions with diverse organizational and community partners who think similarly and differently, working and communicating effectively across difference</td>
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<td>5: Advance human rights and social and economic justice.</td>
<td>5a. understand and articulate the forms and mechanisms of oppression and discrimination and approaches to advancing social justice and human rights</td>
<td>a. articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems</td>
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<td>5</td>
<td>5b. advocate for and engage in practices that address disparities and inequalities and advance human rights and social and economic justice</td>
<td>b. articulate principles of administration, strategic planning, community change and policy development and implementation that promote social and economic justice, combat discrimination and oppression, and increase access to resources</td>
<td>b. use knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma on clients/constituents and their systems to guide intervention planning</td>
<td>b. critically analyze practice in relation to advancing human rights and social and economic justice</td>
<td>b. gain a complex understanding of the nature and consequences of globalization in economics, politics and culture</td>
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<td>c. demonstrate the capacity to develop and design policies and organizational practices to support social and economic justice, and to evaluate alternative policies, structures, and practices based on frameworks of human rights and social and economic justice</td>
<td>c. critically analyze practice in relation to advancing human rights and social and economic justice</td>
<td>c. develop skills to advocate at multiple levels for social and economic justice to address mental health parity and reduce health disparities for diverse populations</td>
<td>c. demonstrate a critical understanding of structural factors such as racism and violence which contribute to persistent disparities for marginalized populations and have traumatic impact upon them</td>
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<td>d. identify advocacy methods and apply advocacy skills that can be used to inform policymakers and influence policies that impact clients/constituents and services</td>
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<td>6: Engage in research-informed practice and practice-</td>
<td>6a. use client and constituent knowledge to inform research and evaluation</td>
<td>a. apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process</td>
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<td>b. use best practices and evidence-based research to develop, implement, and evaluate interventions</td>
<td>b. use best practices and evidence-based research to develop, implement, and evaluate interventions</td>
<td>b. use best practices and evidence-based research to develop, implement, and evaluate interventions</td>
<td>b. use best practices and evidence-based research to develop, implement, and evaluate interventions</td>
<td><strong>6b.</strong> use my own practice experience to inform research and evaluation</td>
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<td>6c. use qualitative research evidence to inform practice</td>
<td>c. identify sound management and policy development practices related to resource allocation, information technology, and decision-making based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information</td>
<td>c. use best practices and evidence-based interventions with multiple generations</td>
<td><strong>6d.</strong> use quantitative research evidence to inform practice</td>
<td>d. engage and partner with diverse and marginalized community constituents to define, assess, plan and address community needs via participatory action research and practice</td>
<td>c. understand choices and strategies in organizing and implementing intergroup dialogues in different contexts—schools, human service organizations and community settings</td>
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<td>6d. use quantitative research evidence to inform practice</td>
<td>d. use systematic assessment and evaluation of organizations and policy arenas to strengthen interventions in these macro systems and advance research that is participatory and inclusive of the stakeholders and organizations with which they practice</td>
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<td><strong>6e.</strong> apply research literature on social disparities when selecting and evaluating services and policies</td>
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<td>6e. apply research literature on social disparities when selecting and evaluating services and policies</td>
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<td>e. utilize qualitative and quantitative research to understand the nature of communities and the best practices to improve their well-being</td>
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<td>7</td>
<td>7b. critique and apply human behavior and social environment theories and conceptual frameworks to assessment, intervention, and evaluation at multiple systems levels</td>
<td>b. describe techniques used in team-building, building coalitions and partnerships across organizational, community and policy settings, and understand the influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views</td>
<td>b. apply a life course approach to human development in assessments and interventions with individuals, families, and communities</td>
<td>b. use bio/psycho/social/spiritual/structural theories in formulating assessments</td>
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<td>7</td>
<td>7a. apply theories and conceptual frameworks relevant to understanding people and environments across systems levels</td>
<td>a. apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural)</td>
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**2016-2017 Field Education Manual**
d. develop organizational change and policy proposals that are based on knowledge of the larger political, social and structural frameworks, systems, contexts, and history

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<td>8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>8a. use critical understanding of the history and current form of US social welfare and social service policies (e.g., institutions, governance, and financing) to formulate policies and strategies that improve social service delivery</td>
<td>a. recognize the interrelationship between clients/constituents, practice, and organizational and public policy</td>
<td>b. determine the factors that influence the development of legislation, policies, program services, and funding at all system levels</td>
<td>b. define from a social justice perspective, the strengths and weaknesses of the current state of health care and health- mental health policy in the United States</td>
<td>b. demonstrate an understanding of the complex nature and consequences of the key structural and institutional forces and instruments of global governance and regulation globalization in economics, politics and culture</td>
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<td>8b. use critical understanding of the history and current form of US social welfare and social service policies (e.g., institutions, governance, and financing) to formulate policies and strategies that improve social service delivery</td>
<td>b. determine the factors that influence the development of legislation, policies, program services, and funding at all system levels</td>
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<td></td>
<td>8c. collaborate with colleagues, clients/constituents, and others to advocate for social and economic justice to affect policy change</td>
<td>c. articulate political/sociological theories such as pluralism, power elite, neo-liberalism and conservatism, and distributive leadership when interpreting and designing potential policy solutions</td>
<td>c. communicate to stakeholders the implication of policies and policy change in the lives of clients/constituent s</td>
<td>c. utilize knowledge of Medicaid and Medicare eligibility requirements to help clients in health/ mental health systems</td>
<td>c. Identify advocacy methods and demonstrate active engagement in the policy arena on behalf of community interests toward improved social and economic well-being, especially</td>
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<td>9: Respond to contexts that shape practice.</td>
<td>a. work collaboratively with others to effect systemic change towards sustainability</td>
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<td>9a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services.</td>
<td>b. develop intervention plans with the potential to contribute to systemic change</td>
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<td>9b. engage in efforts to promote sustainable changes in service delivery to alleviate disparities in the access and utilization of services to lessen the disproportionate representation of persons of color in systems of care</td>
<td>b. analyze and respond to evolving contexts (e.g., cultural, technological, geographical, political, legal, economic, and environmental)</td>
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<td>9c. recognize and understand the local-global context of practice</td>
<td>b. identify how relational, organizational, and community systems may impact clients/constituents</td>
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<td>b. demonstrate an understanding of how pressing global issues are being addressed by non-governmental organizations, non-profit organizations and citizen movements, nationally and globally</td>
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<td>c. understand the institutional context of practice in Health and Mental Health settings (e.g. Medical terminology, )</td>
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<td>c. demonstrate a critical understanding of major approaches to community practice (community services for the most vulnerable populations)</td>
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<tr>
<td><strong>ENGAGEMENT</strong></td>
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<td>10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>ENGAGEMENT</td>
<td>a. demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents</td>
<td>b. develop a culturally responsive relationship with clients/constituents</td>
<td>b. develop a culturally responsive relationship with clients/constituents</td>
<td>b. establish an engagement process that encourages clients/constituent s to be active participants in the establishment of intervention goals and expected outcomes</td>
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<td>10a. engage with individuals in the context of diverse and multidisciplinary settings</td>
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<td>a. demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents</td>
<td>b. develop a culturally responsive relationship with clients/constituents</td>
<td>b. develop a culturally responsive relationship with clients/constituents</td>
<td>b. establish an engagement process that encourages clients/constituent s to be active participants in the establishment of intervention goals and expected outcomes</td>
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<td>10b. engage with families and groups in the context of diverse and multidisciplinary settings</td>
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<td>b. demonstrate ability to engage with communities, their constituencies, and organizations that serve them to assess and analyze community/organization capacities, strengths, and needs</td>
<td>c. establish an engagement process that encourages clients/constituent s to be active participants in the establishment of intervention goals and expected outcomes</td>
<td>c. demonstrate facilitative and collaborative skills using intergroup dialogue principles for effective engagement across difference in the service of justice</td>
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<td>10c. engage with organizations and communities in the context of diverse and multidisciplinary settings</td>
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<td>c. demonstrate ability to engage diverse constituents in critical organizational and policy analysis and problem-solving, using a strengths perspective and empathy to build effective interpersonal relationships for</td>
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<td>10d. use listening, empathy, and other interpersonal skills to establish rapport and engage with diverse populations in diverse contexts</td>
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<td>d. identify how relational, organizational, and community systems impact clients/constituent s</td>
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<td>d. assess the history, mission, and leadership of organizations and communities and the dynamic shifts in their interlocking systems, economic and political contexts, as a critical part of evaluating and planning change efforts</td>
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<td>10e. develop mutually agreed upon focus of work and desired outcomes with clients/constituents</td>
<td>alliances regarding potential change efforts, including the ability to communicate responsiveness to other points of view</td>
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<td>10f. use a strengths perspective when working with individuals, families, groups, organizations and communities</td>
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<td>collect, organize, and interpret client/constituent/system data (e.g. strengths, stressors, and limitations) to assess client/constituent needs</td>
<td>a. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)</td>
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<td>assess client/constituent/system strengths, stressors, and limitations</td>
<td>b. critically apply leadership theories when planning with others to adopt, implement, and evaluate strategic change, including balancing inquiry with advocacy in conducting a stakeholder analysis and identifying needs and shared interests</td>
<td>b. understand and apply HBSE theories</td>
<td>b. understand and critically apply diagnostic classification systems</td>
<td>b. critically assess the discourse of community in social work theory and practice</td>
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<td>10i.</td>
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<td>c.</td>
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<td>identify and select appropriate and culturally responsive intervention strategies</td>
<td>c. assess policies influencing practice within organizational and community settings, identifying opportunities for individuals within organizations and communities to become change agents</td>
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<td>INTERVENTION</td>
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<td>10j.</td>
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<td>initiate actions to achieve client/constituent/organizational goals</td>
<td>a. collaborate effectively with other professionals/stakeholders to coordinate interventions</td>
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<td>Core Competency</td>
<td>FOUNDATION</td>
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<td>10k. implement prevention interventions that enhance client/constituent capacities</td>
<td>b. demonstrate analytical and interpersonal skills in work with community-based groups and human service organizations, in areas such as policy and task analysis, advocacy, governance, program development and program management, supervision, financial development/management, human resources and staff development, capacity building, strategic planning, and participatory evaluation</td>
<td>b. incorporate knowledge of practice theories and bio-psycho-social-spiritual-structural factors into the design of intervention strategies</td>
<td>b. develop skills in interventions that apply to specific Health and MH settings (e.g. Crisis interventions, brief treatment, etc.)</td>
<td>b. develop and apply skills in assessment and intervention with diverse populations in culturally responsive ways across varied contexts and across multi-levels of practice</td>
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<td>10l. help and empower clients/constituents to resolve problems</td>
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<td>c. critically evaluate, and apply best practices and evidence-based interventions</td>
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<td>c. use knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma across micro-, mezzo- and macro-levels of practice to guide intervention planning</td>
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<td>10m. negotiate, mediate, and advocate for clients/constituents</td>
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<td>10n. facilitate transitions and endings with clients/constituents</td>
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<tr>
<td>EVALUATION</td>
<td>a. contribute to the theoretical knowledge base of the social work profession through practice-based research</td>
<td>b. demonstrate ability to involve community and organizational constituencies in designing, implementing, and evaluating the effectiveness of policy decisions and programs in order to recommend future actions</td>
<td></td>
<td>b. demonstrate ability to critically examine and evaluate major paradigms informing mental health service delivery, including evidence-based practice, and their applicability within communities of color and marginalized communities</td>
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<tr>
<td>Core Competency</td>
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<td>c. demonstrate effective group observation, group process skills and constructive alliance building skills and behaviors</td>
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**OTHER CONCENTRATION PRACTICE BEHAVIORS**

Articulate knowledge of learning organizations, organizational development, group dynamics, leadership theories, stakeholder analysis and sociopolitical frameworks for policy development and change.

Apply frameworks that address the multigenerational transmission of resilience, strengths, and loss in diverse multigenerational families and communities.
Field Education Advisory Council

In order to strengthen linkages and partnership between the School of Social Work, field instructors and community agencies, a Field Education Advisory Council has been established. The Field Education Advisory Council provides consultation to the School of Social Work Classroom Faculty and Field Faculty regarding Field Education curriculum, policies and procedures as well as coordination between classroom and field learning experiences.

The mission of the Field Education Advisory Council is to promote excellence in Social Work Field Education. To accomplish this mission, field education will be integrally linked with academic curriculum. Field instructors and classroom faculty are partners in the educational process, respecting and valuing the complementary roles that each serve. Effective integration of academic and field curricula is founded on the principle of open, clear and frequent communication.

Accordingly, the Council will promote the following goals and objectives:

1. Develop and implement mechanisms of interaction among field instructors and classroom faculty and staff for the purposes of curriculum development, instruction and evaluation.

2. Develop standards of excellence in field instruction.

3. Recognize contributions of field instructors to the education of social work students.

4. Include field instructors on School of Social Work committees that are relevant to field instruction.

5. Increase opportunities for the continuing education of field instructors, including training and conferences.

6. Increase classroom faculty participation in field education and increase field instructor participation in classroom education.

