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Welcome Letter from the Dean

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

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

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

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

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

Edwina S. Uehara
Dean
Mission and Goals

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, illuminates 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 MSW curriculum has been developed to enhance both breadth and depth in professional education and to respond to changing social work practice needs. The curriculum reflects the faculty’s commitment to a set of core 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 MSW Program has two over-arching goals:

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

Prepare students for advanced professional practice in an area of concentration in a way that fosters social work leadership, effective social interventions, a commitment to a just and human diverse society, and a commitment to public service.

The MSW curriculum is organized around these core principles and builds upon the Curriculum Goals.
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MSW Field Education Manual Overview

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

The word “practicum”, from the Greek and Latin meaning ‘practical,’ has become common terminology for practicum 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 practicum settings for which the term was initially used, we are beginning to replace the somewhat narrow and often unfamiliar word 'practicum' with the broader term 'field education.'

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

Acknowledgements

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

For questions or comments regarding matters of policy, contact Leon Preston, Director of Field Education 206/543-3881 or email ltp3@uw.edu. You may also contact Stan de Mello, Associate Director of Field Education, at 206/616-5983 or email: demellos@uw.edu.

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

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

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

Key Assumptions

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

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

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

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

4. Field Education must present opportunities for students to become knowledgeable about social welfare and social work practice within the larger community contexts of socioeconomics, 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.

Adult Learning

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

Experiential Learning

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

Student/Teacher/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

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

The field website: (http://socialwork.uw.edu/programs/field-education) offers information for students and field instructors on field processes, resources, forms, schedules, and sites.
Office of Field Education Organizational Chart

The Office of Field Education is directed and managed by the Director of Field Education, in collaboration with the Associate Dean for Academic Affairs. The Associate Director of Field Education and Field Faculty members provide and facilitate the critical link between the School of Social Work, students and the community which supports the integration of class and field in a collaborative partnership and learning experience.

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

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Child Welfare Training and Advancement Program (CWTAP)

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

CWTAP is designed for

- **Current CA employees** interested in obtaining a degree in social work in order to enhance their knowledge and skills in delivering services to families and children
- **Other DSHS/State employees** interested in obtaining a Master of Social Work in order to gain knowledge and skills necessary for the effective delivery of services to families and children served by CA
- **Potential CA employees** who are interested in obtaining a Master of Social Work degree and in making a career commitment to public child welfare practice

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

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

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

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Cynthia Dickman at 206-897-1835 or email, cdickman@uw.edu
School of Social Work (SSW) Program Links

This link will take you to all the SSW Programs

http://socialwork.uw.edu/programs/programs
Foundation Practicum Courses

NOTE: Students cannot begin foundation practicum without meeting specific criteria: Successful completion of all foundation coursework that precedes practicum; Introduction to Practicum coursework, including interviews with and acceptance by an approved agency-related field instructor; and demonstration of the Essential Skills, Values, and Conduct Important to Admission and Continuance in the School and Profession of Social Work (see p. 141). In addition, faculty discuss student readiness in meetings before practicum begins; students in question are reviewed in meetings of the Professional Degree Program Directors, and/or in the Student Review Committee, to develop a plan to address any difficulties. Students must also be registered for practicum courses.

Introduction to Practicum: Advanced Standing (Soc W 522): This summer course (2 credits) orients new Advanced Standing students to their advanced practicum.

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

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

The Foundation Practicum placement is determined by Field Faculty in their function as the Practicum Coordinating Committee. Field Education Faculty review questionnaires completed by students which pertain to students’ areas of interest as well as previous experience in social work. Assigned Field Faculty identify a potential field education site from those that are available and meet curricular and accreditation requirements and the student’s learning objectives. The choice is then considered by the full Field Faculty, and each student is referred to a selected placement. Further detail on the placement process can be found on page 62.3 and page 74.

Schedule for Practicum Placements: MSW Day Program

Students are referred to a prospective placement for an interview at the beginning of Autumn quarter. Students participate in School and agency-based orientation activities during Autumn quarter (Soc W 523). Students then attend placement 2 days per week (usually Mondays and Tuesdays) during Winter and Spring quarters of the first year (Soc W 524).
Students register for the one credit *Introduction to Practicum (Soc W 523)* for Autumn quarter and four credits of *Foundation Practicum (Soc W 524)* each for Winter and Spring quarters. A total of nine credits and 360 hours are required for both courses.

