



SCHOOL OF SOCIAL WORK  
UNIVERSITY *of* WASHINGTON

# Bachelor of Arts Social Welfare

## Field Education Manual

2016-2017

Office of Field Education  
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Seattle, Washington 98105  
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## Welcome Letter from the Dean

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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 21<sup>st</sup> 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***

## Mission and Goals

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### Mission

As members of the University of Washington School of Social Work, we commit ourselves to promoting social and economic justice for poor and oppressed populations and enhancing the quality of life for all. We strive to maximize human welfare through:

- **Education** of effective social work leaders, practitioners, and educators who will challenge injustice and promote a more humane society, and whose actions will be guided by vision, compassion, knowledge and disciplined discovery, and deep respect for cultural diversity and human strengths
- **Research** that engenders understanding of complex social problems, illuminate's human capacities for problem-solving, and promotes effective and timely social intervention
- **Public service** that enhances the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels

### Goals

We embrace our position of leadership in the field of social work and join in partnership with others in society committed to solving social problems. The BASW curriculum reflects the faculty's commitment to a set of core BASW and MSW Curriculum values and principles.

The School's curriculum is framed by a set of core values, which flow directly from its mission. Primary among these is the School's commitment to social justice. Corollary values include commitments to multiculturalism, to social change, and to collaboration and empowerment. Further, the School is dedicated to bringing these commitments to life in its curriculum through pedagogical strategies that recognize the essential synergy between knowledge and action, and that provide opportunities for generative learning.

The BASW Program has one main over-arching goal:

- **Prepare students for generalist practice** including basic knowledge and skills for understanding and solving complex social problems within the values of professional social work.

The BASW curriculum is organized around these core principles and builds upon the Curriculum Goals.

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## BASW Field Education Manual Overview

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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 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 BASW 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 the Assistant Dean of. You may also contact Stan de Mello, Associate Director of Field Education, at 206-616-5983 or email: [demellos@uw.edu](mailto:demellos@uw.edu).

For general administrative assistance, contact Program Coordinator for Field Education, Cheryl Yates, at 206/543-8618 or email: [dancin1@uw.edu](mailto:dancin1@uw.edu).

**For the UW Tacoma Practicum Program, contact:** Tom Diehm, MSW Practicum Coordinator, 253-692-5823 or email: [tdiehm@uw.edu](mailto:tdiehm@uw.edu) or contact Theresa Holt, BASW Practicum Coordinator, at 253-692-5826 or [tholt@uw.edu](mailto:tholt@uw.edu)

## Office of Field Education Overview

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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 BASW 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 objectives 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, geo-political 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. The field instructor must model social work values and ethics and provide instruction about values and ethics and their implications for social work practice.
7. The Office of Field Education operates on principles of continuous quality improvement. Evaluation and change processes include review of program evaluation data and subsequent redesign of field programs and curriculum to provide better services to our constituents. Resulting program changes are discussed with academic faculty, announced to field instructors at the yearly Practicum Kickoff and Field Instructor trainings; individual agency concerns are handled in field liaison visits. Changes affecting students are incorporated into Introduction to Practicum classes and Practicum syllabi and documents. Evaluative data includes but is not limited to:
  - yearly evaluations by students of Field Faculty in their liaison role and of their field instructor and agency;
  - yearly evaluations by field instructors of Field Faculty in their liaison role;
  - yearly exit surveys by students at all program levels, to include their experience of field learning and processes;
  - evaluations of each Field Instructor Training session;
  - yearly evaluations by Field Faculty of their peers' effectiveness and workload management.

### **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 adult learners 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/PI 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

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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 assignments that must be carried out in the field. Field Faculty reinforce 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 BASW Curriculum Committee. In order to move into field students are reviewed regarding their readiness for field by fall/winter quarter practice instructors (310, 311, 315). This is done by inserting a question on the assessment of EPAS competencies and practice behaviors to be completed at the end of each quarter by faculty teaching each course.

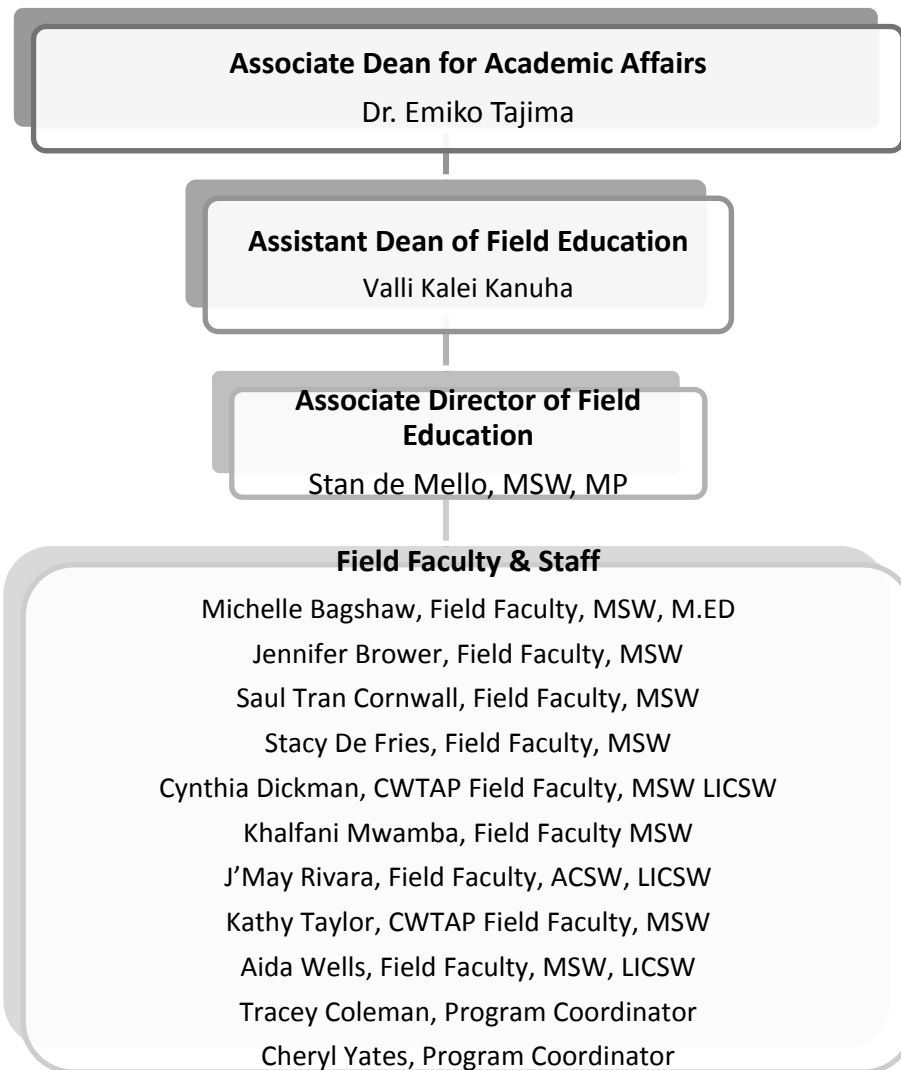
**The field website:** (<http://socialwork.uw.edu/programs/field-education>) offers information for students and field instructors on field processes, resources, forms, schedules, and sites