In keeping with the mission of the School of Social Work, the Council is committed to collaboration with a wide range of agencies, professional organizations, community groups and academic disciplines. The council also seeks to enhance a sense of community among field instructors, field and classroom faculty, administration, students and staff.
Field Faculty

Field Faculty are responsible for serving as a link between the School, agencies, and students in order to facilitate communication and monitor student progress in field. Each agency is assigned a Field Faculty who acts as liaison for all MSW students in the agency, unless they are students in the CWTAP program. CWTAP students in DSHS are followed by designated CWTAP field faculty. BASW students may be assigned a Field Faculty or a BASW practice class faculty member as liaison. Field Faculty support is provided to agencies with on-going student placements by the same person each year, when possible, in order to build productive professional relationships between agencies and the school.

Field Faculty are responsible for recruiting agencies that support and affirm diversity, providing agency and student support through in-person field visits with the student and field instructor, contact by telephone and email, and through training of agency field instructors in field education requirements. Field Faculty are responsible for assessment of learning progress, clarification of field education requirements, assistance with the development of activities that build professional competencies, emphasizing the integration of theory and practice, monitoring the learning environment, mediating concerns, and replacing students if they are unable to learn effectively in a particular agency.

The duties of Field Faculty are:

1. **Contact assigned students** and agencies by telephone and/or email early in the placement to facilitate introductions, provide information about availability and basic field requirements, clarify and to offer to meet with any student who is not already known to the Field Faculty member or who have any questions or concerns.

2. **Visit the agency at least twice during the academic year** to meet with the student, instructor, and any task supervisor, to provide support, education, monitoring, and assessment of progress; additional field visits will be made as needed to students and agencies requiring additional support and monitoring

3. **Review the student’s goals, strengths, progress**, and needs before and during the field visit. Student files with background information and previous evaluations should be checked out and reviewed prior to the visit, replaced with an “Out Card”, and examined for completeness and relevant information that may be necessary for the meeting. Field Education files/documents should be returned to the Office of Field Education in a timely manner. It is the responsibility of assigned Field Faculty to keep student files updated and current with all student related information (phone calls, e-mails, other documents relating to student communication from all related actors, completed forms, etc.). Files are located online in the STAR database and in the Office in hard copy.

4. **Provide information and answer questions regarding school expectations** of students in field education sites, educational programs and policies, curriculum objectives, classroom assignments, and other field education requirements, and make suggestions for ways of applying classroom learning through field learning activities to build professional competencies
Field Faculty

5. **Assist with the development of the Learning Contract** and/or quarterly evaluations if requested; and review the Contract and Evaluation for completeness and satisfactory progress towards competency attainment prior to assigning credit. The Field Faculty member will communicate with the student and field instructor regarding needed additions to the Learning Contract or Evaluation, and will notify them of deadlines and consequences of missing or unsatisfactory paperwork.

6. **Assess and address the effectiveness of the learning environment**, quality of supervision, adjustment of the student to the placement, coordination between instructors and other agency personnel involved with students, and the fit of the practicum for the student’s goals, abilities, and learning style. Agencies must support and affirm diversity of students and clients/constituents, and sign an Affiliation Agreement with the School that clarifies the responsibilities of each party.

7. **Provide on-going support and contact as needed to students and instructors** in order to maximize learning and professional development. Field Faculty should be responsive to student questions and concerns in a timely manner, clarifying their schedules and other avenues of assistance when they are not available.

8. **Educate students and instructors about contacting the field faculty with any concerns** about a placement, so that the field faculty can work to resolve the issues. No placement change can occur without the approval of the Field Faculty and Assistant Director of Field Education.

9. **Assist the student and instructor in giving direct feedback**, discussing and understanding principles of adult learning, competency criteria, Essential Skills and Abilities, and in designing mechanisms for improving satisfaction and/or performance in field, including written documentation of difficulties. Incidents and consequences of unprofessional/unethical behavior should be discussed before the quarter evaluation, to afford students and instructors the opportunity to work towards resolution.

10. **Consult** with the field instructor and Field Education Coordinating Committee and/or Assistant Dean of Field Education about student difficulties in field and before making any changes of the placement sites. Notify all Field Faculty and Program Coordinators about any field changes.

11. If a student is to be moved from a placement partway through a quarter, the Field Faculty must request that the field instructor provide a written summary of the student’s learning activities up to that point in the quarter, a summary of hours completed, and recommendation for credit or no credit. The Field Faculty must notify the student about also submitting a written summary of learning and evaluation of the placement site. These summaries will be submitted to the Assistant Dean of Field Education for approval. All documentation and or summaries will be placed in the student file.

12. **The Field Faculty replaces students** who have been asked to leave their field education site or who make that request themselves, subsequent to the above processes, and will provide the new field instructor with the previous evaluations or summaries of learning. This receiving instructor will be responsible for making another written summary of activities and hours, assessment of progress, and recommendation for credit at the end of the quarter.
Field Faculty

13. Field faculty may also refer a student to the Assistant Dean of Field Education and make recommendations that a student’s progress be reviewed by the Director of Student Services for Student Affairs, the MSW Program Director, and/or the Associate Dean for Academic Affairs, if there are on-going difficulties in field that cannot be resolved.

14. The Field Faculty insures the following documentation:

   a. Summary of each liaison visit, to be placed in the student’s field education file and/or STAR;

   b. Record of relevant meetings, calls, and emails with students and agencies, to be kept in the student file in the Field Education Office and/or the online STAR database.

   c. Documentation of actions taken regarding changes of placement, approved by the Director.
Field Instruction Policies

Following are general policies which guide the interaction between the School and agencies providing Field instruction for students. These policies serve as guidelines and reflect the common interests of all parties involved in Field Instruction. They are subject to modification as needed, but the guiding principle in their modification must be the "best educational interests of the student."

1. The School in cooperation with the practice community provides a broad range of Field Education opportunities. Field Faculty recruit and assess sites according to specific criteria, including nondiscriminatory policies, willingness to sign an Affiliation Agreement, identification of an experienced MSW to instruct in that field of practice, and support of the School’s mission.

2. The School administers the Field Education Program through the provision of staff and faculty resources for coordinating and monitoring student learning. The School's responsibilities include: setting educational learning activities, implementing SSW/CSWE competencies and setting standards for practice behaviors, selection of Field Education sites and approval of field instructors, assignment of students to Field sites and the provision of support services, seminars and workshops for field instructors.

3. Placement: Students must be in good academic standing before placement in a field education site. Placement at a field education site is dependent on the faculty judgment of students' readiness for placement in an approved agency. Readiness for a field placement means that a student has the motivation and skills to pursue the competency based educational outlined in the Field Education Manual, and meets the Essential Skills, Values and Standards of Professional Conduct Important to Admission and Continuance in the School and Profession of Social Work. Assignment and placement of students are made on the basis of educational needs as determined by Field Faculty with input from students. In order to broaden knowledge and skills, students are encouraged to consider settings which are different from their previous experiences for the Foundation field education experience. Students must complete a combination of micro, mezzo, and macro learning experiences in the Foundation placement as well as all Foundation Competencies and Practice Behaviors. When planning Advanced placement, Field Faculty will review student learning plans to make sure the plan and concentration are consistent with the practicum choice and Advance Competencies and Practice Behaviors. If not, the Field Faculty alerts the MSW Program Director and the Assistant Dean of Field Education.

Students in both the Foundation and Advanced Practicum are placed in agencies which will support and affirm diversity and provide practice experiences with diverse client populations. Students and agencies must have a clear understanding that the Field Education placement is part of the students’ overall educational program and not a job placement. Students do not arrange their own field education placement. Assignment of students is made without discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, gender or status as a disabled veteran or Vietnam era veteran.

4. In order to begin the Foundation Field Education, students must meet criteria as specified on page 43. If a student disagrees with the decisions of academic and/or Field Faculty, they should start with the School of Social Work Grievance Procedures or the services of the Ombudsman to challenge the Instructor’s recommendation.
5. **Incomplete in Field Education** must be credited no later than the end of the following quarter. The Field Faculty will notify the Field Instructor and student at the beginning of the following quarter that the incomplete must be cleared and the current quarter hours completed by the end of the quarter. Students may not carry two Incompletes in sequence.
   a. **If the current quarter hours cannot be completed**, the student will be advised to change his or her registration to the amount of credit hours they can complete by the quarter’s end. Unless this change occurs in the first five business days of the quarter, the student will incur a late change fee. Students with two Incompletes in sequence will not be allowed to register for the next quarter or will be deregistered if already registered (please consult with Student Services if you need/or have question around this information).
   b. **If a student is not able to complete practicum credits**, the Field Faculty must review the situation with the Assistant Dean of Field Education. Together they will determine the need to consult with the MSW or BASW Program Director; if there is a difference of opinion, the Assistant Dean of Field Education will make the determination. This administrative group will make a recommendation for next steps, which may include a referral to the School of Social Work Review Committee.

6. **Prior to beginning the Advanced Practicum**, students must successfully complete all Foundation requirements, including the Foundation Field Education Placement, except by petition to the MSW Program Director and the Assistant Dean for Student Affairs.

7. **Immunizations**: Students must be compliant with University of Washington Health Sciences Immunization requirements before starting their placement and while in placement, including yearly TB tests and readings. These requirements are in addition to immunizations necessary for admittance to the University. The SSW cannot grant exceptions to the immunization requirements. The only exceptions are for medical waivers.

8. **If a student becomes noncompliant with field education requirements** during any quarter of the academic year, they will be required to become compliant and in the interim not allowed to continue in placement until they have become compliant with all immunizations and other requirements. If a **signed and approved Learning Contract and/or**

   **Acknowledgement of Risk Form** is not on file by the end of the fifth week of placement, the student will not be allowed to continue in their placement. Field instructors and students will be notified that students cannot return to placement until these requirements are met, and all time missed must be made up to receive credit. All plans to make up placement time must be approved by Field Faculty.

9. The School of Social Work has the right to take immediate action and remove a student temporarily from a course (s) and / or field education site if there are serious concerns, such as essential skills / professional conduct or safety concerns necessitating investigation and resolution. The School will notify the student in writing of the effective date of the temporary removal and reason for removal. The School may also inform the placement site and/or instructor(s) of the temporary removal, as appropriate. During the course of the investigation, the student has the right to meet with the Associate Dean for Academic Affairs, Program Director, Assistant Dean of Field Education, the Director of Student Services, and relevant course instructors to contribute to fact finding. After the investigation is complete, the student will be notified in writing of
reinstatement to the course(s) / field education placement, permanent removal from the field education placement, and / or referral to the Student Review Committee for permanent removal from the course or other actions. The investigation for temporary removal should be completed by the end of the academic term. However, the SSW reserves the right to take more time if the investigations warrants.

10. **Students may use the School of Social Work Grievance Procedures** or the services of the Ombudsman to address serious concerns they may have regarding a placement, field instructor, or Field Faculty or the recommendations of a field instructor, Field Faculty, or the Assistant Dean of Field Education.

11. **Conditions for placement in agencies of employment:** Students may not generally utilize their job as a field experience. No course credits or exemptions are granted on the basis of life experience or previous employment. However, the following option is available, pending proposal approval.

Under agreed circumstances, students may propose to their Field Faculty to develop a separate field education placement in their social service place of employment in either the Foundation or Advanced year (with the exception of CWTAP students). An **Agency of Employment proposal** template (Appendix C) must be completed to clarify student and agency ability to differentiate roles and provide new learning in an educational environment that does not affect or conflict with work responsibilities. Other conditions also apply. For more detail on Agency of Employment proposal policies, see p. 80.

12. **In instances where issues have been raised** by a field instructor and/or Field Faculty related to a student’s difficulties in meeting the Field Education Competencies and Practice Behaviors or achieving the standards and/or the student’s lack of adherence to the Essential Skills, Values and Standards of Professional Conduct Important to Admission and Continuance in the School and Profession of Social Work. or other such related issues, that student may be required to complete additional hours and/or credits of field education above and beyond the School’s stated graduation requirements. In those cases, the requirement of additional hours and/or credits will be specified to the student in a written plan. This plan must be approved by the field education site, the Field Faculty, the Assistant Dean of Field Education, and the Director of the MSW Program prior to implementation.

13. **Task Supervisors:** A student can be placed in an agency or agency unit without an MSW on site, if the agency can identify an on-site employee willing to be responsible for the student on a day to day basis for learning assignments, administrative assistance, oversight of daily operations, and issues needing immediate attention. The task Supervisor must coordinate of student’s learning plan and progress with an approved MSW field instructor; see #14 below.

14. **An agency must have or develop a formal relationship with an experienced MSW instructor** as an employee, a member of their Board, as a volunteer, or on the faculty of the School of Social Work, so that the MSW instructor can understand, interpret, and effectively advocate within the agency system for the student’s learning. The agency must also agree to support a task supervisor in meeting with the student and MSW instructor to develop a joint approach to student instruction.