**MSW Extended Degree Program:**

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

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

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

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

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

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

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

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

- The agency has in place a current Affiliation Agreement with the UW School of Social Work.

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

*Advanced Standing and Day Program:* The placement is taken during Autumn, Winter and Spring quarters of the second year. Students attend placement 24 hours per week (typically Mondays, Tuesdays, and Wednesdays). Students register for 6 credits for Autumn, Winter, and Spring quarters and are required to complete 720 hours in the agency. One credit is equal to 40 hours in a quarter in the agency.

*Extended Degree Program:* Most students begin the 720 required hours of the Advanced Practicum spring quarter of the second year and complete the placement over three to five quarters (16-24 hours per week). One credit is equal to 40 clock hours in the agency.

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

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

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

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

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<td>b. articulate elements of critical thinking needed in leadership capacities, e.g., logic models, suspension of judgment, organizational audits, stakeholder analysis, reasoning ability for complex problem-solving, capacity to compare and contract options, tolerance of ambiguity, etc.</td>
<td>b. understand and differentiate the strengths and limitations of multiple practice theories, frameworks, and methods and consider their relevance to clients/constituent s</td>
<td>b. identify and articulate clients’/constituents’ strengths and vulnerabilities</td>
<td>b. engage in critically reflexive practice, that is, understanding how power and privilege impact professional judgments and engagement</td>
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<td>3</td>
<td>3b. critically analyze models of assessment, especially in relation to their cultural relevance and applicability and their promotion of social justice</td>
<td>c. demonstrate effective use of critical thinking in verbal and written communication with colleagues, stakeholders, and constituents,</td>
<td>c. identify and articulate clients’/constituent s’ strengths and vulnerabilities</td>
<td>c. effectively communicate professional judgments to other social workers and to professionals from other</td>
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<tr>
<td>3c. critically analyze models of prevention, especially in relation to their cultural relevance and applicability and their promotion of social</td>
<td>c. identify and articulate clients’/constituent s’ strengths and vulnerabilities</td>
<td>c. effectively communicate professional judgments to other social workers and to professionals from other</td>
<td>c. develop self-, other- and social awareness of individual, interpersonal and intergroup styles in communication and work with</td>
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<td>Justice</td>
<td>Including the ability to analyze and consider organization and community histories, barriers, and limitations prior to recommending organizational or social change</td>
<td>Disciplines, in both verbal and written format</td>
<td>Conflicts in diverse group settings</td>
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<td>3d. critically analyze models of intervention, especially in relation to their cultural relevance and applicability and their promotion of social justice</td>
<td>d. utilize a multi-generational framework that is inclusive of children, youth, older adults and their families</td>
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<td>3e. critically analyze models of evaluation, especially in relation to their cultural relevance and applicability and their promotion of social justice</td>
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<td>3f. demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with individuals</td>
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<td>3g. demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with families and groups</td>
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<td>3h. demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with organizations and communities</td>
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<td>3i. demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with colleagues</td>
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<td>4: Engage diversity and difference in practice.</td>
<td>4a. recognize and articulate the ways in which social and cultural structures—including history, institutions, and values—oppress some identity groups while enhancing the privilege and power of dominant groups</td>
<td>a. understand the many forms of diversity and difference and how these influence the relationship with clients/constituents</td>
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<td>4b. develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values in</td>
<td>b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing</td>
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<td>4c.recognize and dialogue with others about the role of difference and the multiple intersections of oppression and privilege in shaping a person's identity and life experiences</td>
<td>c. work effectively with diverse populations</td>
<td>c. work effectively with diverse populations</td>
<td>c. identify practitioner and client/constituent differences, utilizing a strengths perspective</td>
<td>c. demonstrate an understanding of intersectionality and multiple identities-positionalities as foundation for engaging difference</td>
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<td>4d. engage the knowledge, strengths, skills, and experience of clients/constituents in social work practice</td>
<td>d. identify theoretical principles of leadership and management, and interdisciplinary teams and define issues, collect data and develop interventions, taking into account different cultural identities and belief systems</td>
<td>d. identify practitioner and client/constituent differences, utilizing a strengths perspective</td>
<td>d. affirm and respect one's own and others' social/cultural identities as they interface with choices regarding health/mental health, illness, and treatment</td>
<td>d. demonstrate a critical understanding of the linkages of the global-local context of practice</td>
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<td>5: Advance human rights and social and economic justice.</td>
<td>5a. understand and articulate the forms and mechanisms of oppression and discrimination and approaches to</td>
<td>a. articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems</td>
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advancing social justice and human rights