## Office of Field Education Organizational Chart

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The Office of Field Education is directed and managed by the Assistant Dean of Field Education, in collaboration with the Associate Dean of Academic affairs. The Assistant Dean 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.



## Tacoma Social Work Program Administration

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The MSW Program in Tacoma follows timelines and a model of field education, schedule and credits, similar to the Extended Degree Programs.

A Field Education manual specific to the Tacoma Program is available by contacting the UWT MSW Field faculty, Tom Diehm via **phone:** (253)692-5823, or **email:** [tdiehm@uw.edu](mailto:tdiehm@uw.edu)

## BASW Curriculum Goals

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In addition to the goals it shares with the School as a whole, the BA identifies four over-arching goals:

1. To prepare entry-level baccalaureate social workers for generalist practice in a multicultural context that is rooted in knowledge and skills for understanding and solving complex social problems within the values of professional social work.
2. To prepare generalist social workers who can be informed and effective leaders able to understand and take action to challenge injustice and promote social and economic justice.
3. To foster a comparative and critical examination of social welfare and social work history, policies, research, and practice interventions in the education of social work practitioners dedicated to public service that promotes a more humane society.
4. To prepare for graduate education.

### Curriculum Objectives

Keeping in mind the goals of the BA program, graduates of the BA program are expected to:

1. Apply entry level social work practice skills to individuals, families, groups, communities, tribes, and organizations.
2. Demonstrate an ethical and just professional use of self and the ability to use supervision and consultation.
3. Practice effectively within agencies & delivery systems and identify, plan and pursue needed agency and system changes aimed at promoting social and economic justice.
4. Demonstrate knowledge of and commitment to social work values and ethics through effective social work practice.
5. Demonstrate understanding and appreciation for differences based on gender, ethnicity, race, religious creed, sexual orientation, class, and physical and developmental disabilities.
6. Identify the ways in which oppression, colonization, privilege, discrimination, and social and economic disadvantage contribute to complex human welfare problems.
7. Understand the strengths and empowerment perspectives in social work practice, policy and research in order to promote social and economic justice.
8. Understand and describe the comparative history of social welfare and social work systems in the United States as well as the emergence of social work as a profession.
9. Understand the growing prevalence of economic inequality, the distribution of poverty and societal remedies to resolve these problems.
10. Analyze the impact of social policies on people (both clients and workers), agencies, communities, service systems, and nations including American Indian and Alaska Tribal Nations.



11. Understand and critically apply theoretical frameworks to understand individual development and behavior across the lifespan and the interactions among individuals and between individuals and social systems (i.e., families, groups, organizations, tribes, and communities).
12. Demonstrate knowledge and skills in social work research methods used to develop and evaluate interventions and social service delivery systems.
13. Understand, use and promote evidence-based methods in generalist social work practice.
14. Use effective oral and written communication skills with a range of client populations, colleagues and members of the community.

APPROVED BY THE FACULTY: 11/2004

## BASW Practicum Courses Overview

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Practicum coursework and field education in the BASW Program are designed to align with the mission and goals of the School of Social Work and with the BASW curriculum, for the purpose of providing opportunities for students to apply classroom learning to generalist practice in community agencies under the supervision of an experienced social worker. The successful integration of theory and practice is the goal of field education, to insure that students learn to think critically and utilize social work principles to inform their actions with individuals, families, groups, organizations, and communities.

Field education, like all academic coursework, is organized around nationally standardized required competencies developed by the Council on Social Work Education (CSWE) as part of their Educational Policy and Accreditation Standards (EPAS).

These competencies are operationalized through practice behaviors that should be attained and demonstrated during practicum as students undertake agency activities designed to support competency development. The practice behaviors serve as outcome measures to be evaluated quarterly according to identified methods of measurement and competency criteria included in the rating scales. Structured Learning Contracts and Quarterly Evaluations provide clear formats for students and field instructor to document student activities and progress towards competencies. Field Faculty are assigned to agencies and students to provide assistance and guidance as needed during practicum.

Preparation includes a Fieldwork Seminar Course prior to the start of the BASW Practicum.