15. **The MSW instructor will oversee the student’s learning** through regular supervision in
individual or group meetings and help the student integrate social work theory into practice, including evidence-based practice. The MSW instructor will work with any agency task supervisor(s) in the development of the Learning Contract and quarterly Evaluations to support professional competency development. Both the MSW instructor and task supervisor should clarify roles and relationships for the student, so there are clear lines of communication and accountability, and meet together periodically to reinforce collaboration and to prevent confusion and conflict.

16. The SSW Field Faculty is available to assist in the exploration and implementation of these split supervision arrangements. The task supervisor, as well as the MSW instructor, will be provided with field instruction training opportunities and materials, as well as field faculty support during the placement.

17. Field Faculty and the Associate Dean of Field Education review and discuss experiences and evaluations of students, agencies, field instructors, field instructor training, and field education processes during regular and special meetings in order to insure timely and ongoing improvements to field education. Significant changes and program enhancements are also discussed with the Field Education Advisory Committee and disseminated through field liaison visits and student and agency notices. Records of these decisions are kept in minutes of the meetings.

18. Policy on 3 Referrals

During the field education placement process field faculty will work carefully with students to assess a good educational and career goals fit with potential practicum sites in community agencies. If after three successive attempts, the field faculty in consultation with respective field instructor in agencies to which the student was referred, determine that the student in not able to be placed due to factors related to the Essential Skills, Values & Standards of Professional Conduct Important to Admission and Continuance in the School and Profession of Social Work http://socialwork.uw.edu/students/academic-standards/essential-skills-values-and-standards, the field faculty will refer the student to the Assistant Dean, Office of Field Education.
Learning Triangle

University of Washington, School of Social Work, Office of Field Education

Learning Triangle

The University
Role: Assistant Dean of Field Education
Responsibilities: Develop field education curriculum; develop field policies and procedures; identify sites; place students; train field instructors and students; evaluate and grade students; evaluate field instructors and sites; and bring knowledge of social work and field education to bear on the field experience.

The Agency
Role: Field Instructor, Task Supervisor
Responsibilities: Provide orientation and training; assign multi-level learning activities (Learning Contract); facilitate weekly field supervision; assist in student’s ability to integrate classroom and field; and evaluate and recommend credit.

Field Education
The University/Agency/Student Shared Responsibilities: Develop a field education program that reflects the independent and interdependent nature of all roles and responsibilities thus realizing the vision of “signature pedagogy.”

The Student
Role: Student
Responsibilities: Learn; identify self as student; demonstrate beginning level professional behavior; attend and utilize supervision; apply generalist training in practice; integrate classroom and field; bring life experience and education to bear on field experience; evaluate self, field instructor and university.

(adapted from Shelagh Larkin – 2013)
FIELD FACULTY: Member of the UW School of Social Work Faculty, with overall responsibility for field placements and assurance that practicum provides a learning experience consistent with curriculum requirements and student learning goals. Faculty serve in two roles:

First Role: Responsible for placing students in practicum
- Assigned to incoming students by alphabet or program
- Interviews students for their Foundation and Advanced Years and individualizes student field placements for educational fit
- Teaches Introduction to Field Education course which facilitates the mastery of competencies and practice behaviors to support the goal of generalist social work practice.
- Recruits agencies and trains new practicum instructors in field education

Second Role: Serves as an advisor and consultant to agencies and students
- Assigned to follow students placed in specific agencies based on background and program
- Serves as a resource and linkage between the School and practicum site
- Monitors practicum experience through contact with both agency and student
- Meets on-site with student and Field Instructor at least twice during placement
- Assists with development of Practicum Learning Contract and Evaluation, when needed
- Reviews and approves practicum contract and quarterly practicum evaluation
- Mediates problems between student and Field Instructor
- Works with student to identify a new site if replacement is necessary

FIELD INSTRUCTOR/PRACTICUM INSTRUCTOR (F.I./P.I.): An MSW with two years’ post-degree experience in the field that is responsible for supervision and instruction in the practicum placement including overseeing student assignments, providing training, interpreting agency policies and procedures, education regarding practice, and assessing performance.
- Coordinates with any on-site task supervisor re: student daily operations, if MSW is off-site
- Arranges an agency orientation including safety and confidentiality issues
- Arranges for space, phone & computer access and any other needed equipment
- Finalizes practicum learning contract in conjunction with student
- Assigns cases and projects that meet student and curriculum objectives
- Reviews course syllabi to assist with integration of field and classroom learning
- Meets with student once a week in supervision/instruction session
- Provides student with training, feedback and a quarterly written evaluation of student’s progress
- Contacts the Practicum Liaison with any questions or concerns about student learning

TASK SUPERVISOR (possible): In some cases, although the MSW may be on site, it makes sense to have a task supervisor to provide day to day supervision. An agency can identify an onsite employee willing to be responsible for the student on a day to day basis to work in coordination with the MSW Field Instructor. Task supervisors may do the following:
- Day to day supervision
- Learning assignments
- Administrative assistance
- Oversight of daily operations
- Issues needing immediate attention
- Coordination of student’s learning plan/objectives
- Joint coordination between task supervisor and FI regarding learning contact and evaluation
- Provide feedback on student’s performance
- Supervision as needed
- Assist with training, provide training (or making arrangements)

**PRACTICUM STUDENT:** An adult learner & partner in their social work education including investment, initiative, enthusiasm, professional responsibility, ethical practice, and a commitment to the social work profession
- Communicates to Field Instructor student’s learning style and learning goals
- Prepares, in conjunction with Field Instructor, the Practicum Learning Contract
- Writes, in conjunction with Field Instructor, a quarterly written evaluation of their progress in achieving competencies in the field under each required learning objective.
- Prepares an agenda for weekly supervision/instruction meeting
- Notifies Field Instructor, Field Faculty and the Practicum Office, in advance, of any changes in the practicum schedule or credit plan
- Provides a copy of each course syllabus to Field Instructor every quarter
- Is responsible, courteous, professional, and organized in working with all staff and clients
- Approaches Field Instructor in a timely manner with concerns and questions
- Contacts Field Faculty with any concerns that cannot be resolved with Field Instructor
Standards & Procedures for Certification of Agencies as Field Education Sites

School of Social Work-Agency Affiliation

When an agency has been identified as a possible Field Education site, a Field Faculty will confer with the agency representative and evaluate the possibility and appropriateness of an Affiliation Agreement. An Affiliation Agreement is a formal contract required and approved by the UW Health Sciences administration, SSW and the Attorney General’s(AG’s) office to clarify the conditions, risks, and risk management of a Field Education site.

Field Faculty will assess upon initial contact whether the agency is a clinical site that may require a negotiated agreement vs. a standard agreement, and whether the Affiliation Agreement must be completed prior to student interviews. This information should be given to the Program Coordinator for Practicum responsible for processing these agreements. In usual circumstances, the agreements are initiated after a student has been referred for placement; however, they should be in place before a student begins placement. Any possible exceptions to this policy will be made in consultation with the AG’s offices.

Once an affiliation appears mutually feasible, the Field Faculty will ask the agency representative to submit a Practicum Placement Data(PPD) form with full information for students to review. Placement interviews can usually proceed with agency verbal approval prior to the Affiliation Agreement’s being signed. When a student is confirmed for placement, the agency should also submit biographical information or a resume for the proposed field instructor, to confirm the accredited MSW degree and date, as well as relevant experience in the practice to be taught.

Should an agency request that Affiliation Agreements be completed prior to the referral of a student, or acceptance of students, Field Faculty must communicate these conditions to the Office of Field Education and to students, so they do not contact the agency or begin placement until the agreements are signed by the administrators of both organizations.

Prior to interviewing at any agency that negotiates Affiliation Agreements, the Field Faculty should ensure that the student understands any specific training, certifications, or other conditions that the agency requires for student placement.

The Office of Field Education initiates, tracks and reports on the progress of Affiliation Agreements and works with the field faculty to coordinate communication with students and field instructors and to facilitate completion of agreements in a timely manner.

Collection of Placement Information

Information regarding available placements, learning experiences and field instructors are collected twice a year. Agencies are asked to identify an Agency Student Placement Coordinator as well as available placement descriptions, names and MSW graduation dates of field instructors. In addition, each agency is asked a series of questions regarding general practice within the agency to determine if
agency practice is in keeping with the School of Social Work Mission and curriculum objectives (e.g. whether learning experiences are available with individuals, groups, families, communities, organizations, culturally diverse populations, etc.) These data allow field faculty to determine, for example, whether a Foundation student will be exposed to micro through macro practice experiences with diverse populations and whether an Advanced student will be able to learn skills and knowledge required by their area of concentration.

**Expectations of the Agency**

1. The Agency should provide students with:
   a. Learning opportunities/experiences in all Competencies in the Foundation and/or Advanced placement years
   b. Opportunities for direct, supervised learning with clients, social service agencies and other community resources and organizations
   c. Opportunities for directed learning toward understanding professional values and ethics and their applications in social work practice
   d. Orientation to and training in working with agency policies and procedures
   e. Safety training, including policies and procedures related to exposures to blood borne pathogens
   f. Agency implementation of the Health Insurance Portability and Accountability Act (HIPAA) of 1996
   g. Appropriate role definition and role modeling in professional social work behavior
   h. Opportunities to learn and to integrate empirically derived knowledge about assessment, intervention and the use of personal and environmental resources
   i. Opportunities for students to evaluate their own practice

2. The agency must demonstrate acceptance of its responsibility to contribute to social work education. Agency policies and procedures must be compatible with the values and ethics of the social work profession, including affirmation of and support for diversity.

3. The agency should have sufficient staff to maintain its programs without reliance on students. The activities involved in the student's assignment are to be arranged on the basis of the student's learning needs and not to supplement the personnel of the agency.
4. The agency should be prepared to engage in planning with the School regarding student learning activities that prepare students to meet all SSW Competencies in both Foundation and Advance years of placement.

Standards & Procedures for Certification of Agencies as Field Education Sites (continued)

5. The agency must be willing to jointly participate in the selection and preparation of field instructors and to allow the field instructor ample time to carry out teaching responsibilities, including time to attend meetings and workshops conducted by the School. Training in field instruction is required for field instructors and may be obtained at the School, agency or online.

6. Field Instructors are expected to spend, at minimum, one hour per week in regularly scheduled supervisory conferences with their students who are in placement 16-24 hours per week. While individual supervisory sessions are seen as the cornerstone of instruction, supervisory/instruction requirements may be met, in part, through structured group supervision or a student seminar. Duration and frequency of supervisory conferences for students in placement less than 16 hours or more than 24 hours per week should be adjusted accordingly.

7. The agency will participate in the selection of students and must be willing to accept students without discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, gender or status as a disabled veteran or Vietnam era, or Gulf War veteran.

8. The agency must demonstrate and practice policies in regard to staff and clients that prohibit discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran.

9. The agency will at all times assure the student is engaged in a learning experience directly related to the competencies. Agencies (field instructors) should be mindful that Field Education is an educational experience and not a job or work experience for students.
Expectations & Responsibilities of Field Instructors

1. The Field Instructor is selected by mutual agreement of the School and the Agency and must meet the following qualifications:
   a. Have an MSW degree from an accredited School of Social Work.
   b. Have at least two years of post-graduation professional social work experience.
   c. Be employed and on site in the field agency, on the agency Board of Directors or volunteer roster, or a member of a community agency participating in an active coalition with the agency on work of mutual interest.
      i. Exceptions must be approved by the Assistant Dean of Field Education and may include faculty members from an accredited School of Social Work or an outstanding graduate with and MSW with less than two years’ experience; in such cases a plan of support and evaluation will be put in place.

**Note:** The Council on Social Work Education requires that Field Faculty ensure adequate MSW oversight of student placement. The field faculty will assess and address the needs of students in field placements where there may be need for increased oversight, such as international placements.

2. New MSW Field Instructors must supply the School with a resume and/or field instructor Biographical form to verify their degree, date of graduation, and relevant expertise. They are also required to attend School of Social Work Practicum Orientation and Training Workshops which focus on professional competency development, educational contracting, problem-solving, and student evaluations (This training is online and is required).

3. The Field Instructor must be willing to teach and evaluate students and be able to conceptualize and effectively impart professional knowledge and skill. There must be the ability to adapt the foregoing to meet the individual needs and learning styles of students, including sensitivity to the affective aspects of socialization to the profession, the development of a professional identity and acquisition of professional knowledge and skills. Field Instructors are expected to differentiate between the process of teaching and the process of intervention because of personal problems of the student. However, when appropriate, field instructors are expected to assist students in identifying the relationship between difficulties in Practicum learning and personal problems. The Instructor must also recognize the broad educational goal of preparation for social work practice rather than for specialized practice within a specific agency. A focus on integration of theory and practice is vital, as well as preparation for evidence-based practice.