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<tr>
<td>5b. advocate for and engage in practices that address disparities and inequalities and advance human rights and social and economic justice</td>
<td>5b. articulate principles of administration, strategic planning, community change and policy development and implementation that promote social and economic justice, combat discrimination and oppression, and increase access to resources</td>
<td>b. articulate principles of administration, strategic planning, community change and policy development and implementation that promote social and economic justice, combat discrimination and oppression, and increase access to resources</td>
<td>b. use knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma on clients/constituents and their systems to guide intervention planning</td>
<td>b. critically analyze practice in relation to advancing human rights and social and economic justice</td>
<td>b. gain a complex understanding of the nature and consequences of globalization in economics, politics and culture</td>
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<td>c. demonstrate the capacity to develop and design policies and organizational practices to support social and economic justice, and to evaluate alternative policies, structures, and practices based on frameworks of human rights and social and economic justice</td>
<td>c. critically analyze practice in relation to advancing human rights and social and economic justice</td>
<td>c. develop skills to advocate at multiple levels for social and economic justice to address mental health parity and reduce health disparities for diverse populations</td>
<td>c. demonstrate a critical understanding of structural factors such as racism and violence which contribute to persistent disparities for marginalized populations and have traumatic impact upon them</td>
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<td>6</td>
<td>6c. use qualitative research evidence to inform practice</td>
<td>c. identify sound management and policy development practices related to resource allocation, information technology, and decision-making based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information</td>
<td>c. use best practices and evidence-based interventions with multiple generations</td>
<td>c. understand choices and strategies in organizing and implementing intergroup dialogues in different contexts—schools, human service organizations and community settings</td>
<td>c. use best practices and evidence-based research to develop, implement, and evaluate interventions</td>
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6d. use quantitative research evidence to inform practice

d. use systematic assessment and evaluation of organizations and policy arenas to strengthen interventions in these macro systems and advance research that is participatory and inclusive of the stakeholders and organizations with which they practice

d. engage and partner with diverse and marginalized community constituents to define, assess, plan and address community needs via participatory action research and practice

d. utilize qualitative and quantitative research to understand the nature of communities and the best practices to improve their well-being

6e. apply research literature on social disparities when selecting and evaluating services and policies

7a. apply theories and conceptual frameworks relevant to understanding people and environments across systems levels

7: **Apply knowledge of human behavior and the social environment.**

a. apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural)