### Practicum courses in the BASW Program are as follows

1. Social Welfare 405 – Fieldwork Seminar course (3 credits Autumn quarter)
2. Social Welfare 415 – BASW Practicum
  - a. 12 credits (four credits Autumn, Winter and Spring, respectively) Total 480 hours

***NOTE: Students cannot begin the BASW practicum without meeting specific criteria: Successful completion of all junior year coursework that precedes practicum; including interviews with and acceptance by an approved agency-related field instructor; and demonstration of the **Essential Skills, Values and Standards of Professional Conduct Important to Admission and Continuance in the School and Profession of Social Work** (see page 56).*** In addition, students are reviewed regarding their readiness for field by fall/winter quarter practice instructors (courses 310, 311, 315). This is done by inserting a question on the assessment of Educational Policy and Accreditation Standards (EPAS) competencies and practice behaviors to be completed at the end of each quarter by faculty teaching each course.

### ***Soc Wf 405 Practicum Seminar (3) Autumn (second year)***

This seminar meets weekly. The primary purpose is to enhance student integration of social work practicum experiences with prior and concurrent course work in the social sciences, social work, and research. Methodology includes discussion, class presentations, and simulations of practice situations which combine knowledge and skill utilization. Student logs provide a basis for individual goal identification and achievement.

Prerequisite: Completion of all courses in first year of program.

### ***Soc Wf 415 Practicum (4 per qtr; maximum 12) Autumn, Winter, Spring (second year)***

Practicum incorporates and builds upon content and skills acquired in the required curriculum for Social Welfare. In a selected community agency, the student is provided the opportunity to develop required social work competencies and practice behaviors under the supervision of an experienced social worker. Emphasis is placed on development of the knowledge, perspectives and skills needed for practice with individuals, families, groups, organizations and communities. In addition, the development of culturally competent practice and planned social change skills are an integral part of the Practicum and are seen as critical for the effective delivery of social services.

After consultation with Field Faculty during Spring Quarter of the first year, students are referred by the Office of Field Education to selected social service agencies. During Autumn Quarter of the second year, students enter the agency to accept social service assignments designed to support competency development under the supervision of a qualified MSW Practicum Instructor. A total of 480 clock hours are required over 3 quarters (16 hours per week).

Students will be assessed a \$50 special course fee each quarter when enrolling in Soc Wf 415.

Prerequisite: Completion of all courses in first year of program.

## BASW Generalist Competencies and Practice Behaviors

In 2008 the Council for Social Work Education (CSWE) developed national standards for ten competencies to be achieved during social work education. Competency development is operationalized by attainment and demonstration of specified practice behaviors in each domain. Agency-based learning activities are developed to support competency growth, and progress towards attainment of practice behaviors is evaluated quarterly by field instructors.

<b>CSWE EPAS Core Competency</b>	<b>UW SSW Practice Behaviors</b>
<p><b>1: Identify as a professional social worker and conduct oneself accordingly.</b> Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.</p>	<p>1a. advocate for just social structures (institutions &amp; systems)</p> <p>1b. advocate for equitable client/constituent access to social work services, in the context of diverse and multidisciplinary settings</p> <p>1c. practice critical self-reflection to assure continual professional growth and development</p> <p>1d. attend to professional roles and boundaries</p> <p>1e. demonstrate professional demeanor (e.g., in behavior, appearance, and communication)</p> <p>1f. demonstrate ability to engage in career-long learning</p> <p>1g. engage in consistent use of supervision and consultation</p>
<p><b>2: Apply social work ethical principles to guide professional practice.</b> Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</p>	<p>2a. recognize and manage personal values, so that professional values guide practice</p> <p>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</p> <p>2c. tolerate and respect ambiguity in resolving ethical conflicts</p> <p>2d. apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions</p> <p>2e. understand the role of consultation and use consultation for ethical decision making</p>
<p><b>3: Apply critical thinking to inform and communicate professional judgments.</b> Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.</p>	<p>3a. use critical thinking to distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client/constituent experience</p> <p>3b. critically analyze models of assessment, especially in relation to their cultural relevance and applicability and their promotion of social justice</p> <p>3c. critically analyze models of prevention, especially in relation to their cultural relevance and applicability and their promotion of social justice</p> <p>3d. critically analyze models of intervention, especially in relation to their cultural relevance and applicability and their promotion of social justice</p>

	3e. critically analyze models of evaluation, especially in relation to their cultural relevance and applicability and their promotion of social justice
	3f. demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with individuals
	3g. demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with families and groups
	3h. demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with organizations and communities
	3i. demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with colleagues
<p><b>4: Engage diversity and difference in practice.</b> Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.</p>	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
	4b. develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values in working with diverse groups
	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
	4d. engage the knowledge, strengths, skills, and experience of clients/constituents in social work practice
<p><b>5: Advance human rights and social and economic justice.</b> Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</p>	5a. understand and articulate the forms and mechanisms of oppression and discrimination and approaches to advancing social justice and human rights
	5b. advocate for and engage in practices that address disparities and inequalities and advance human rights and social and economic justice

<p><b>6: Engage in research-informed practice and practice-informed research.</b> Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</p>	6a. use client and constituent knowledge to inform research and evaluation
	6b. use practice experience to inform research and evaluation
	6c. use qualitative research evidence to inform practice
	6d. use quantitative research evidence to inform practice
	6e. apply research literature on social disparities when selecting and evaluating services and policies
<p><b>7: Apply knowledge of human behavior and the social environment.</b> Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</p>	7a. apply theories and conceptual frameworks relevant to understanding people and environments across systems levels
	7b. critique and apply human behavior and social environment theories and conceptual frameworks to assessment, intervention, and evaluation at multiple systems levels
<p><b>8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b> Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.</p>	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 advance social and economic justice
	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
	8c. collaborate with colleagues, clients/constituents, and others to advocate for social and economic justice to affect policy change
<p><b>9: Respond to contexts that shape practice.</b> Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice</p>	9a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services
	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