4. The Field Instructor has primary responsibility for individualizing the instructional curriculum for each student assigned, informed by the Practicum Syllabus and utilizing the UW SSW Learning Contract template to develop learning opportunities available at the agency that will build Core Competencies and related Practice Behaviors. The Learning Contract must be submitted via the online STAR system by the Field Instructor after student collaboration and by the fourth week of the first quarter of field. In order to facilitate the integration of theory and practice and reinforce social work principles and
Expectations & Responsibilities of Field Instructors (continued)

frameworks, the Field Instructor must become familiar with the School's goals and standards, the courses in which the student is enrolled, and the individualized learning needs of the student. The Field Instructor may confer with various faculty, participate in Field Instructor meetings called by the School, utilize the University library, media center and other resources, and call upon the School to provide consultation.

The Field Instructor must facilitate the student's orientation to placement in the first quarter of the placement. MSW Foundation Day students will be required by Introduction to Practicum class instructors to complete a series of assignments related to placement orientation in Autumn Quarter. Completion of these assignments will require several agency visits and meetings with the field instructor. Extended Degree Program students will complete these assignments in Spring Quarter of their first year.

Students and Field Instructors are expected to meet at least once per week in individual supervisory sessions to address students learning issues and needs. While individual supervisory sessions are seen as the cornerstone of instruction, supervisory/instruction requirements may be met, in part, through structured group supervision or a student seminar.

5. The Field Instructor must be nondiscriminatory with regard to race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, gender or status as a disabled veteran or Vietnam era or Gulf War veteran.

6. In the event that a student's learning in the Practicum is not progressing satisfactorily, the field instructor should communicate with the appropriate Field Faculty to apprise him or her of the situation and work with the liaison to develop a plan of correction, adjustment, or replacement.

7. The Field Instructor will represent the School in the agency, serving as an advocate for student training and for the students assigned to the field instructor. The field instructor is viewed by the School as an extension of the campus-based faculty, as well as an employee of the Field Education agency.

8. The Field Instructor in collaboration with the student prepares a quarterly written evaluation of the student's progress towards competencies and practice behaviors, and the Field Instructor submits it electronically via the STAR system to the office of Field Education Office after hours are completed, usually at the end of the 10-week regular quarter, and no later than the Wednesday before the last class day of the quarter. Late submissions will result in an X or Incomplete, depending on circumstance, and should be discussed in advance with assigned Field Faculty.

9. At the end of the last quarter of Field Education, students are asked to evaluate the Field Instructor, their placement, Field Faculty and the Office of Field Education. Field Instructors are asked to evaluate the Field Faculty and Office of Field Education. Evaluations are reviewed by the Field Faculty, Assistant Dean of Field Education, and Administration, and analyzed for necessary changes to programs, personnel, or procedures. Identified issues are addressed with relevant parties.
Field Instructor Training

To assist in the development from practitioner to educator, new Field Instructors and those without prior training in social work education are required to receive training in Field Education. The Field Instructor Training Program is a hybrid of online and in person content which covers basic to advanced field education information. Field Instructors become skilled educators and experts at developing a learning environment where students bring the theoretical concepts of the classroom to life in a practice setting.

Online sessions include, but are not limited to: The Mission of Field and Curriculum Overview, Agency Orientation, Adult Learning, Learning Contract, Supervision, Integrating Theory and Practice, Evaluation, Ethics in Practicum, and Working with Challenging Students. In person sessions are designed to include some lecture and mostly dialog and materials for discussion/feedback.

The online Field Instructor Training Program remains open throughout the year. This allows Field Instructors to access the training as they feel it is needed to update/review content. Field instructors are notified at the beginning of each academic year (or as new cohort placement process end) of the Field Instructor Training Program schedule for the year, and alerted by email reminders to register. Registration occurs through online software managed by the Office of Field Education. Continuing Education credits for each contact hour and a Certificate in Field Instruction to participants completing the training program are given.

Additional field education trainings are offered yearly in areas of the curriculum pertinent to field instruction. Past trainings have included faculty forums on social justice and experiential workshops on cultural competency, as well as lectures from visiting speakers and academic faculty. Field Instructors are surveyed on areas of training needs and interests and are invited to request that workshops be developed on specific topics.

Each session of the training is evaluated by the recipients to inform the planning of future training sessions. In 2010 two years of session evaluation data were summarized in both qualitative and quantitative reports, and a comprehensive examination of the Field Instructor Training program was conducted. This program evaluation along with feedback from, Faculty, and agencies was central to the development of our online Field Instructor Training Program.
Policy and Procedural Guidelines for Initial Appointment to Affiliate or Clinical Instructor

Clinical appointments to the faculty of the University of Washington School of Social Work may be made to those field instructors whose principal professional responsibilities lay with Health Sciences affiliated hospitals. Affiliate appointments to the faculty of the University of Washington School of Social Work may be made to those field instructors who hold a primary appointment with an outside agency or nonacademic unit of the University.

In either case, the appointments are a form of recognition for those practitioners whose contributions to the educational mission of the School have been continuous and substantial. Contributions to the School ordinarily refer to field instruction, but may also include formal classroom teaching as well as responsibilities for planning and coordinating social work instructional programs for students within the agency. The questions of the renewal of affiliate/clinical appointments shall be considered every three years by the faculty.

Qualifications for appointment to the rank of affiliate/clinical instructor requires the promise of a successful career of teaching and community service as evidenced by possession of an MSW degree from an accredited School of Social Work, a minimum of five years of professional social work practice experience, responsibility for field instruction in at least three of the previous five years and the expectation that such responsibilities will continue. In extraordinary circumstances, the Dean may propose the appointment of individuals who do not meet the minimum qualifications for the rank of affiliate/clinical instructor, but advance the mission of the School through their University affiliation or agency roles.

Affiliate/clinical instructors may be considered for promotion after a minimum of three years. Policy guidelines for promotion are covered in a separate document available upon request from the Dean’s Office, School of Social Work.

Procedures for Initial Appointments

The appointment process begins each year with the identification, by the Dean’s Office, of field instructors considered eligible for affiliate/clinical faculty status and culminates in action taken by the Board of Regents.

1. The Dean will send written notification to each person on the list of his/her eligibility and request a reply to his/her interest in pursuing the appointment. The reply must be received by November 15.

2. The nominee is responsible for collecting and assembling materials pertinent to the appointment which include a curriculum vitae, three letters of recommendation, any copies of publications and other documents that may be required by the School and/or the University. These materials must be submitted to the Dean by December 31. If all the materials are not received by this deadline, the appointment will not be considered for further action.
Policy and Procedural Guidelines for Initial Appointment to Affiliate or Clinical Instructor (continued)

3. The appointment materials will be forwarded to the Office of Field Education (early January) for review and recommendations.

4. The appointment materials and the Office of Field Education recommendations will be forwarded to and reviewed by the Faculty Council (mid-January). After reviewing these materials, the Executive Committee will issue a ballot to voting faculty.

5. The Executive Committee will review ballot results and written comments of the faculty. Then the recommendations and the vote of the Executive Committee for each candidate will be forwarded to the Dean (First week of February).

6. The Dean shall forward his/her recommendations for appointment to the President for action by the Board of Regents in April of each year.

7. The Dean shall notify each candidate and the faculty of the outcome of the appointment procedure by June 30th.

Renewal of Appointments

The Field Education Advisory Council and field faculty Committee will have primary responsibility for preparing recommendations to the faculty every three years for the renewal of appointments. Recommendations will take into account the affiliate/clinical faculty member’s continued involvement as a field instructor and/or such roles as serving as an agency Practicum contact, providing placement opportunities for students, teaching a field education seminar at a field placement site, teaching a School of Social Work class, providing guest lectures in a School of Social Work class, teaching in the School's Community Engagement department, serving as a member of a School of Social Work committee, serving as the Director or Associate Director of a Health Sciences Affiliated Hospital Social Work Department, and publication record and research activity.
Student Assignment to Practicum Sites

**Academic Accommodations Due to a Disability**

If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students, 448 Schmitz, 206-543-8924/V, 206-543-8925/TTY. If you have a letter from the Office of Disability Resources for Students (formerly Disabled Student Services) indicating you have a disability that requires academic accommodations, please present that letter to your Practicum Coordinator and field instructor(s), so we can discuss the accommodations you might need for this class.

**If you need to miss a class session**

Please inform the field instructor if you expect to miss class or assignments for any reason. The student must provide their Field Instructor with advance notice of the date(s) on which you are requesting to be absent (please remember this is a request on your part and not a right granted by the school); a reasonable effort will be made by the Field Instructor base on placement responsibilities and client needs to offer you an opportunity to be absent and to make up the time you will miss while away from placement, within a reasonable time, as long as you made prior arrangements that have been agreed to by the Field Instructor.

**Foundation Field Education: Day Program**

In Summer, prior to the beginning of Autumn Quarter, students complete a Practicum Questionnaire, provide a copy of an up-to-date resume, and are assigned to a Field Faculty member who assesses the student’s learning needs in the context of the SSW mission and MSW Foundation curriculum. In order to broaden knowledge and skills, students are assigned to settings which broaden or deepen their previous experience. Emphases in the selection of Foundation Field Education sites are placements which will contribute to a student’s breadth of knowledge and experience and which will allow them to meet the curriculum competencies and practice behaviors of the Foundation Field Education Syllabus and Contract.

1. In Autumn Quarter, students will begin the SocW 524 course in which orientation to Field Education occurs and some hours are completed at placement (two credits total).

2. Field Education Assignments are made by Field Faculty members early in summer. Students and agencies are notified of the assignment. A good faith effort is made to balance students’ preferences with educational objectives; however, the nature of funding for social services, the vagaries of staff turnover in agencies, and the numbers of students who must be placed make it impossible to ensure a student a placement in a given agency. It is expected that a student will interview at the agency assigned by the Field Faculty

   a. The primary objective and duty of the Field Faculty during the placement process of a student is to place students with agencies in which they will be challenged with learning opportunities consistent with the Foundation Competencies and Practice Behaviors. Additionally, Field Faculty insure that all Foundation students will receive Micro, Mezzo, and Macro learning experiences.

   b. Students may have the opportunity to contact the assigned agency for an interview with the designated agency representative, per instructions in their referral.
c. the designated agency representative must confirm to the Office of Field Education the placement.

d. Students will participate in Field Education preparation and orientation activities both in the agency and at the School of Social Work. Later in Autumn quarter the students will complete two days a week at their site for the remainder of the quarter.

**Foundation Field Education: Extended Degree Program**

1. Extended Degree Program students begin the Foundation Field Education in the Summer quarter following first year of courses.

2. In Winter quarter of the first year, students will receive in their mail file a memo detailing Placement procedures. They will also receive a Foundation Field Education Questionnaire, to be filled out and returned to their Field Faculty along with an up-to-date resume. After the questionnaires and resumes are returned, students are interviewed by their Field Faculty member who assesses the student’s learning needs in the context of the School of Social Work mission and the MSW Foundation curriculum.

3. Field Education placements are made by a Field Faculty member in early Spring Quarter. Students and agencies are notified in writing of the assignment. A good faith effort will be made to balance students’ preferences with educational objectives; however, the nature of funding for social services, the vagaries of staff turnover in agencies, and the numbers of students who must be placed make it impossible to ensure a student a placement in a given agency. It is expected that a student will interview at the agency assigned by the Field Faculty.

   a. The primary objective and duty of the Field Faculty during the placement process of a student is to place students with agencies where they will be challenged with learning opportunities consistent with the Foundation Competencies and Practice Behaviors. Additionally, Field Faculty ensure that all Foundation students will receive a Micro, Macro, Mezzo learning experiences.

4. the designated agency representative must confirm the placement. Students contact the agency for an interview with the designated agency representative. After the interview, the student and the designated agency representative must.

5. In Spring Quarter, students will participate in field preparation and orientation activities both in the agency and at the School of Social Work. These activities, which are Social Work 524 course requirements, total 40 hours in Spring quarter.
Advanced Field Education: Day and Extended Degree Program

1. In Winter Quarter students eligible to begin their Advanced Practicum in Spring, Summer, or Autumn Quarters are given Advanced Field Education Placement Questionnaires in which they indicate their educational objectives and problem areas of special interest within social work practice. Questionnaires are to be completed and returned to Field Faculty during the placement planning meeting. Students are also asked to provide an up-to-date resume.

2. A Field Faculty interviews each student to assess the student’s learning needs in the context of the curriculum mission and requirements and to plan for placement. The advanced placement must reflect the mission of the advanced area of concentration, allow the student to meet the Advanced Competencies and Practice Behaviors of the Advanced Learning Contract, and be in a different organization than the student’s Foundation Placement. Exceptions may include Child Welfare Training and Advancement Program (CWTAP) requirements per their federal policies.

3. By early Spring Quarter, the Field Faculty assigns students to the agencies. Agencies and students then are notified of these assignments. Consideration is given to the student’s chosen area of concentration and career objectives. A good faith effort will be made to balance students' preferences with educational objectives; however, the nature of funding for social services, the vagaries of staff turnover in agencies, and the numbers of students who must be placed make it impossible to ensure a student a placement in a given agency.