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<tr>
<td>7b. critique and apply human behavior and social environment theories and conceptual frameworks to assessment, intervention, and evaluation at multiple systems levels</td>
<td>b. describe techniques used in team-building, building coalitions and partnerships across organizational, community and policy settings, and understand the influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views</td>
<td>c. analyze the task environment of organizations and communities and develop organizational change and policy proposals based on knowledge of the larger political, social, and structural frameworks, systems, contexts, and history</td>
<td>d. develop organizational change and policy proposals that are based on knowledge of the larger political, social and structural frameworks, systems, contexts, and history</td>
<td>b. apply a life course approach to human development in assessments and interventions with individuals, families, and communities</td>
<td>b. use bio/psycho/social/spiritual/structural theories in formulating assessments</td>
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<td>8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>a. recognize the interrelationship between clients/constituents, practice, and organizational and public policy</td>
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<tr>
<td>8a. use critical understanding of the history and current form of US social welfare and social service policies (e.g., institutions, governance, and financing) to formulate policies and strategies that advance social and economic well-being and to deliver effective social work services.</td>
<td>b. determine the factors that influence the development of legislation, policies, program services, and funding at all system levels</td>
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<tr>
<td>8b. use critical understanding of the history and current form of US social welfare and social service policies (e.g., institutions, governance, and financing) to formulate policies and strategies that improve social service delivery</td>
<td>b. define from a social justice perspective, the strengths and weaknesses of the current state of health care and health-mental health policy in the United States</td>
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<td>8c. collaborate with colleagues, clients/constituents, and others to advocate for social and economic justice to affect policy change</td>
<td>b. demonstrate an understanding of the complex nature and consequences of the key structural and institutional forces and instruments of global governance and regulation globalization in economics, politics and culture</td>
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<td>c. articulate political/sociological theories such as pluralism, power elite, neo-liberalism and conservatism, and distributive leadership when interpreting and designing potential policy solutions</td>
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<td>c. communicate to stakeholders the implication of policies and policy change in the lives of clients/constituent</td>
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<td>c. utilize knowledge of Medicaid and Medicare eligibility requirements to help clients in health/mental health systems</td>
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<td>c. Identify advocacy methods and demonstrate active engagement in the policy arena on behalf of community interests toward improved social and economic well-being, especially</td>
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<td>9: Respond to contexts that shape practice.</td>
<td>9a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services</td>
<td>b. develop intervention plans with the potential to contribute to systemic change</td>
<td>b. analyze and respond to evolving contexts (e.g., cultural, technological, geographical, political, legal, economic, and environmental)</td>
<td>b. identify how relational, organizational, and community systems may impact clients/constituents</td>
<td>for the most vulnerable populations</td>
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<td>9: Respond to contexts that shape practice.</td>
<td>9b. engage in efforts to promote sustainable changes in service delivery to alleviate disparities in the access and utilization of services to lessen the disproportionate representation of persons of color in systems of care</td>
<td>a. work collaboratively with others to effect systemic change towards sustainability</td>
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<td>10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>ENGAGEMENT</td>
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<td>10a. engage with individuals in the context of diverse and multidisciplinary settings</td>
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<td>a. demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents</td>
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<td>10b. engage with families and groups in the context of diverse and multidisciplinary settings</td>
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<td>b. demonstrate ability to engage with communities, their constituencies, and organizations that serve them to assess and analyze community/organization capacities, strengths, and needs</td>
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<td>b. develop a culturally responsive relationship with clients/constituents</td>
<td>b. establish an engagement process that encourages clients/constituents to be active participants in the establishment of intervention goals and expected outcomes</td>
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<td>10c. engage with organizations and communities in the context of diverse and multidisciplinary settings</td>
<td>c. demonstrate ability to engage diverse constituents in critical organizational and policy analysis and problem-solving, using a strengths perspective and empathy to build effective interpersonal relationships for alliances regarding potential change efforts, including the ability to communicate responsiveness to other points of view</td>
<td>c. establish an engagement process that encourages clients/constituent s to be active participants in the establishment of intervention goals and expected outcomes</td>
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<td>10d. use listening, empathy, and other interpersonal skills to establish rapport and engage with diverse populations in diverse contexts</td>
<td>c. demonstrate facilitative and co-leadership skills using intergroup dialogue principles for effective engagement across difference in the service of justice</td>
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<td>10e. develop mutually agreed upon focus of work and desired outcomes with clients/constituents</td>
<td>10f. use a strengths perspective when working with individuals, families, groups, organizations and communities</td>
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<td>10g. collect, organize, and interpret client/constituent/system data (e.g., strengths, stressors, and limitations) to assess client/constituent needs</td>
<td>a. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)</td>
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<td>10h. assess client/constituent/system strengths, stressors, and limitations</td>
<td>b. critically apply leadership theories when planning with others to adopt, implement, and evaluate strategic change, including balancing inquiry with advocacy in conducting a stakeholder analysis and identifying needs and shared interests</td>
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<td>10i. identify and select appropriate and culturally responsive intervention strategies</td>
<td>c. assess policies influencing practice within organizational and community settings, identifying opportunities for individuals within organizations and communities to become change agents</td>
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**INTERVENTION**
10j. initiate actions to achieve client/constituent/organizational goals

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<td>10k. implement prevention interventions that enhance client/constituent capacities</td>
<td>b. demonstrate analytical and interpersonal skills in work with community-based groups and human service organizations, in areas such as policy and task analysis, advocacy, governance, program development and program management, supervision, financial development/management, human resources and staff development, capacity building, strategic planning, and participatory evaluation</td>
<td>b. incorporate knowledge of practice theories and bio-psycho-social-spiritual-structural factors into the design of intervention strategies</td>
<td>b. develop skills in interventions that apply to specific Health and MH settings (e.g. Crisis interventions, brief treatment, etc.)</td>
<td>b. develop and apply skills in assessment and intervention with diverse populations in culturally responsive ways across varied contexts and across multi-levels of practice</td>
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<td>10l. help and empower clients/constituents to resolve problems</td>
<td>c. critically evaluate, and apply best practices and evidence-based interventions</td>
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<td>c. use knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma across micro-, mezzo- and macro-levels of practice to guide intervention planning</td>
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<td>10m. negotiate, mediate, and advocate for clients/constituents</td>
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<td>10n. facilitate transitions and endings with clients/constituents</td>
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**EVALUATION**