<p>is dynamic, and use knowledge and skill to respond proactively.</p>	<p>9c. recognize and understand the local-global context of practice</p>
<p><b>10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</b>  Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.</p>	<p>ENGAGEMENT</p>
	<p>10a. engage with individuals in the context of diverse and multidisciplinary settings</p>
	<p>10b. engage with families and groups in the context of diverse and multidisciplinary settings</p>
	<p>10c. engage with organizations and communities in the context of diverse and multidisciplinary settings</p>
	<p>10d. use listening, empathy, and other interpersonal skills to establish rapport and engage with diverse populations in diverse contexts</p>
	<p>10e. develop mutually agreed upon focus of work and desired outcomes with clients/constituents</p>
	<p>10f. use a strengths perspective when working with individuals, families, groups, organizations and communities</p>
	<p>ASSESSMENT</p>
	<p>10g. collect, organize, and interpret client/constituent/system data (e.g. strengths, stressors, and limitations) to assess client/constituent needs</p>
	<p>10h. assess client/constituent/system strengths, stressors, and limitations</p>
	<p>10i. identify and select appropriate and culturally responsive intervention strategies</p>
	<p>INTERVENTION</p>
	<p>10j. initiate actions to achieve client/constituent/organizational goals</p>
	<p>10k. implement prevention interventions that enhance client/constituent capacities</p>
	<p>10l. help and empower clients/constituents to resolve problems</p>
	<p>10m. negotiate, mediate, and advocate for clients/constituents</p>
<p>10n. facilitate transitions and endings with clients/constituents</p>	
<p>EVALUATION</p>	
<p>10o. critically analyze, monitor, and evaluate interventions</p>	

## Field Education Descriptions and Policies

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### Field 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

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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 BASW students in the agency, unless they are students in the 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 to:**

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

4. **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.
5. **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.
6. **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.
7. **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 Dean of Field Education.
8. **Assist the student and instructor in giving direct feedback**, discussing and understanding principles of adult learning, competency criteria, Essential Skills, Values, and Standards of Professional Conduct, 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.
9. **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.
10. **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.
11. **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.

12. **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.

13. **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 Assistant Dean of Field Education.

## Field Instruction Policies

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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 non-discriminatory 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 objectives, implementing 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 educational objectives 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.

Students in both the BASW/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, or status as a disabled veteran or Vietnam era veteran.

4. **In order to begin the BASW/Foundation Field Education**, students must meet criteria as specified on page 60. 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. **Incompletes 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 ten 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.
- 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 that determination. This administrative group will make a recommendation for next steps, which may include a referral to the School of Social Work Review Committee.

5. *If a student receives a failing grade: Students must earn a minimum 2.0 (C) grade or better or Credit in each required departmental course. Departmental required courses are Soc Wf 200, 310, 311, 312, 320, 390, 402, 403, 404, 405, 415, and 445. A student who earns less than a 2.0 (C) in any required departmental course shall be placed on probation for one or more quarters. The Associate Dean will consult with the Director of the BASW Program, the faculty member who issued the failing grade, the Director of Student Services and the Assistant Dean of Field Education to determine if the student may or may not proceed into the next quarter. A student placed on departmental probation may be asked to re-take a required course during the following year. This may delay the practicum by one year. According to UW policy, if a departmental course is re-taken, these credits do not count as extra credits toward the degree and the grades of the two courses are averaged.*

6. **Students must successfully complete all junior year requirements prior to beginning the BASW/foundation Practicum**, except by petition to the BASW Program Director and Assistant Dean of Field Education.

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 will not grant exceptions to the immunization requirements.

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 second 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 Field Education Agency and/or the School of Social Work has the right to terminate a student's placement** following consultation between the field instructor and the Field Faculty. Field faculty will consult with the Assistant Dean of Field Education to determine next steps for students. Next steps may include: 1) Replacement to a new field site; 2) Assistant Dean of Field Education and field faculty consultation with Director of Student Services and BASW Program Director, or 3) Referral to Student Review Committee.
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.
12. **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. 49.