4. Students are required to contact the assigned agency for an interview with the designated agency representative.

5. After the student has had an interview with the designated agency representative, the student and the designated agency representative return written statements indicating whether or not the placement is confirmed.

6. Day students proposing to begin their Advanced Placement in Summer Quarter prior to the start of Advanced coursework must submit a petition to their Field Faculty. Field Faculty will review/discuss this petition with the student and forward the petition along with their recommendation to the Assistant Dean of Field Education.

7. With the exception of Extended Degree students, who start in the Summer Quarter, students proposing to start their Advanced Field Education placement any time before the first day of Autumn Quarter must, for liability purposes, have the written approval of their placement site, their field faculty, and the Assistant Dean of Field Education, and be registered for SocW 525 in Summer Quarter.

a. Approval to start Field Education prior to fall coursework starting must be obtained by the student from the Assistant Dean of Field Education, and the Director of the MSW Program.
Advanced Field Education: Advanced Standing Program for Students who entered 2015 or prior

Advanced Field Education: Advanced Standing Program

1. In early Summer Quarter, Advanced Standing students receive a memo detailing placement procedures and requesting submission of a current resume and updated Field Education Questionnaire. The completed Field Education Questionnaires along with an up-to-date resume are returned to the assigned Field Faculty for use in placement decisions.

2. Field Faculty members interview each student to assess the student’s learning needs in the context of the curriculum mission and requirements and to plan for placement. The advanced placement must reflect the student’s learning plan and concentration, allow the student to meet the Advanced Competencies and Practice Behaviors of the Advanced Learning Contract, and be in a different organization than their BASW placement.

3. By the end of Summer Quarter, the Field Faculty assign students to the agencies. Agencies and students then are notified of these assignments. Consideration is given to the student’s chosen area of concentration and career objectives. A good faith effort will be made to balance students' preferences with educational objectives; however, the nature of funding for social services, the vagaries of staff turnover in agencies, and the numbers of students who must be placed make it impossible to ensure a student a placement in a given agency.

4. Students are required to contact the assigned agency for an interview with the designated agency representative.

5. After the student has had an interview with the designated agency representative, the student and the designated agency representative return written statements indicating whether or not the placement is confirmed.

Overall Notes for Foundation and Advanced Practicum

1. If a student is employed full-time, it may be necessary to make changes in the work schedule or other commitments to complete the Field Education requirements.

2. Students of concern to Field Faculty (e.g., repeatedly unable to secure a field education placement) will be referred to the Director of Field Education. Field faculty will; (1) submit all related documentation along with; (2) an assessment of the students readiness for placement; and (3) presenting issues; and (4) a recommendation. The Director of Field Education may decide to meet with the Assistant Dean for Academic Affairs and the MSW Program Director. If recommended, the student may be referred to the School of Social Work Review Committee before any additional placement efforts might occur.
Advanced Field Education: Advanced Standing Program for Students entering 2016 and beyond

6. In early Spring Quarter, Advanced Standing students receive a communication detailing placement procedures and requesting submission of a current resume and updated Field Education Questionnaire. The completed Field Education Questionnaires along with an up-to-date resume are returned to the assigned Field Faculty for use in placement decisions.

7. Field Faculty members interview each student to assess the student’s learning needs in the context of the curriculum mission and requirements and to plan for placement. The advanced placement must reflect the student’s learning plan and concentration, allow the student to meet the Advanced Competencies and Practice Behaviors of the Advanced Learning Contract, and be in a different organization than their BASW placement.

8. By the end of the Spring Quarter or beginning of the Summer Quarter, the Field Faculty assign students to the agencies. Agencies and students then are notified of these assignments. Consideration is given to the student’s chosen area of concentration and career objectives. A good faith effort will be made to balance students' preferences with educational objectives; however, the nature of funding for social services, the vagaries of staff turnover in agencies, and the numbers of students who must be placed make it impossible to ensure a student a placement in a given agency.

9. Students are required to contact the assigned agency for an interview with the designated agency representative.

10. After the student has had an interview with the designated agency representative, the student and the designated agency representative return written statements indicating whether or not the placement is confirmed.

Overall Notes for Foundation and Advanced Practicum

3. If a student is employed full-time, it may be necessary to make changes in the work schedule or other commitments to complete the Field Education requirements.

4. Students of concern to Field Faculty (e.g., repeatedly unable to secure a field education placement) will be referred to the Assistant Dean of Field Education. Field faculty will; (1) submit all related documentation along with; (2) an assessment of the student’s readiness for placement; and (3) presenting issues; and (4) a recommendation. The Assistant Dean of Field Education may decide to meet with the Assistant Dean for Academic Affairs and the MSW Program Director. If recommended, the student may be referred to the School of Social Work Students Review Committee before any additional placement efforts might occur.
Field Education Schedule

1. **Day Students:** During the Autumn Quarter of the Foundation year, Day students will become familiar with the placement agency and field instructor through completion of a set of assignments given in the Introduction to Field Education course. **They will begin two days a week near the 7th week of the quarter.**

2. **Day Foundation Field Education students:** continue placement on Mondays and Tuesdays during Winter and Spring Quarters for a total of 400 hours (10 credits). Days and times are negotiable, as long as field education does not conflict with required academic classes.

3. The scheduled days for the Advanced Field Education placement for Day Program students are Mondays, Tuesdays, and Wednesdays during Autumn, Winter and Spring quarters for 680 required hours in the agency. Variations in the days are allowed by mutual agreement of the School, agency and the student. However, students are expected to attend all of their scheduled classes.

4. **Advanced Standing Students:** The scheduled days for the Advanced Field Education placement for Advanced Standing students are Mondays, Tuesdays and Wednesdays during Autumn, Winter, and Spring quarters for 720 required hours in the agency. Variations in the days are allowed by mutual agreement of the School, agency and the student. However, students are expected to attend all of their scheduled classes. Students admitted for Autumn 2016 and beyond will complete a total of 680 hours.

5. **Extended Degree Program Students:** The Field Education schedule for students in the Extended Degree Program may be individually arranged but must be approved by their field faculty as well as their agency based Field Instructor. Students register for Soc Wf 524 Winter (0) and Spring (1) and complete an additional 9 credits for a total of 10 over the next few quarters, as planned with their filed faculty member.

6. **Holidays:** Field Education is an academic course and students are expected to observe the academic schedule and University Holidays. The Holiday hours (eight hours per holiday within the Field Education schedule) are counted as part of the total field education hours. Students cannot be required by their field education site to make up hours missed due to the scheduled holidays. In situations where holidays may interfere with continuity of service, exceptions may be made by agreement between students and Field Instructors.

**Sick Leave and Weather Issues**

Students must notify their Field Instructor if they are unable to attend a scheduled day of field education. Over the course of the year students may miss up to two days of field education due to illness, family emergencies, or weather/road conditions. Any missed time above those two days must be made up on a schedule proposed by the student and agreed to by the Field Instructor.

**Placements in an Agency-of-Employment (AOE)**

The use of the social service agency where a student is employed for practicum placement may be proposed by students. With the exception of CWTAP students, only one of the required placements (either SW 524-Foundation Practicum or SW 525-Advanced Practicum) may be completed in the agency.
where the student is employed. Evaluation and approval of the proposal is done on a case-by-case basis and is solely at the discretion of the Field Faculty and Assistant Dean of Field Education.

Requirements

1. The proposal must be designed in such a way that its implementation will facilitate the student’s development as a professional social worker by providing opportunities to pursue and achieve the required competencies, practiced behaviors, and educational objectives for the curriculum in which the student is enrolled.

2. The proposal may not include or in any way duplicate the roles, tasks, or responsibilities for which the student is employed by the agency. The MSW instructor for the proposed practicum may not be the student’s current employment supervisor.

3. The development of required competencies and practice behaviors as outlined in the Field Education Manual and course Field Education syllabi are the focus of the proposal review, to insure that there will be opportunities to meet those objectives.

Please refer to page 80 to view the Agency of Employment document in Appendix A.
Acknowledgement and Agreement to participate in Field Education

Field Education is the central pedagogy of social work education and is structured to align closely with classroom content. One of the many purposes of Field Education is to provide a “practicum” experience that prepares students for autonomous professional social work practice. The integration of theory and practice is central to social work education and students are required as part of their academic program to have a supervised field learning experience (practicum) during which students build skills in required competencies and practice behaviors. Those learning experiences are under the supervision of a Field Instructor with at least two years of post-MSW practice experience and a Field Faculty member from the School of Social Work. Students work collaboratively with their Field Instructor to develop the learning plan and are evaluated at the end of each term. Students earn academic credit for completing their field education placement, which is a requirement for a social work degree. Providing supervised field education opportunities is also a requirement for the School of Social Work’s professional accreditation by the Council on Social Work Education.

Field education placements are supervised educational/learning experiences tied to an academic program. While in practicum, students do not have independent decision-making authority and receive their assignments and ongoing guidance from the Field Instructor and Field Faculty. Field education placements are not employment and do not create an employment relationship with the field placement site. Students are therefore not employees entitled to wages for their field education, and there is no promise or expectation of a job after the field placement.

The program is designed as an educational experience to prepare social work students for their future career. The School of Social Work is committed to creating and maintaining a high-quality social work education. If you believe the field education placement is not meeting your educational needs, please contact your assigned Field Faculty at the School of Social Work or the Assistant Dean of Field Education.

Protection from harassment and discrimination

Local, state and federal non-discrimination and anti-harassment laws, including Title IX, cover student activities involving university credit, including field placements. In the standard affiliation agreement signed by the field education agency, the School of Social Work requires assurances that agency policies with respect to students comply with all laws prohibiting unlawful discrimination and harassment. If you experience any treatment during the field placement that you believe is discriminatory or harassing, report it immediately to the Assistant Dean of Field Education.

Protection from errors and omissions

Social work students enrolled in field education credits are covered by the University of Washington’s liability self-insurance program. Students are covered for their negligent acts and omissions by UW’s general liability coverage as long as they are operating in good faith and within the course and scope of their University academic program. For details about University coverage, please see the Risk Management website http://f2.washington.edu/treasury/riskmgmt/proof
Acknowledgement and Agreement to participate in Field Education 
(continued)

Accommodation

As a condition of accepting a field education placement, you represent that you are physically and cognitively capable to participate in the program, with or without accommodation, To request disability accommodation for this field education placement, please contact Disability Resources for Students (DRS) at: uwdrs@uw.edu or by phone at: 206-543-8924 (Voice & Relay). For more information about disability accommodations, see the DRS website: http://depts.washington.edu/uwdrs/. This must be done prior to starting the fieldwork education placement.

Immunization

School of Social Work students must meet all of the annual immunization requirements set by the University of Washington Health Sciences Administration in order to begin and continue in their field education placement. As part of this process students are required to have their immunization history reviewed by the Health Sciences Immunization Program. The School of Social Work must receive confirmation of compliance with immunization requirements from HSIP before students may begin a field education placement. The direct link is https://depts.washington.edu/chsweb/hsi/.

Assumption of Risks, Health Insurance, and Consent to Medical Treatment

Though rare, there are certain risks inherent in field education placement, including risks arising from:

- Activities in the course of field education activities, or in traveling to and from the field education site, or associated field trips;
- Unpredictable or violent behavior of certain client populations served by the field education site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens, hepatitis, HIV or other blood borne pathogens.

The University, the School of Social Work, and the field placement site cannot anticipate or prevent all the risks associated with the field education, which could result in bodily or other injury. As a condition of participating in the field assignment you agree to assume those risks beyond the control of University employees, faculty and staff. It is your responsibility to understand and follow the Field Education Site’s policies and procedures designed to identify and control risks, including safety and security procedures and blood borne pathogen policies, and to obtain any immunizations that the Field Education Site or the University require.

If you develop any medical condition about which emergency personnel should be informed, you should immediately notify your Field Education Instructor. Should you require emergency medical treatment as a result of accident or illness during the field education placement, you consent to such treatment.
Acknowledgement and Agreement to participate in Field Education (continued)

You understand and acknowledge that the University of Washington does not provide health and accident insurance for field education participants and you agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. To purchase student health insurance, see: http://www.washington.edu/ship/affordable-care.

If you have questions

We encourage you to contact our Office of Field Education if you have any questions about this acknowledgment form or other matter related to the field placement.

Acknowledgment and Agreement to participate in field placement on the conditions set forth above

☐ I have read and fully understand the foregoing and agree to participate in the field placement/practicum program on the terms and conditions described above. I agree to abide by all University of Washington and School of Social Work policies and guidelines, as well as those established by the field placement/practicum site.
Registration Required to Start Practicum

In order to receive credit and for the University's professional liability insurance to cover students in field placements, students must be registered for their field course. Professional liability insurance through the University of Washington covers students for legal costs if they are named in any lawsuits related to field, as long as they are operating within the agency’s scope of practice for social workers and interns and are following agency policies and procedures as well as supervisory instructions.