10o. critically analyze, monitor, and evaluate interventions

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<th>a. contribute to the theoretical knowledge base of the social work profession through practice-based research</th>
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<td>b. demonstrate ability to involve community and organizational constituencies in designing,</td>
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implementing, and evaluating the effectiveness of policy decisions and programs in order to recommend future actions

health service delivery, including evidence-based practice, and their applicability within communities of color and marginalized communities
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<th>Core Competency</th>
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<td>c. demonstrate effective group observation, group process skills and constructive alliance building skills and behaviors</td>
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**OTHER CONCENTRATION PRACTICE BEHAVIORS**

- articulate knowledge of learning organizations, organizational development, group dynamics, leadership theories, stakeholder analysis and sociopolitical frameworks for policy development and change
- apply frameworks that address the multigenerational transmission of resilience, strengths, and loss in diverse multigenerational families and communities
Field Education Advisory Council

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

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

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

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

2. Develop standards of excellence in field instruction.

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

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

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

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

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

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

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

The duties of Field Faculty are:

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

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

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

4. **Provide information and answer questions regarding school expectations** of students in field education sites, educational programs and policies, curriculum objectives, classroom 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.

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

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

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

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

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

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

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

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

13. **Field faculty may also refer a student to the Director of Field Education** and make recommendations that a student’s progress be reviewed by the Assistant Dean for Student Affairs, the MSW Program Director, and/or the Associate Dean for Professional Development, if there are on-going difficulties in field that cannot be resolved.
14. The Field Faculty insures the following documentation:

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

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

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

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

1. **The School in cooperation with the practice community provides a broad range of Field Education opportunities.** Field Faculty recruit and assess sites according to specific criteria, including 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 learning activities, implementing SSW/CSWE competencies and setting standards for practice behaviors, selection of Field Education sites and approval of field instructors, assignment of students to Field sites and the provision of support services, seminars and workshops for field instructors.

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

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

4. **In order to begin the Foundation Field Education,** students must meet criteria as specified on p. 20. If a student disagrees with the decisions of academic and/or Field
Faculty, they should start with the School of Social Work Grievance Procedures or the services of the Ombudsman to challenge the Instructor’s recommendation.

5. **Incomplete in Field Education** must be credited no later than the end of the following quarter. The Field Faculty will notify the Field Instructor and student at the beginning of the following quarter that the Incomplete must be cleared and the current quarter hours completed by the end of the quarter. Students may not carry two Incompletes in sequence.
   a. **If the current quarter hours cannot be completed**, the student will be advised to change his or her registration to the amount of credit hours they can complete by the quarter’s end. Unless this change occurs in the first 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 (please consult with Student Services if you need/or have question around this information).
   b. **If a student is not able to complete practicum credits**, the Field Faculty must review the situation with the Director 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 Director of Field Education will make the determination. This administrative group will make a recommendation for next steps, which may include a referral to the School of Social Work Review Committee.

6. **If a student receives a failing grade** (2.6 or below or N/S or N/C) in a Foundation or Advanced required course, the student’s status will be automatically reviewed by the Associate Dean for Professional Degree Programs. The Associate Dean will consult with the Director of the MSW Program, the faculty member who issued the failing grade, the Assistant Dean for Student Affairs and the Director of Field Education to determine if the student may or may not proceed into the next quarter. Students are required to repeat any required course which they fail, and, dependent on the scheduling of required courses, this may result in a delay in graduation from the program.

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

8. **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.

9. **If a student becomes noncompliant with field education requirements** during any quarter of the academic year, they will be required to become compliant and in the interim not allowed to continue in placement until they have become compliant with all immunizations and other requirements. If a signed and approved Learning Contract and/or Acknowledgement of Risk Form is not on file by the end of the fifth week of placement, the student will not be allowed to continue in their placement. Field instructors and students will be notified that students cannot return to placement until these requirements are met, and all time missed must be made up to receive credit. All plans to make up placement time must be approved by Field Faculty.
10. The School of Social Work has the right to take immediate action and remove a student temporarily from a course (s) and / or field education site if there are serious concerns, such as essential skills / professional conduct or safety concerns necessitating investigation and resolution. The School will notify the student in writing of the effective date of the temporary removal and reason for removal. The School may also inform the placement site and/or instructor(s) of the temporary removal, as appropriate. During the course of the investigation, the student has the right to meet with the Associate Dean for Academic Affairs, Program Director, Director of Field Education, the Director of Student Services, and relevant course instructors to contribute to fact finding. After the investigation is complete, the student will be notified in writing of reinstatement to the course(s) / field education placement, permanent removal from the field education placement, and / or referral to the Student Review Committee for permanent removal from the course or other actions. The investigation for temporary removal should be completed by the end of the academic term. However, the SSW reserves the right to take more time if the investigations warrants.