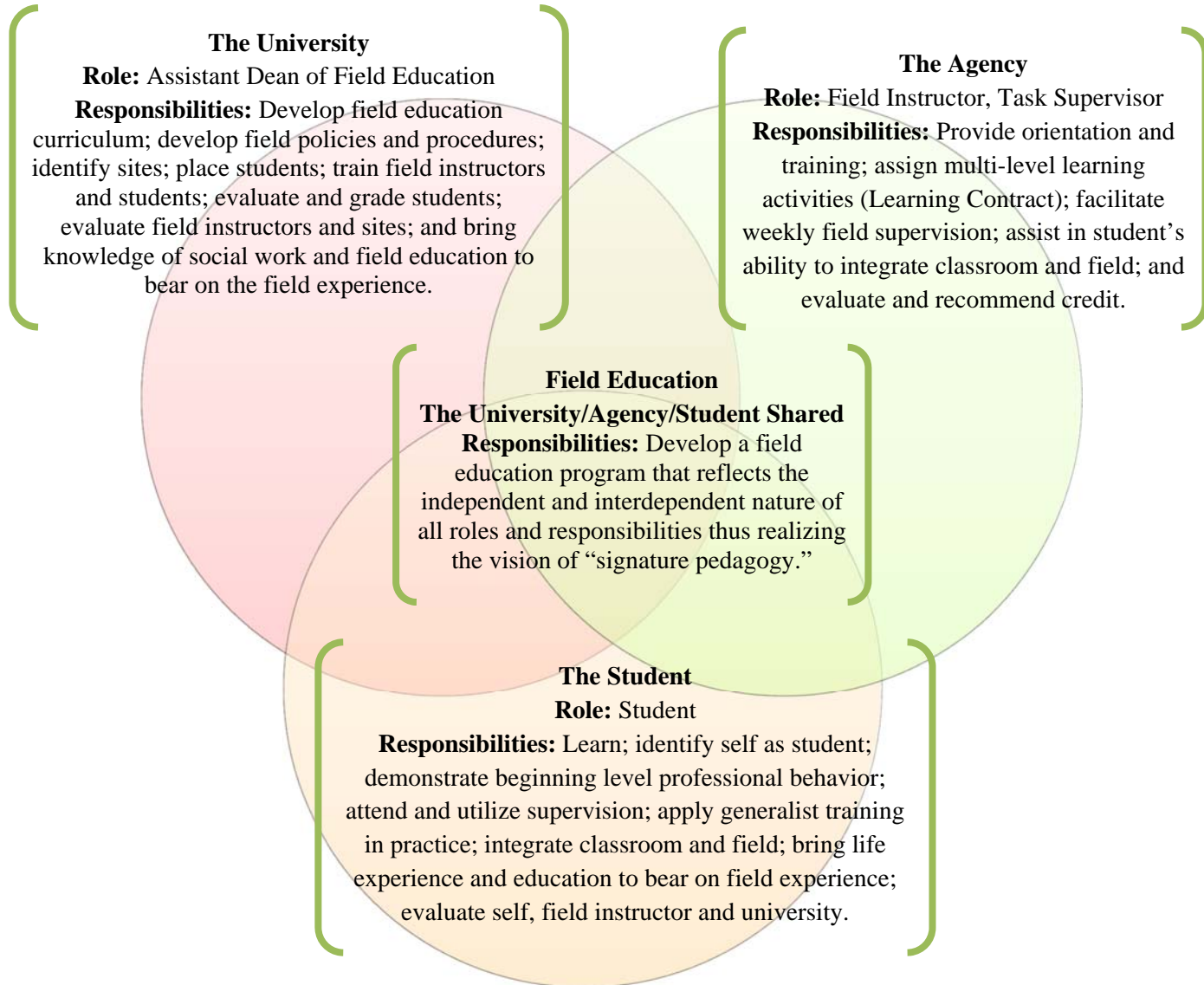
13. **In instances where issues have been raised** by a field instructor and/or Field Faculty related to a student's difficulties in meeting the Field Education Competencies and Practice Behaviors or achieving the standards and/or the student's lack of adherence to the Standards for Essential Abilities for Admission and Continuance in the School 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 BASW Program prior to implementation.
14. **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 the student's learning plan and progress with an approved MSW field instructor; see #15 below.
15. **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.

- 16. 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.
- 17. 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.
- 18. Field Faculty and the Assistant 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 Practicum Advisory Committee and disseminated through field liaison visits and student and agency notices. Records of these decisions are kept in minutes of the meetings.
19. Policy on 3 or more 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 is 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.

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

# Learning Triangle



(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.

## Expectations & Responsibilities of Field Instructors

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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. An exception may be made by the Assistant Dean of Field Education.
  - 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 an MSW with less than two years' experience; in such cases a plan of support and evaluation will be put in place.

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 complete the online Field Instructor Training (FIT) program. In person trainings will be offered throughout the academic year.

**Note:** Distance training methodologies are being developed for the Field Education website and will provide instructors the opportunity to review and respond to required Field Education material.

3. The field instructor must be willing to teach and evaluate students and be able to conceptualize and to effectively impart professional knowledge and skill, in particular as related to the required CSWE competencies and practice behaviors. 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 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. BASW/Foundation students will be required by Soc Wf Fieldwork Seminar s instructors to complete a series of assignments related to placement orientation in Autumn quarter.

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, 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 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

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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

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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.

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 Executive Committee (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.

### **Benefits**

Benefits for Clinical/Affiliate faculty include:

1. University email account
2. Use of UW libraries online



## Student Assignment to Practicum Sites

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### BASW student placement process

BASW students in their junior year will receive information about the practicum placement process during Winter Quarter in a required Community Service Learning class session.

BASW students complete a generalist practice experience during their senior year which includes learning activities across Micro, Mezzo, Macro levels of practice.

Students will be required to complete a questionnaire prior to placement which seeks to gather information which will support the best possible agency match where the foundation learning experience will be successful and mastery of all competencies and practice behaviors will be realized.

### **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 day at your site**

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. Students may miss up to two days (16 hours) per academic year for sick time or other personal reasons without needing to make up the hours. Students must discuss with their field instructor if they need to take this time.

## Format for Learning Contracts, Evaluations, & Placement Descriptions

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

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 field 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).

New agencies that want to develop student placements should contact the Field Office 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 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](mailto:sswfield@uw.edu)) for assistance.*

## Requirements for Credit

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### The Educational Learning Contract

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 written addendum that can be added to the student file to supplement the original.
2. The purpose of the educational Learning 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,
  - 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 and can be noted in the quarterly Evaluations. 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 contract 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 (documents online in STAR)

The student and field instructor share responsibility for evaluation of the student's field experience each quarter. 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 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 final 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 has the authority to overrule a Field Faculty member's decision to assign credit or no credit based on the Assistant Dean's 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 BASW 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/immunizations-and-screening>.

1. **Immunizations Noncompliance:** 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 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.