Students are also covered if they are at that field site during the time between quarters of their Foundation or Advanced Practicum, so long as that schedule has been approved by their field instructor and their assigned Field Faculty. The Extended Degree Program model assumes students will continue practicum during quarter breaks, and prior permission from field faculty is not required for that cohort.

Since liability coverage is tied to registration, students may NOT spend time at their field site above and beyond the hours for which they have registered. If registration for field credit hours is insufficient for the time students are expected to be in practicum, students should revise their yearly credit plan with their instructor and Field Faculty and register for additional credit hours before the end of the quarter in question.
Online Format for Learning Contracts, Evaluations, & Placement Descriptions: System to Administer Records (STAR)

**STAR: System to Administer Records** [https://star.ssw.washington.edu/secure/](https://star.ssw.washington.edu/secure/)

In 2011 the School of SW launched a new online data base for tracking student information. Beginning with the Foundation Day cohort entering 2010, each new cohort will now use STAR for developing online Learning Contracts and Quarterly Evaluations with their field instructors. In addition, STAR now houses agency-submitted Practicum Placement Descriptions (PPDs).

**Learning Contract and Evaluation documents** are developed with students and their Feld Instructors, submitted online by the MSW Field Instructor, and reviewed online by Field Faculty, who approve and lock them, though they remain viewable by the student and field instructor. Changes or updates can be made by field instructors contacting the agency-assigned Field Faculty and requesting the document be unlocked for editing. It will then need to be resubmitted electronically by the Field Instructor, and re-reviewed and approved by Field Faculty.

**Practicum Placement Descriptions:** Agency contacts already entered into our system can utilize STAR for completing a Practicum Placement Description form (PPD) that is viewable by when seeing their advanced placements.

New agencies that want to develop student placements should contact the Office of Field Education as below to provide contact information and a review of their capacity to meet School requirements. If approved, an agency contact will be responsible for creating a Protect Net ID to access and completing the Practicum Placement Description (PPD) document in STAR.

**Access to STAR:** UW students and employees utilize their UW Net ID’s to access STAR. Potential users who are not UW employees or students need to create a Protect Net ID. The Protect Net ID email for access to STAR must be the same email address as that already on file with the Office of Field Education. Protect Net ID instructions can be found through the below contact information.

**For more STAR information:** See the STAR Help section on the left menu bar of the Office of Field Education webpage ([socialwork.uw.edu/programs/field-education](http://socialwork.uw.edu/programs/field-education)); or contact the Field Office (206-543-8618 or sswfield@uw.edu) for assistance.

Students should save copies of all final practicum evaluations as they are completed. Upon Graduation, practicum evaluations will be archived and will not be accessible to students who have graduated.
Requirements for Credit

The Educational Learning Contract (complete online in STAR: star.ssw.washington.edu)

1. The Learning Contract must be developed and signed by the field instructor and student, submitted on STAR by the MSW field instructor to the Office of Field Education, and approved by the Field Faculty in order for the student to receive credit. A change of field instructors or a significant change in Practicum assignment(s) requires the development of a new educational contract or signed, written addendum to the original which can be entered in STAR.

2. The purpose of the educational contract is to make explicit that learning goals and activities for the course of that practicum must support competency development, to define the agency activities which will be assigned, and to identify methods of assessing student progress towards competencies. The educational contracts are also designed to ensure that all students in all field education sites will meet the Competencies and Practice Behaviors for Foundation and Advance education as set forth by CSWE and the SSW.

3. The Learning Contract must include the following:

   a. Plan for time, place and length of individual conferences between field instructor and student,

   b. Agreement on days and hours student will be at the site and a plan for holidays, consistent with the University schedule of holidays. The credit hours for each quarter the student will be registered for practicum should be clearly indicated, and any changes reported to the Office of Field Education.

   c. Agency-specific learning activities designed to support competency development and achieve practice behaviors as demonstrated through identified methods of measurement.

4. The major effort of writing an educational contract should occur in the first four weeks of the first quarter in a given placement; in subsequent quarters only minor revisions or updates should be necessary. The contract should be submitted online by the field instructor no later than the fourth week after the beginning of practicum.

5. Any questions regarding the writing of the contract should be referred to the Field Faculty. It is the responsibility of the student to write and develop the learning contact in discussion with the field instructor. Both the student and field instructor must sign the learning contract in STAR and the MSW field instructor must submit it.
The Quarterly Evaluation (complete documents online in STAR)

The student and field instructor share responsibility for evaluation of the student’s field experience each quarter after all registered practicum credit hours have been completed. Students must review each quarter’s learning activity and discuss areas of competency development and needs for further growth. The MSW Field Instructor is responsible for verifying student practicum hours and for rating the student’s competency in each practice behavior according to the ratings’ corresponding competency criteria, and both student and field instructor must provide examples of ways the student demonstrated competency in required practice behaviors, referencing previously identified methods of measurement such as observation, team feedback, documentation, etc.

They must prepare, discuss, sign and submit in STAR a completed evaluation to the Office of Field Education. Students will not receive Field Education credit without a submitted and signed evaluation. The MSW field instructor has responsibility for submitting the completed Evaluation.

1. Field Education credit is assigned by Field Faculty based on a review of the student’s and field instructor’s submitted evaluations.

2. While the Field Faculty will take into account the field instructor’s recommendation, the Field Faculty assigns credit or no credit. Field faculty will only assign No Credit based on a full review of the student’s circumstances and after consultation with the Assistant Dean of Field Education.

3. The Assistant Dean of Field Education has the authority to overrule a Field Faculty member’s decision to assign credit or no credit based on the Directors review of the evaluation and other pertinent information.
   a. Failure to turn in evaluations by the quarterly deadline will result in the assignment of an Incomplete or No Credit and may result in deregistration. Reasons for student Incompletes will be reviewed by the Field Faculty. Field Faculty will determine further action necessary if problems exist.

4. The evaluation must be reviewed in a meeting of the Field Instructor and the student and signed and submitted by the Field Instructor on STAR after the student portion and Field Instructor portion are completed. The student’s signature does not imply agreement, only that the student has read the evaluation. In cases of disagreement, if the student wishes to submit an addendum to the evaluation, that must be shared with the field instructor and become part of the student’s permanent record as well.

5. Use of the Evaluation
   a. The evaluation indicates whether or not the student has completed the requirements for the quarter, and will be used internally to determine continuance in the placement and MSW program. It will not be released to outside parties without the express consent of the student.
   b. Aggregate information on field instructor ratings of student competency in practice behaviors are collected and analyzed for accreditation data and quality improvement.
**Immunizations**

Students are required to meet the immunization requirements set by University of Washington Health Sciences Administration. The School of Social Work does not accept or grant request for waivers to the Immunization requirements. Information about Health Science requirements, procedures, and fees may be found on the follow web site: [http://socialwork.uw.edu/students/immunizationsandscreening](http://socialwork.uw.edu/students/immunizationsandscreening).

1. **Immunizations Noncompliance**: Health Sciences Immunization Program (HSIP) or SSW Student Services provides the Office of Field Education with a list of any noncompliant students as a courtesy to support the efforts of students to become and remain compliant. Field faculty will notify students of this communication and ask students to clarify their status directly with HSIP via email or in person and request that a copy of the clarification from HSIP be e-mailed to their field faculty.

2. It is the responsibility of each student to ensure each quarter they are in compliance with the Health Sciences Immunization Requirement. Students must communicate directly with HSIP and or Hall Health with questions and or concerns related to Immunization Requirements. The email is [myshots@uw.edu](mailto:myshots@uw.edu).

3. Students who become noncompliant during field education will be asked to discontinue in the field education site and will not be allowed to return to the field education site until they are in compliance (only verification from HSIP or SSW Student Services by e-mail or phone call to the Office of Field Education will be accepted as verification that a student is in compliance).

4. Any and all time missed from the field education site must be made up prior to the end of the quarter.

5. Students will receive an Incomplete if compliance is not attained by the end of the quarter and will not be allowed to participate in field education until they become compliant.

6. In addition, a plan to make up all time missed from the field education site must be agreed to by the student, field instructor and submitted to the field faculty for review.

7. The field faculty will submit a recommendation to the Assistant Dean of Field Education and the Assistant Dean will approve or disapprove the plan and give the final approval for the student to return to field education.

**Acknowledgement of Risk Form**

All students in field education are required to complete the acknowledgement of risk form.

**Note**: Unless the form is submitted, students will be asked to discontinue field education for liability reasons. Please refer to page 87 to access the Acknowledgement of Risk Form.

**Suspension or Termination of Placement**

Unfortunately, not every practicum placement works out as well as we would collectively hope. Often, this is the result of a poor “fit” between the student and agency and a change in placement site is clearly in everyone’s best interests. On occasion, changes in personnel at agencies or in the life circumstances of a student requires that they leave a placement that is otherwise working well. The Field Faculty member
will make every effort to continue that placement with alternative supervision, but also recognizes this is not always in the best interests of the student.

Following are guidelines for Field Instructors and students to use in various other scenarios. Every situation is unique, and while these guidelines may provide assistance with the situation, the Field Faculty member is always available to work with the student, FI, and agency on a one-to-one basis.

**Concerns of the Field Instructor about the student**

1. The Field Instructor should address the concerns with the student and see if the issues of concern can be worked out directly. Experience with such situations indicates that open and clear communication between the student and FI often alleviates tense or problematic situations.

2. If the issue at hand cannot be resolved directly with the student, the FI should contact the Field Faculty for the placement and consult with him/her about the situation. Often, this sort of strategizing can result in a resolution to the problem.

3. The Field Faculty is always available to come to the site to meet face-to-face with the student, FI, and anyone else deemed appropriate. At this point, an action plan for resolving the issue will be developed and agreed to by all parties.

4. Should this final approach be unsuccessful, the student, FI, and Field Faculty will meet to arrange termination of the placement with the agency.

5. All replacements/removal from a placement site require the approval of the Assistant Dean of Field Education.

**Concerns of the student about the Practicum Instructor or Agency**

1. The student should address the concerns with the FI and see if the issues of concern can be worked out directly. Since the power differential between student and FI may be somewhat intimidating, especially early in the practicum relationship, the student may wish to consult with her/his Field Faculty to “rehearse” how to approach the FI for such a discussion.

2. If the issue at hand cannot be resolved directly with the FI, the student should contact the Field Faculty for the placement and consult with him/her to arrange a face-to-face meeting among all concerned.

3. Such a meeting will serve to clarify problems, discuss potential solutions, and attempt to develop a plan that will allow the practicum to go forth.

4. Should this final approach be unsuccessful, the student, FI, and Field Faculty will meet to arrange termination of the placement with the agency.

5. All replacements/removal from a placement site require the approval of the Assistant Dean of Field Education.
Situations in which immediate suspension or termination of a placement is necessary

In the event that an agency wishes to immediately suspend or terminate a practicum placement due to unprofessional behavior of a student, the FI is requested to:

1. Contact the Field Faculty immediately to discuss the circumstances leading to the situation.
2. Inform the student verbally (with written follow-up) the reason for the suspension or termination.
3. Work with the Field Faculty to accomplish any follow-up activities or meetings that need to occur in order to appropriately end the placement.
4. Discuss with the Field Faculty ways in which the situation leading to the termination can be avoided in the future, and how the agency and University can work together to promote social work education. The expectation is that the Field Instructor would provide documentation outlining concerns to the UW Field Faculty.
5. All replacements/removal from a placement site require the approval of the Assistant Dean of Field Education
6. Policy on immediate removal from class/field: The School of Social Work has the right to take immediate action and remove a student temporarily from a course(s) and / or field education site if there are serious concerns, such as essential skills / professional conduct or safety concerns necessitating investigation and resolution. The School will notify the student in writing of the effective date of the temporary removal and reason for removal. The School may also inform the placement site of the temporary removal, as appropriate. During the course of the investigation, the student has the right to meet with the Associate Dean for Academic Affairs, Program Director, Assistant Dean of Field Education, the Director of Student Services, and relevant course instructors to contribute to fact finding. After the investigation is complete, the student will be notified in writing of reinstatement to the course(s) / field education placement, permanent removal from the field education placement, and / or referral to the Student Review Committee for permanent removal from the course or other actions. The investigation for temporary removal should be completed by the end of the academic term. However, the SSW reserves the right to take more time if the investigations warrants.
Counselor Credentialing Background Checks & Fingerprinting

**Background Checks and Fingerprinting**

Social Work students in a school setting must comply with background check requirements including completion of a Character and Personal Fitness Questionnaire and fingerprinting by both the Washington State patrol and the FBI.

Other field sites may have similar specifications and students are required to participate in the background check. Should for any reason a student does not participate in the background check he/she will not be allowed to continue in the placement process.

Background checks are good for two years and students be asked to complete an additional background check at their expense after two years, especially if the student has had a period of time on leave or been unenrolled.
Safety and Transportation

Guidelines for Enhancing Safety and Minimizing Risk in the Practicum

Field education sites are requested to adopt policies and procedures for enhancing safety and minimizing risk to field students.