11. **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 Director 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. 80.

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 Essential Skills, Values and Standards of Professional Conduct Important to Admission and Continuance in the School and Profession of Social Work or other such related issues, that student may be required to complete additional hours and/or credits of field education above and beyond the School’s stated graduation requirements. In those cases the requirement of additional hours and/or credits will be specified to the student in a written plan. This plan must be approved by the field education site, the Field Faculty, the Director of Field Education, and the Director of the MSW 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 of student’s learning plan and progress with an approved MSW field instructor; see #14 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 Director of Practicum 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.
Standards & Procedures for Certification of Agencies as Field Education Sites

School of Social Work-Agency Affiliation

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

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

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

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

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

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

Collection of Placement Information

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

**Expectations of the Agency**

1. The Agency should provide students with:

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

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

3. *The agency should have sufficient staff to maintain its programs without reliance on students. The activities involved in the student's assignment are to be arranged on the basis of the student's learning needs and not to supplement the personnel of the agency.*

4. *The agency should be prepared to engage in planning with the School regarding student learning activities that prepare students to meet all SSW Competencies in both Foundation and Advance years of placement.*

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

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

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

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

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

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

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

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

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

4. The field instructor has primary responsibility for individualizing the instructional curriculum for each student assigned, informed by the Practicum Syllabus and utilizing the UW SSW Learning Contract template to develop learning opportunities available at the agency that will build Core Competencies and related Practice Behaviors. The Learning Contract must be submitted via the online STAR system by the Field Instructor after student collaboration and by the fourth week of the first quarter of field. In order
to facilitate the integration of theory and practice and reinforce social work principles and frameworks, the Field Instructor must become familiar with the School's goals and standards, the courses in which the student is enrolled, and the individualized learning needs of the student. The Field Instructor may confer with various faculty, participate in Field Instructor meetings called by the School, utilize the University library, media center and other resources, and call upon the School to provide consultation.

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

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

5. The field instructor must be nondiscriminatory with regard to race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, 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, Director of Practicum, and Administration,
and analyzed for necessary changes to programs, personnel, or procedures. Identified issues are addressed with relevant parties.
**Field Instructor Training**

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

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

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

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

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

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

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

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

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

Procedures for Initial Appointments

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

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

2. The nominee is responsible for collecting and assembling materials pertinent to the appointment which include a curriculum vitae, three letters of recommendation, any copies of publications and other documents that may be required by the School and/or the University. These materials must be submitted to the Dean by December 31. If all the materials are not received by this deadline, the appointment will not be considered for further action.
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
3. Right to purchase Intramural Activities Building use privileges
Student Assignment to Practicum Sites

Academic Accommodations Due to a Disability

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

If you need to miss a class session

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

Foundation Field Education: Day Program

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

1. In Autumn quarter, students will begin the SocW 523 course. In which orientation to Field Education occurs.

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

a. The primary objective and duty of the Field Faculty during the placement process of a student is to place students with agencies in which they will be challenged with learning opportunities consistent with the Foundation Competencies and Practice Behaviors. Additionally, Field Faculty insure that all Foundation students will receive Micro, Mezzo, and Macro learning experiences.
b. Students may have the opportunity to contact the assigned agency for an interview with the designated agency representative, per instructions in their written referral.

c. After the interview, the designated agency representative must confirm to the Office of Field Education the placement.

d. Students will participate in Field Education preparation and orientation activities both in the agency and at the School of Social Work. These activities, which are Social Work 523 course requirements, total approximately 40 hours in Autumn quarter. The 40 hours (1 credit) includes interviews with field faculty, resume preparation, researching Field Education placements, interviewing the field instructor at the agency, and in class Social Work 523 sessions.