## Acknowledgement and Agreement to Participate in Field Education

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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>).

### **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](mailto: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.

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.



## Suspension or Termination of Placement

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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 Liaison and/or 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 Liaison 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 Liaison 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 Liaison will meet to arrange termination of the placement with the agency.

### 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 can be somewhat intimidating, especially early in the practicum relationship, the student may wish to consult with her/his Field Faculty Liaison 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 Liaison 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 Liaison will meet to arrange termination of the placement with the agency.

### **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 Liaison 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 exception is that the Field Instructor would provide documents outlining concerns to the UW Field Faculty.

## Counselor Credentialing & Background Checks & Fingerprinting

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### **Counselor Credentialing**

In 2009 state law changed to eliminate the Counselor Registration credential for anyone providing mental health counseling services. A new system of credentialing for counselors was instituted, with several different categories and criteria for each. Students matriculated in the University of Washington School of Social Work and who are enrolled in supervised field experiences for credit is not required by the Washington State Department of Health to obtain counselor credentials. However, certain agencies may require their providers to be credentialed, and students may qualify as Agency Affiliate Counselors or Certified Counselors, depending on background. Contact the WA State Department of Health, Health Professionals Licensing section, for further information about applications and fees, if required by a field agency.

### **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.

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 ben unenrolled.

## Safety and Transportation

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### **Guidelines for Enhancing Safety and Minimizing Risk**

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](mailto:myshots@uw.edu) website: <http://depts.washington.edu/hhpcweb/>

### **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., using personal vehicles for agency business, 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 and also consult with their Field Faculty.

**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.

## Registration Required to Start Practicum

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In order to receive credit and for the University's professional liability insurance to cover students in field, students must be registered for their field courses. 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.

## Field Education Website

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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>

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

**Field Education forms:** Many of the forms necessary for field can be accessed on the Field Education website. These include Word and PDF versions of the Practicum Placement Data Form, Learning Contracts and Quarterly Evaluations for cohorts beginning before Fall of 2011, Agency of Employment Practicum Proposals, Field Instructor Training material, and field instructor Biographical Sketches. Many forms can be downloaded in either a PDF format or a Microsoft Word format for electronic saving and completion.

Learning Contracts and Evaluations for students entering in 2011 and beyond are now found on the online STAR system. New Practicum Placement Descriptions will also be submitted and visible via STAR beginning in 2011.

## Essential Skills, Values & Standards of Professional Conduct Important to Admission and Continuance in the School and Profession of Social Work

**Note:** *These standards were approved by the Faculty Council and they are pending Attorney General review. The final version should be available October 2011.*

*Essential Skills, Values and Standards of Professional Conduct for Admission to and Continuance in the School of Social Work* are part of the School's academic standards. They are the physical, cognitive, emotional and character requirements necessary to participate fully in all aspects of social work education and the practice of social work. The expectation is that students will possess and develop these skills, values and standards as they progress through all aspects of the program, including in the classroom, in their field placements, and in the professional practice of social work. Attention to them will be paid by faculty responsible for making admissions decisions and for evaluating students' classroom and field performance. Violations of these Skills, Values, and Standards of Professional Conduct can also become grounds for dismissal from the program and from the profession. Thus, it is important that they are well understood.

### **Essential Skills**

**Motor and Sensory** Developing the competencies needed to become a social worker is a lengthy and complex process that requires students to participate in the full spectrum of experiences and requirements of the curriculum. The social work student must have sufficient motor abilities to attend class and perform all the responsibilities expected of students in field placement, at places such as hospitals and clinics. The student must also have the ability to acquire and integrate new information through the use of their senses to perform the functions that will be expected of them both as students and as professional social workers.

Students who wish to request reasonable accommodations for meeting the Essential Motor and Sensory Skills requirement should contact the Office of Disability Resources for Students (DRS). DRS provides services to enrolled students who have a documented permanent or temporary physical, psychological or sensory disability that qualifies them for academic accommodations under the law. Information about DRS can be found at: <http://www.washington.edu/students/drs/>.

**Knowledge Base for Social Work Practice** The professional activities of social work require that students be grounded in relevant social, behavioral and biological science knowledge and research. This includes knowledge and skills in relationship building, data gathering, assessment, interventions and evaluation of practice.

**Interpersonal and Communication Skills** The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These include compassion, objectivity, integrity and the demonstration of respect for, and consideration of others. The social work student must communicate effectively and sensitively with other students, faculty, staff, clients and other professionals. He/she must express ideas and feelings clearly and demonstrate a willingness and ability to listen to others. He/she must have sufficient skills in spoken and written English to understand the content presented in the program.



## **Values**

For admission to and continuance in the School of Social Work at the University of Washington, students must demonstrate a commitment to the core values of social justice and diversity. These values are critical to social work education and practice.

### **Social Justice**

The social work student must value social justice, which includes promoting equality and human rights and recognizing the dignity of every human being.

### **Diversity**

The social work student must appreciate the value of human diversity. He/she must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack thereof), gender, disability, sexual orientation and/or value system. Social work students must not impose their own personal, religious, sexual, and/or cultural values on their clients. The social work student must know how his/her values, attitudes, beliefs, emotions and past experiences affect his/her thinking, behavior and relationships. The student must be willing to examine and change his/her behavior when it interferes with his/her working with clients and other professionals. The student must be able to work effectively with others in subordinate positions as well as with those in authority.

### **Professional Conduct**

The social work student must abide by the ethical standards of the profession developed by the National Association of Social Workers (NASW) Code of Ethics. (The Code of Ethics can be found at <http://www.naswdc.org/pubs/code/code.asp>)

In general, the social work student must behave professionally by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities and completing assignments on time. The social work student must learn to be resilient in the face of the undesirable effects of stress and avoid burnout by exercising appropriate self-care including the development of cooperative and facilitative relationships with colleagues and peers.