Agencies must have written policies to address any work situation that entails risk, such as the following: home visits, any services outside the agency in isolated or high crime areas, services at night or weekends, services to clients who may become angry or violent, or who may be drug users and who may be intoxicated, exposure to pathogens or toxic substances and services that are politically sensitive which may result in threats of violence. This list is not to be considered exhaustive and each agency is responsible for determining its own situations where students’ safety may be put in jeopardy.

Each site is responsible for orienting students to the safety policies and procedures of that setting during the agency orientation, as well as in supervision. It is important to discuss guidelines for prevention, taking risks, as well as to crisis/safety plans. Such discussion should also include, but not be limited to, safety issues in the community, within the agency building(s), with particular clients prone to violent behavior, and security of personal belongings.

Students should not see clients alone unless the student clearly has the knowledge and skills to do so. Students have a right and responsibility to refuse any assignment where they feel physically at risk or in which they deem too dangerous to pursue at the time. If students have safety concerns they should immediately inform their Practicum Liaison or the Assistant Dean of Field Education.

The student should not be the sole representative of the agency in making critical decisions about client or patient disposition where there are physical or legal implications such as involuntary hospitalization, threats of suicide, or homicide. If the field instructor is not available in such situations, there must be a written and fully understood protocol for notifying another staff person, a protocol for calling 911 or getting the client or patient to an emergency facility that can meet their needs.

Students are expected to receive a specific orientation to agency policies and procedures regarding risk management. If the field instructor does not provide this orientation, students must ask for it. Students should also learn about the agency’s informal methods for assessing and handling risky situations.

Exposure to Pathogens or Toxic Substances

Students should also be trained to understand the issues involved in exposure to pathogens or toxic substances, reminding them that one's first duty is to reduce risk to one's clients, by one's own behaviors. Because some life-threatening illnesses are transmitted through the exchange of blood or body fluids (blood borne pathogens), students should be trained about the potential of such risk in the field (i.e. restraining a patient in the ER, cleaning the bloody lip of a child who has fallen), as well as the procedures to reduce risk of infection. If the field site does not have a blood borne pathogen risk management or training program, students should be referred to the UW Campus Hall Health Services for further information. They can be contacted at 206) 616-9074; email: myshots@uw.edu website: http://depts.washington.edu/hhpccweb/
What Students Should Do if Attacked, Injured or Seriously Threatened During Field Placement?

a) Follow agency procedures to manage the immediate situation and to report the incident

b) Get any needed medical care

c) Notify and debrief with your field instructor

d) Notify the School (assigned Field Faculty or the Assistant Dean of Field Education)

e) Recognize that a physical attack or threatening behavior is frightening and that you may respond emotionally to the stress. Seek help to resolve the crisis responses.

Transportation:
Field education students are sometimes asked to use their cars for agency business: e.g., transporting clients, making home visits, or attending client conferences, court hearings, or organizational meetings. Before responding to such requests, student should ask whether or not the agency has an agency car or agency insurance for the use of privately owned vehicles to cover these activities. If the answer is no, students should immediately check with their insurance agent to determine if their current automobile policy covers such endeavors.

Note: In no case should students undertake agency business in their personal vehicles without adequate automobile liability insurance coverage for business purposes and passengers.

Students are advised that the student's own automobile insurance will be the primary coverage for any accident or injury. The University of Washington does NOT provide health or accident insurance for field participants, nor for passengers in the student's vehicle, nor for damage to the vehicle itself. Students have the right to refuse a placement if the site requires business use of the student’s personal vehicle and the student does not want to assume this liability.
Field Education Website

The University of Washington School of Social Work's website has a field section which allows students and field instructors to access information about field education, as well as to download some of the forms necessary to the field process.

The website address is: http://socialwork.uw.edu/programs/field-education/forms

The site offers the following areas of information:

- Educational resources for students and field instructors
- Overview of the Practicum Placement Process
- Requirements for field sites
- Contact information for field faculty and staff
### MSW Practicum Courses Overview

<table>
<thead>
<tr>
<th>Students entering Autumn Quarter 2015 and Before</th>
<th>Students entering Autumn Quarter 2016 and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Practicum courses in the MSW Day Program are as follows:</strong></td>
<td><strong>Practicum courses in the MSW Day Program are as follows:</strong></td>
</tr>
</tbody>
</table>
| 1. Social Work 524 - Foundation Practicum  
   - Eight credits (two quarters) - 320 hours  
   2. Social Work 525 - Advanced Practicum – 720  
   - Eighteen credits (three quarters) – 720 hours | 1. Social Work 524 - Foundation Practicum  
   - Ten credits (two quarters) - 400 hours  
   2. Social Work 525 - Advanced Practicum – 680  
   - Seventeen credits (three quarters) – 680 hours |
| **Practicum Courses in the MSW Advanced Standing Program are as follows:** | **Practicum Courses in the MSW Advanced Standing Program are as follows:** |
| 1. Social Work 522 - Practicum Planning and Seminar  
   - Two credits (Summer Quarter)  
   2. Social Work 525 – Advanced Practicum  
   - Eighteen credits (three quarters) - 720 hours | 1. Social Work 522 - Practicum Planning and Seminar  
   - Eight credits  
   2. Social Work 525 – Advanced Practicum  
   - Seventeen credits (three quarters) - 680 hours |
| **Program are as follows:** | **Program are as follows:** |
| 1. Social Work 523 – Introduction to Practicum  
   - One credit (Winter and Spring Quarter of first year) – 40 hours  
   2. Social Work 524 – Foundation Practicum  
   - Eight credits (quarters vary) – 320 hours  
   3. Social Work 525 – Advanced Practicum  
   - Eighteen credits (quarters vary) – 720 hours | 1. Social Work 524 – Introduction to Practicum  
   - One credit  
   2. Social Work 524 – Foundation Practicum  
   - Nine credits (quarters vary) – 360 hours  
   3. Social Work 525 – Advanced Practicum  
   - Seventeen credits (quarters vary) – 680 hours |

**Formula for determining practicum credit hours:** Each credit is 40 hours in the field.  
**Example:** 8 hours a week over a 10-week quarter = 80 hours/2 credits; 16 hours a week in the field over a 10-week quarter is 160 hours / 4 credits. Note: Summer is a 9-week quarter; adjust hours accordingly.
Essential Skills, Values & Standards of Professional Conduct Important to Admission and Continuance in the School and Profession of Social Work

Click on the following link to view the School of Social Work standard on Essential Skills, Values & Standards of Professional Conduct Important to Admission and Continuance in the School and Profession of Social Work: http://socialwork.uw.edu/essential-skills-values-and-standards

Student Concerns Protocols

Introduction

The mission of the UW School of Social Work emphasizes social workers’ role in promoting social and economic justice, particularly for disadvantaged populations, and improving the quality of life for all. As we strive to create a community of learners committed to fulfilling our mission, we realize that the challenges are tremendous for both students and faculty. Genuine diversity, whether in society at large or in our school in particular, is extremely difficult to achieve. In the process, there are inevitable misunderstandings, insensitivities, and conflicts. People can feel hurt, misunderstood, and discounted. It is important to have procedures that can be used when this happens in order to find resolution and to learn from our experiences.

Make suggestions about where to start if you have a concern about your experience in the school, whether with the curriculum, faculty, staff, or other students. There are several varied avenues for taking action and your choice will depend on the situation itself and what you feel most comfortable doing.

Resource Persons within the School of Social Work

You are encouraged to talk directly with the person with whom you have an issue first if that is possible for you to do. It is recognized that there are times, however, when you need to talk things over with someone not involved in the situation. If you have a concern and don’t know what to do about it, you might want to talk it over with someone to sort out your feelings. There are several people in the school who are available for you to talk with:

Maureen Marcenko  
School Ombudsman  
206-685-1662, SWS 238A  
mmarcenk@uw.edu

Lin Murdock, Director of Student Services  
206-543-8617, SWS 23  
sswstrv@uw.edu

Tessa Evans-Campbell  
Director of MSW Program  
206-543-6075, SWS 238F  
tecamp@uw.edu

Assistant Dean of Field Education  
Vallie Kalei Kanuha  
SWS Room 112B

Stan de Mello  
Associate Director of Field Education  
206-616-5983, SWS 112K  
demellos@uw.edu

Linda Ruffer  
Academic Advisor  
206-543-8617, SWS 23  
rufferl@uw.edu

Emiko Tajima  
Associate Dean for Academic Affairs  
206-221-7874  
SWS 210E  
etajima@uw.edu
**School of Social Work Student Review Committee**

The School of Social Work Student Review Committee (SRC) is charged with reviewing concerns related to student academic performance (including field/practicum) and professional conduct. This committee makes recommendations to the Dean of the School of Social Work about dismissal of students from the School of Social Work. Students in the School of Social Work must adhere to the University Student Conduct Code as well as the following codes of conduct particular to social work: 1) Essential Skills, Values and Standards of Professional Conduct Important to Admission and Continuance in the School of Social Work; 2) Academic Performance and Conduct Which May Result in a Review and Possible Dismissal from the School of Social Work; and 3) the NASW Code of Ethics.

Click on the following link to access the Student Review Committee Charge, Structure and Procedures document: [http://socialwork.uw.edu/content/student-review-committee-policy](http://socialwork.uw.edu/content/student-review-committee-policy)

**UW Policy on HIV**

Click on the following link to view Executive Order No. 60 for the Policy on Human Immunodeficiency Virus: [http://www.washington.edu/admin/rules/policies/PO/EO60.html](http://www.washington.edu/admin/rules/policies/PO/EO60.html)
Appendix A-1: Agency of Employment Instructions

Request for Practicum Placement in an Agency of Employment

Practicum placement in an agency where a student is employed may be proposed by students.

With the exception of CWTAP students, only one of the required placements (either SocW 524-Foundation Practicum or SocW 525-Advanced Practicum) may be completed in the agency where the student is employed. BASW students may also request an Agency of employment placement (the process will be the same as for MSW students).

Evaluation and approval of the proposal to use the agency where the student is employed for a field placement is the responsibility of the School of Social Work. The proposal must be approved by both the student's Field Faculty and the Assistant Dean of Field Education.

General Instructions

1. The proposal must be designed in such a way that its implementation will facilitate the student's development as a professional social worker by providing opportunities to pursue and achieve the development and mastery of competencies for the Foundation and/or Advanced Curriculum in which the student is enrolled.

2. The proposal may not include or in any way duplicate the roles, tasks, or responsibilities for which the student is employed by the agency.

3. The student should review the "Request for Practicum Placement in an Agency of Employment" with his/her Field Faculty at the School of Social Work. The focus of the review is to ensure there will be opportunities for the student to meet the competencies and practice behaviors specific to the curriculum the student is enrolled. The proposal must be submitted early in the quarter prior to the quarter practicum is to begin. Students may not begin their practicum until final written approval is given by the Assistant Dean of Field Education to the field faculty, student and the field instructor.

Specific Instructions

1. Proposal for Practicum Placement in Agency of Employment. (Under this heading should be the following):
   a. Student Information:
      i. Student’s Name
      ii. Telephone Number
      iii. UW Email Address
      iv. Designation of placement as BASW, MSW Foundation or Advanced, MSW EDP

   b. Current Employment Information:
i. Name of Agency
ii. Division/Unit (if applicable)
iii. Agency Address
iv. Agency Telephone Number

c. Proposed Field Education Site:
   i. Name of Agency
   ii. Division/Unit (if applicable)
   iii. Agency Address
   iv. Agency Telephone

2. The proposal must include the following:
   a. List which placement, which quarter(s) and how many credits each quarter.
   b. Proposed Starting Date
   c. Provide a description of the overall agency's functions and staff composition
   d. Provide your employment title and describe your regular responsibilities.
   e. Provide name and title of your employment supervisor.
   f. Specify your current work schedule (days and times).
   g. Describe the proposed Practicum within the agency and how it will differ from the duties and responsibilities for which you are employed.
   h. Describe the learning opportunities (including micro, mezzo, macro if you are a BASW/Foundation student) which will be available in the Practicum to support the mastery of all competencies as identified by the School of Social Work by curriculum year. **The proposal must spell out in detail (by each competency and practice behavior) in what ways the student will obtain all required competencies and practice behaviors at the agency of employment.**
   i. Describe how your work load will be reduced to ensure that the required time for your Practicum is available each week of the Practicum and provide specific information on what your new work schedule will be (days and times) after you begin the proposed practicum.
   j. Specify the days and times which will be set aside for the Practicum each week.
   k. Specify the days and times which will be set aside for instruction each week with your proposed field instructor (a minimum of one and one-half hours of actual practicum instruction/conference time per week is required per student that is in placement 16-24 hours per week. Duration and frequency of supervisory conferences for students in placement less than 16 hours or more than 24 hours per week should be adjusted by agreement with the assigned field faculty.)