**Foundation Field Education: Extended Degree Program**

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

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

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

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

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

5. In Spring quarter, students will participate in field preparation and orientation activities both in the agency and at the School of Social Work. These activities, which are Social Work 523 course requirements, total 40 hours in Spring quarter.
**Advanced Field Education: Day and Extended Degree Program**

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

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

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

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

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

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

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

   a. Approval to start Field Education prior to fall course work starting must be obtained by the student from the Director of Field Education, and the Director of the MSW Program.
**Advanced Field Education: Advanced Standing Program**

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

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

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

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

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

**Overall Notes for Foundation and Advanced Practicum**

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

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

1. **Day Students:** During the Autumn quarter of the Foundation year, Day students will become familiar with the placement agency and field instructor through completion of a set of assignments given in the Introduction to Field Education course. Completion of these assignments will require the student to make several agency visits and meetings with the field instructor. Students register for 1 credit of Soc W 523 and complete a total of 40 hours in Field Education activities during the quarter. While some of the hours are in the Soc W 523 class sessions and with field faculty, the majority of these hours are spent at the field education site.

2. **Day Foundation Field Education students:** are in placement on Mondays and Tuesdays during Winter and Spring quarters for a total of 320 hours (8 credits). Days and times are negotiable, as long as field education does not conflict with required academic classes.

3. The scheduled days for the **Advanced Field Education placement for Day Program students** are Mondays, Tuesdays, and Wednesdays during Autumn, Winter and Spring quarters for 720 required hours in the agency. Variations in the days are allowed by mutual agreement of the School, agency and the student. However, students are expected to attend all of their scheduled classes.

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

5. **Extended Degree Program Students:** The Field Education schedule for students in the Extended Degree Program may be individually arranged but must be approved by their field faculty as well as their agency based field instructor. Students’ hours for SocW 523 Introduction to Field Education vary in the agency, but may require up to 24 hours for the completion of assignments. Students complete a total of 320 hours for SocW 524 Foundation Field Education and 720 hours in SocW 525 Advanced Field Education.

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

**Sick Leave and Weather Issues**

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

If the University of Washington closes due to inclement weather, the School of Social work will also close and all classes will be cancelled. Call 206-547-INFO (4636) for recorded information about the University's operation during inclement weather.

School of Social Work faculty may cancel a class due to concerns about safety, regardless of whether the rest of the University is closed. Instructors who cancel their classes will:

1. Leave a message on their voice mail
2. Notify the School's main receptionist (206-543-5640)
3. Notify Student Services (206-543-8617). Student Services will announce cancellations on email and will put the information on the office voice mail after the office closes (206-543-8617).

Students with questions about a particular class may thus check their email or call their faculty's voice mail, the School's receptionist, or Student Services. (Some faculty may also have an arrangement to notify their classes by email, but we recognize that many students do not have access to email during the day.)

Please keep your address current! It is critical that you keep your local address and telephone number updated with the University (Registrar Office in 225 Schmitz). Without a current local address and telephone number, you may not receive periodic mailings or be contacted by the administration, faculty, or Student Services staff. Please complete the appropriate form at Schmitz Hall or update your address with the University through MyUW or by telephone: 206-543-3868.
Placements in an Agency-of-Employment (AOE)

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

Requirements

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

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

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

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

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

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

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

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

**Learning Contract and Evaluation documents** are developed with students and their 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) that is viewable by incoming students beginning in 2011.

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]; or contact the Field Office (206-543-8618 or sswfield@uw.edu) for assistance.
Requirements for Credit

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

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

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

3. The Learning Contract must include the following:

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

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

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

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

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

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

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

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

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

3. The Director has the authority to overrule a Field Faculty member’s decision to assign credit or no credit based on the Directors review of the evaluation and other pertinent information.

   a. Failure to turn in evaluations by the quarterly deadline will result in the assignment of an Incomplete or No Credit and may result in deregistration. Reasons for student Incompletes will be reviewed by the Field Faculty. Field Faculty will determine further action necessary if problems exist.

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

5. Use of the Evaluation

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

**Immunizations**

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

1. **Immunizations Noncompliance**: Hall Health 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 Hall Health via email or in person and request that a copy of the clarification from Hall Health 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 Health Sciences and or Hall Health with questions and or concerns related to Immunization Requirements.

3. Students who become noncompliant during field education will be asked to discontinue in the field education site and immediately meet with Hall Health, and will not be allow to return to the field education site until they are in compliance (only verification from Hall Health 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 Director of Field Education and the Director 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 sign and return, with their educational contract, the Acknowledgement of Risk and Consent for Treatment for Practicum Participants form.

This form clarifies that the UW SSW does not provide health insurance to students and strongly recommends they have their own coverage. The signed Acknowledgement of Risk form is also required for professional liability coverage, which is provided by the UW SSW, so long as students are acting under the direction of an experience social worker and adhering to a specified scope of practice according to agency policies and procedures.