*Adapted from the NASW Code of Ethics:*

### **Privacy and Confidentiality**

- a. Social work students and professionals should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research.
- b. Social work students and professionals may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- c. Social work students and professionals should protect the confidentiality of all information obtained in the course of professional service, unless keeping information confidential is necessary to preventing serious, foreseeable, and imminent harm to a client or other identifiable person.

## **Sexual Relationships & Physical Contact**

- a. Under no circumstances should social work students and professionals engage in sexual activities or sexual contact with current or former clients, whether such contact is consensual or forced.
- b. Social work students and professionals should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client.
- c. Social work students and professionals —not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship—assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- d. Social work students and professionals should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as hugging or massaging clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

## **Respect**

- (a) Social work students and professionals should treat colleagues and clients with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- (b) Social work students and professionals should avoid unwarranted negative criticism of colleagues and clients in communications with others. Unwarranted negative criticism may include demeaning comments that refer to level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability. . .

## **Unethical Conduct of Colleagues**

- (a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- (b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.
- (c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

## Student Concerns Protocols

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### 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.

This document makes 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.

### Resources Persons/Pathways to Action

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, SSW 301  
[mmarcenk@uw.edu](mailto:mmarcenk@uw.edu)

Lin Murdock  
Director of Student Services  
206-543-8617, SSW 301  
[sswstrv@uw.edu](mailto:sswstrv@uw.edu)

Tessa Evans-Campbell  
Director of MSW Program  
206-543-6075, SWS 238F,  
[tecamp@uw.edu](mailto:tecamp@uw.edu)

Assistant Dean of Field Education  
Valli Kalei Kanuha

Stan de Mello  
Associate Director of Field Education  
206-616-5983, SWS 112K  
[demellos@uw.edu](mailto:demellos@uw.edu)

Linda Ruffer  
Academic Advisor  
206-543-8617, SWS 23  
[rufferl@uw.edu](mailto:rufferl@uw.edu)

Emiko Tajima  
Associate Dean for Academic Affairs  
206-221-7874  
SWS 210E  
[etajima@uw.edu](mailto:etajima@uw.edu)

## Resolution of Grievances

There are two different avenues to redress a grievance, depending on whether the grievance is academic (including field) or related to discrimination or unfair treatment. **The school as well as the University encourages the resolution of grievances at the lowest level. In addition, although the process will generally be followed in the order described below, no one phase in the process is required before another may be utilized.** If resolution of a grievance does not occur at a particular level, the appropriate referrals can be identified and discussed. It is against University policy to penalize or retaliate against any party for participation in grievance resolution.

Contact information for the parties mentioned in this section are listed at the end.

### Academic Grievance

An academic grievance may be resolved by discussing the issue with the faculty member concerned; secondly with the faculty adviser, lead instructor, or Student Services; thirdly with the SSW Ombudsman; fourthly with the Director of the Program; and fifthly with the Associate Dean for Academic Affairs.

For academic issues within field, resolution may be sought by discussion with the Field Education Instructor, Liaison or Coordinator; secondly with the Assistant Dean of Field Education; and thirdly with the Ombudsman; and fourthly with the Director of the Program.

The Director of the Program may refer an academic grievance to the Associate Dean for Academic Affairs or the School of Social Work Review Committee (described in the pages that follow this section) or an appropriate University office.

### Graduate School academic grievance procedure

Having exhausted the avenues for resolution within the school, a graduate student with a complaint of unfair treatment involving academic policies may approach the Graduate School. If resolution is not reached through informal conciliation by the Graduate School, the student may file a formal complaint seeking resolution by the Graduate School Academic Grievance Committee. *(For complete procedural details, refer to the Graduate School Memorandum No. 33, available at <https://www.grad.washington.edu/policies/memoranda/memo33.shtml>)*

### Discrimination/Unfair Treatment Grievance

Students and employees of the University are protected by the University's equal opportunity policies (see the following section). If you believe that you have been discriminated against or unfairly treated — on the basis of race, color, creed, religion, national origin, sex, sexual or political orientation, age, marital status, disability, or disabled-veteran or Vietnam-era-veteran status — procedures exist within the school and the University for the resolution of such a grievance. Students also have access to the complaint procedures in state and federal agencies as allowed by law. Be aware that there may be time limitations on the filing of a formal complaint with an external agency.

### **Within the school**

Discuss the issue and seek resolution with the individual involved. If it is unresolved, students should follow the same steps outlined above under “Academic Grievance.”

When you discuss a complaint with any of the individuals named above, you can expect confidentiality. If, however, your complaint is about sexual harassment, the individual to whom you reported the complaint is legally obligated to report your complaint to the University. (The student can decide whether or not to follow up with the University representative.)

### **Within the University**

Resolution of discrimination or unfair treatment complaints may be sought through the University Ombudsman, and then either through the Office of the Vice President for Student Affairs or the University Complaint Investigation & Resolution Office (UCIRO)—depending on whether the complaint is about a student or a university employee. Complaints about students are directed to the Vice President for Student Affairs; complaints about University employees (which includes faculty) are directed to UCIRO. (The UCIRO may refer you to a more appropriate University office.) At these offices, resolution may be sought through informal conciliation or a formal complaint procedure.

The University Ombudsman uses education, consultation, conciliation, or mediation to reach a mutually satisfactory resolution of a dispute, or if a resolution does not occur, can identify and discuss appropriate referral options.