3. Field Instructor
   - The approval and acceptance of the field instructor (MSW and two years’ post-graduate practice experience are the minimum requirements) rests with the School of Social Work. Present supervisors of the student making the proposal may not be utilized as field instructors.
• The proposed field instructor must complete the Field Instructors Biographical Form, or provide a copy of their resume. The Bio form or resume must be submitted with the proposal.
• The field instructor must serve in the agency of employment, be on the agency’s Board, serve as a volunteer in the organization, or be a faculty member in the School of Social Work who has been approved by the Assistant Dean of Field Education to provide off-site instruction with the assistance of an on-site agency task supervisor.
• The field instructor must indicate approval for the plan, including their willingness to serve as the field instructor and to be available for practicum instruction, by their signature (see #5 below).

1. Administrative Approval
The Administrator of the agency where the student is employed and the student’s current supervisor must sign the proposal indicating their approval of the proposal, including the required time for the employee to be a student in the agency and for the person providing practicum instruction to serve as the student’s instructor (see #5 below).

2. The completed proposal must be signed and dated by the responsible Administrator, your current supervisor, the proposed field instructor and yourself in the following format:

<table>
<thead>
<tr>
<th>Responsible Administrator</th>
<th>Current Supervisor</th>
<th>Proposed Field Instructor (MSW)</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
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<td>Signature &amp; Date:</td>
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<td>Signature &amp; Date:</td>
<td>Signature &amp; Date:</td>
</tr>
</tbody>
</table>

Field Faculty Signature:

______________________________

Director Assistant Dean of Field Education Signature:

______________________________
Submission of Proposal:

- Students are required to first submit a draft of the Agency of Employment proposal to their Field Faculty for review.
- Field Faculty tentatively approves and directs student to get agency signatures.
- Student turns in two copies to Field Faculty with agency signatures.
- Field Faculty signs the Agency of Employment proposal and sends it to the Assistant Dean of Field Education for review and signature of approval.
- The Field Faculty gives the approved Agency of Employment to the Practicum Program Coordinator who puts a copy in the student’s file.
- The Field Faculty sends a copy of the final approval to the student and Field Instructor.
REQUEST FOR PRACTICUM PLACEMENT IN AGENCY OF EMPLOYMENT

SAVE AS “AofE Proposal” to your computer to work on this form electronically. This template has been created in Word 2010 using ‘.dotx’ as designation for the template document, not ‘.doc’. Instructions are in a separate “Instructions for Proposal” document. Please review and comply.

Date  Click here to enter text.  Draft # or Final Signed Proposal:  Click here to enter text.

1. **Student Information:**

   v. **Student’s Name:** Click here to enter text.

   vi. **Telephone Number:** Click here to enter text.

   vii. **UW Email Address:** Click here to enter text.

   viii. **Your current program level:** BASW ☐  MSW Foundation ☐  MSW Advanced ☐  MSW DAY Program ☐  MSW Extended Degree Program ☐

   d. **Current Employment Information:**

      i. **Name of Agency:** Click here to enter text.

      ii. **Division/Unit(if applicable):** Click here to enter text.

      iii. **Agency Address:** Click here to enter text.

      iv. **Agency Telephone Number:** Click here to enter text.

   e. **Proposed Field Education Site:**

      i. **Name of Agency:** Click here to enter text.

         Division/Unit (if applicable): Click here to enter text.

      ii. **Agency Address:** Click here to enter text.

      iii. **Agency Telephone:** Click here to enter text.
2. The proposal must include the following:
   a. **Check program year** in which proposed AofE practicum placement would occur:
      BASW ☐  Foundation ☐ or Advanced ☐, and **describe proposed yearly credit plan** (practicum
quartet(s) and number of planned practicum credits you will register for each quarter*:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Year</th>
<th>Planned Hours/Week</th>
<th>Planned Practicum Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>☐</td>
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<tr>
<td>Fall</td>
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<td>Winter</td>
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<tr>
<td>Spring</td>
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<tr>
<td>Summer</td>
<td>☐</td>
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</tr>
</tbody>
</table>

   b. **Proposed Starting Date:**
      Click here to enter text.

c. **Provide a description of the overall agency's functions and staff composition:**
   Click here to enter text.

d. **Provide your employment title and describe your regular responsibilities:**
   Click here to enter text.

e. **Provide name and title of your employment supervisor:**
   Click here to enter text.

f. **Specify your current work schedule (days and times):**
   Click here to enter text.

g. **Describe the proposed Practicum within the agency and how it will differ from the
duties and responsibilities for which you are employed:**
   Click here to enter text.

h. **Describe the learning opportunities (including micro, mezzo, macro if you are aBASW/Foundation student) which will be available in the Practicum to support the
mastery of all competencies as identified by the School of Social Work by curriculum
year. The proposal must spell out in detail (by each competency and practice
behavior) in what ways the student will obtain all required competencies and practice
behaviors at the agency of employment.**
   Click here to enter text.

i. **Describe how your work load will be reduced to ensure that the required time for your
Practicum is available each week of the Practicum and provide specific information on
what your new work schedule will be (days and times) after you begin the proposed
practicum:*
   Click here to enter text.

j. **Specify the days and times which will be set aside for the Practicum each week:**
k. **Specify the days and times which will be set aside for instruction each week** with your proposed field instructor (a minimum of one and one-half hours of actual practicum instruction/conference time per week is required per student that is in placement 16-24 hours per week. Duration and frequency of supervisory conferences for students in placement less than 16 hours or more than 24 hours per week should be adjusted by agreement with the assigned field faculty.)

See Instructions (separate document) before obtaining signatures. When the draft is approved by your Field Faculty, the completed proposal must be signed and dated by the responsible Administrator, your current supervisor, the proposed field instructor, and student in the following format:

<table>
<thead>
<tr>
<th>Responsible Administrator</th>
<th>Current Supervisor</th>
<th>Proposed Field Instructor (MSW)</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Click here to enter text.</td>
<td>Name: Click here to enter text.</td>
<td>Name: Click here to enter text.</td>
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<tr>
<td>Title: Click here to enter text.</td>
<td>Title: Click here to enter text.</td>
<td>Title: Click here to enter text.</td>
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<tr>
<td>Telephone Number/Email: Click here to enter text.</td>
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<td>Telephone Number/Email: Click here to enter text.</td>
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<td>Signature &amp; Date:</td>
<td>Signature &amp; Date</td>
<td>Signature &amp; Date:</td>
<td>Signature &amp; Date:</td>
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</tbody>
</table>

Field Faculty Signature: ________________________________ Date __________

Director Assistant Dean of Field Education Signature: ________________________________ Date __________

**Submission of Proposal (Partial Instructions – see complete instructions on separate document):**

- Students are required to first submit a draft of the Agency of Employment proposal to their Field Faculty for review.
- Field Faculty tentatively approves and directs student to get agency signatures.
- Student turns in two copies to Field Faculty with agency signatures once draft is approved.
- Field Faculty signs the Agency of Employment proposal and sends it to the Assistant Dean of Field Education for review and signature of approval.
- The Field Faculty gives the approved Agency of Employment to the Practicum Program Coordinator who puts a copy in the student’s file.
- The Field Faculty sends a copy of the final approval to the student and Field Instructor.
Appendix B: Acknowledgment of Risk Form

Acknowledgment of Criminal Background Check Results & Potential Impact on Field Education Placement

Student, ________________________________

I understand that the recent report generated by Washington Access to Criminal History (WATCH), as part of the requirement for admission to UW School of Social Work, has indicated criminal charges (misdemeanors and/or felonies) that may limit and/or preclude field education placements in agencies, as well as future professional social work employment options.

This may also require more time in the field placement process that could potentially affect my practicum start date; and will require further disclosure by myself to agency personnel to explain the circumstances that led to the event(s) and subsequent charges. I undertake to provide a clear and complete explanation to the agency in order that they may provide me with a suitable practicum opportunity while protecting the interests of vulnerable populations they are serving.

_____________________________  ______________________________
Student Signature                Field Faculty Signature

Date __________________________

- Please return this form completed, signed & dated to the Assistant Dean, Office of Field Education
REQUEST TO CHANGE A PRACTICUM PLACEMENT SITE

STUDENT

PLACEMENT SITE

ADDRESS

PRACTICUM INSTRUCTOR

PHONE NUMBER (PI) ________________________ EMAIL __________________________

TASK SUPERVISOR

PHONE NUMBER (TS) ________________________ EMAIL __________________________

FIELD EDUCATION FACULTY

Request to change a practicum placement site should be based on objective criteria. Prior to placing a student, the Office of Field Education participates in a number of (cohort orientations, student interviews, questionnaire reviews, field faculty placement discussions, etc.) information and evaluation processes to determine a placement site which might best meet student interest and cohort field education requirements. Students work with/participate in the development of Learning Contracts and Quarterly Evaluations with PI’s and Field Faculty which are built around/reflect the required competencies and practice behaviors students must master by the end of each academic year. We recognize in some rare instances the placement site where students have mutually agreed upon with the PI and Field Faculty may need re-evaluating for continued placement. Request for replacement is a process requiring critical thinking, investigation, evaluation and reflection. This process includes a deep, critical and reflective collaboration among all the actors of the placement process (PI, Field Faculty, Student, Classroom Faculty, Agency Contacts, etc.).

Please complete this request thoughtfully and in a manner which includes all issues/concerns that may affect your ability to meet the educational competencies and practice behaviors as required. Be clear and detailed as to your education plan/rational for this request. You must provide a statement in each and every area where your input is requested.
STUDENT ASSESSMENT:
1. What is the educational rationale for this request?
_______________________________________________________________________
_______________________________________________________________________
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2. What are the presenting issue/concerns?
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3. Have you discussed your issues/concerns with the PI? Yes: ____ No: _____
   Please detail the outcome of that discussion.
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4. If you have not discussed your issues/concerns with your PI please detail your reasons for not taking this very important first step:
FIELD FACULTY EVALUATION

CLARIFYING QUESTIONS:

a. What is the student’s developmental level? Can the problem be attributed to the student’s initial anxiety? How did the student function in the previous placement?

b. How does the student function in other contexts, like the classroom?

c. Is there information about the PI or agency that negatively influences the situation?

d. What has the PI done to consult in this situation?
e. What support services have been offered to the student? How were they received?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

IMPACT QUESTIONS
a. How does the issue/concern affect the student’s progress in school,

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Replacement, extra time in practicum, leave of absence, termination, etc.)?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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b. How does the disruption affect the students’ academic schedule?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

c. What is the students financial status, and how is it affected by the disruption?

____________________________________________________________________
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d. What is the impact of the disruption on the placement site?

____________________________________________________________________
____________________________________________________________________
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____________________________________________________________________
e. Has the student written or identified a plan for how a subsequent placement (if allowed) will be more successful?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
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AFFECTIVE RESPONSE QUESTION
a. What is the student’s affective response? (sadness, self-blame, relief, etc.)

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

b. How does the student understand this disruption in placement? (Does the student accept his/her responsibility? Is the student crippled by a sense of failure? Does the student blame others?)

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

c. What is the affective response of the PI? (sadness, self-blame, relief, etc.)

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Student signature: ________________________ Date: _____________________
Field Faculty signature: ______________________ Date: ___________________
Assistant Dean of Field Education signature: __________________________ Date: ______________

Placement hours transferred: _________________________________________

ATTACH ALL DOCUMENTATION FROM PI AND STUDENT.
You may attach additional sheets as needed to detail any section.
“WORK-STUDY” ADDENDUM TO THE FIELD EDUCATION LEARNING CONTRACT

STUDENT NAME:

____________________________________________________________________

WORK-STUDY / FIELD EDUCATION AGENCY NAME:

____________________________________________________________________

BASW: ______ MSW FOUNDATION: _______ MSW ADVANCED: _______

FIELD INSTRUCTOR NAME:____________________________________________

WORK-STUDY SUPERVISOR NAME:________________________________________

FIELD FACULTY NAME:__________________________________________________

1. What are the days and hours where Work-Study responsibilities will be performed? What are the days and hours of Field Education learning?

<table>
<thead>
<tr>
<th>DAYS:</th>
<th>WORK-STUDY HOURS:</th>
<th>FIELD EDUCATION</th>
</tr>
</thead>
<tbody>
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</table>

2. Have all parties concerned (Student, Work-Study Supervisor, and Field Instructor) discussed with the Field Faculty the School of Social Work’s policy on students in field education placements at an agency where they are employed as a Work-study student?

YES ________

NO ________

3. WHAT ARE THE EDUCATIONAL LEARNING ACTIVITIES RELATED TO THE SSW COMPETENCIES at the Work-Study job site that will SUPPORT STUDENT LEARNING AND MASTERY OF THE SSW COMPETENCIES? (Please list the relevant competencies and related learning activities. All competencies must be addressed).
4. What are the planned Work-Study job tasks/responsibilities the student will be paid for as an employee of the organization? (Hours spent on these activities may NOT be counted toward academic credit for Field Education)

__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

Required signatures:

Student: _____________________________________________ Date: _____________

Field Instructor: ___________________________________ Date: _____________

Work-Study Supervisor: _____________________________ Date: _____________

Field Faculty: ______________________________________ Date: _____________

Field Education Director: ___________________________ Date: _____________