### **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.

The SRC is comprised of voting faculty members and administrators who serve ex-officio. The voting members are three faculty, one from each rank, and two field/field instructors. The voting members are appointed for two-year terms.

## **UW Policy on Non-Discrimination and Affirmative Action**

*For complete policy details, please refer to [www.washington.edu/admin/rules/policies/PO/EO31.html](http://www.washington.edu/admin/rules/policies/PO/EO31.html).*

The University of Washington, as an institution established and maintained by the people of the state, is committed to providing equality of opportunity and an environment that fosters respect for all members of the University community. This policy has the goal of promoting an environment that is free of discrimination, harassment, and retaliation. To facilitate that goal, the University retains the authority to discipline or take appropriate corrective action for any conduct that is deemed unacceptable or inappropriate, regardless of whether the conduct rises to the level of unlawful discrimination, harassment, or retaliation. University policy:

- Prohibits discrimination or harassment against a member of the University community because of race, color, creed, religion, national origin, citizenship, sex, age, marital status, sexual orientation, disability, or military status.
- Prohibits any member of the University community, including, but not limited to, the faculty, staff, or students, from discriminating against or unlawfully harassing a member of the public on any of the above grounds while engaged in activities directly related to the nature of their University affiliation.
- Prohibits retaliation against any individual who reports concerns regarding discrimination or harassment, or who cooperates with or participates in any investigation of allegations of discrimination, harassment, or retaliation.

## **UW Policy on HIV**

*For complete policy details, please refer to [Executive Order No. 60](#) of the President, Revised September 24, 1996, University Handbook.*

The University makes available to eligible person's information and appropriate clinical services, including testing and counseling, and will make referrals as necessary to other health-care agencies. Questions regarding HIV can be directed to the Hall Health Primary Care Center Information Hotline: 206-685-AIDS or the HIV/STD Information Hotline: 206-205-7837. Additional information is available on the Hall Health Website at <http://depts.washington.edu/hhpccweb/>.

## Field Education Forms

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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
- Quarterly calendar that includes due dates of various paperwork
- Overview of the Practicum Placement Process
- Requirements for field sites
- Contact information for field faculty and staff
- Field Instructor Training calendar and reference content

### **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:

<b>Responsible Administrator</b>	<b>Current Supervisor</b>	<b>Proposed Field Instructor (MSW)</b>	<b>Student</b>
Name:	Name:	Name:	
Title:	Title:	Title:	
Telephone Number/Email:	Telephone Number/Email:	Telephone Number/Email:	Telephone Number/Email:
Signature & Date:	Signature & Date:	Signature & Date:	Signature & Date:

Field Faculty Signature:

\_\_\_\_\_

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.

## Appendix A-2: Agency of Employment Form

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### 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 A or E practicum placement would occur:

BASW  Foundation  or Advanced , **and describe proposed yearly credit plan** (practicum quarter(s) and number of planned practicum credits you will register for each quarter\*):

Quarter	Year	Planned Hours/Week	Planned Practicum Credits
Summer	Click here to enter text.	Click here to enter text.	Click here to enter text.
Fall	Click here to enter text.	Click here to enter text.	Click here to enter text.
Winter	Click here to enter text.	Click here to enter text.	Click here to enter text.
Spring	Click here to enter text.	Click here to enter text.	Click here to enter text.
Summer	Click here to enter text.	Click here to enter text.	Click here to enter text.

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 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.**

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:**

Click here to enter text.

- 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.)

Click here to enter text.

**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:

<b>Responsible Administrator</b>	<b>Current Supervisor</b>	<b>Proposed Field Instructor (MSW)</b>	<b>Student</b>
Name: Click here to enter text.	Name: Click here to enter text.	Name: Click here to enter text.	Name: Click here to enter text.
Title: Click here to enter text.	Title: Click here to enter text.	Title: Click here to enter text.	Click here to enter text.
Telephone Number/Email: Click here to enter text.	Telephone Number/Email: Click here to enter text.	Telephone Number/Email: Click here to enter text.	Telephone Number/Email: Click here to enter text.
Signature & Date:	Signature & Date	Signature & Date:	Signature & Date:

Field Faculty Signature: \_\_\_\_\_ Date \_\_\_\_\_

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.

**\*Your Yearly Practicum Credit Plan** is negotiable between you and the agency but must be determined in advance and must total the required number of practicum credits and hours for your program year:

BASW Practicum (SocWf 415) =12 credits/480 hours,

MSW Foundation (SW 524) = 8 credits/320 hours,

MSW Advanced (SW 525) = 18 credits/720 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.

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## Appendix B: Request to Change a Practicum Site

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### 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.





4. If you have not discussed your issues/concerns with your PI, please detail your reasons for not taking this very important first step:

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**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?**

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

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

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- d. **What has the PI done to consult in this situation?**

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- e. **What support services have been offered to the student? How were they received?**

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**IMPACT QUESTIONS**

- a. **How does the issue/concern affect the student's progress in school?**

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

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- b. **How does the disruption affect the students' academic schedule?**

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- c. **What is the student's 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.)**

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- 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?)**

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

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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.**

## Appendix C: Acknowledgement of Risk Form

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### **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 Director 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 Director 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>).

### **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](mailto: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 Hall Health Immunization Clinic. The School of Social Work must receive confirmation of compliance with immunization requirements from Hall Health before students may begin a field education placement.

### **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.

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.

## Appendix C: Work Study Addendum

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### “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?

DAYS:	WORK-STUDY HOURS:	FIELD EDUCATION HOURS:
M	_____	_____
T	_____	_____
W	_____	_____
TH	_____	_____
F	_____	_____
S	_____	_____
SU	_____	_____

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).**

\_\_\_\_\_  
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