Note: Unless the form is submitted, students will be asked to discontinue field education for liability reasons.
**Suspension or Termination of Placement**

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

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

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

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

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

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

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

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

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

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

2. If the issue at hand cannot be resolved directly with the FI, the student should contact the Field Faculty for the placement and consult with him/her to arrange a face-to-face meeting among all concerned.
3. Such a meeting will serve to clarify problems, discuss potential solutions, and attempt to develop a plan that will allow the practicum to go forth.

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

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

**Situations in which immediate suspension or termination of a placement is necessary**

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

1. Contact the Field Faculty immediately to discuss the circumstances leading to the situation.

2. Inform the student verbally (with written follow-up) the reason for the suspension or termination.

3. Work with the Field Faculty to accomplish any follow-up activities or meetings that need to occur in order to appropriately end the placement.

4. Discuss with the Field Faculty ways in which the situation leading to the termination can be avoided in the future, and how the agency and University can work together to promote social work education.

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

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

**Background Checks and Fingerprinting**

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

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

Guidelines for Enhancing Safety and Minimizing Risk in the Practicum

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

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

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

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

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

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

Exposure to Pathogens or Toxic Substances

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

What Students Should Do if Attacked, Injured or Seriously Threatened During Field Placement?

a) Follow agency procedures to manage the immediate situation and to report the incident
b) Get any needed medical care
c) Notify and debrief with your field instructor
d) Notify the School (assigned Field Faculty or the Director of Field Education)
e) Recognize that a physical attack or threatening behavior is frightening and that you may respond emotionally to the stress. Seek help to resolve the crisis responses.

Transportation:

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

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

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

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

The website address is: [http://socialwork.uw.edu/programs/field-education](http://socialwork.uw.edu/programs/field-education)

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

**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 practicum 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.

**NEW WEBSITE FOR ONLINE FORMS:** Learning Contracts and Evaluations for students entering practicum in 2011 and beyond are now found on the online STAR system (star.ssw.washington.edu).

New Practicum Placement Descriptions will also be submitted and visible via STAR beginning in 2011-12 for student entering advanced practicum.
MSW Practicum Courses Overview

Practicum courses in the MSW Day Program are as follows:

1. Social Work 524 - Foundation Practicum
   • Eight credits (two quarters) - 320 hours

1. Social Work 525 - Advanced Practicum
   • Eighteen credits (three quarters) - 720 hours

Practicum Courses in the MSW Advanced Standing Program are as follows:

1. Social Work 522 - Practicum Planning and Seminar
   • Two credits (summer quarter)

2. Social Work 525 - Advanced Practicum
   • Eighteen credits (three quarters) - 720 hours

Practicum Courses in the MSW Extended Degree Program are as follows:

1. Social Work 523 – Introduction to Practicum
   • One credit (Winter and Spring quarter of First Year) – 40 hours

2. Social Work 524 – Foundation Practicum
   • Eight credits (quarters vary) – 320 hours

3. Social Work 525 – Advanced Practicum
   • Eighteen credits (quarters vary) – 720 hours
### SW 522 Introduction to Field Education Syllabus (Advanced Standing)

#### Course Syllabus

University of Washington

School of Social Work

**SocW 522: INTRODUCTION TO ADVANCED FIELD EDUCATION SYLLABUS**

2 Credit Course

Summer Quarter

**COURSE OVERVIEW**

The summer session for Advanced Standing students is designed to orient students towards their respective practicum, the placement process, discuss critical issues related to the advanced standing practicum, and to prepare students for successful practice in their chosen agencies. The seminar incorporates and builds upon content and skills acquired through a generalist (micro, mezzo and macro levels of practice) undergraduate social work education. Beginning in the fall, the students will have the opportunity through their practicum to develop specialized social work knowledge and skills under the supervision of an experienced social worker in a carefully selected community agency. In addition, the development of critical thinking skills, a value base and knowledge to advance social justice, multiculturalism, social change, collaboration, and empowerment are an integral part of the Advanced Practicum.

**SocW 522: This course targets the following competency and related practice behaviors; however all ten core competencies will be introduced and reviewed**

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>AP</th>
<th>CYF and MG</th>
<th>H and MH</th>
<th>CCIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: Identify as a professional social worker and conduct oneself accordingly.</td>
<td>a. understand and identify the role of a social worker in cross-disciplinary settings</td>
<td>b. understand and identify professional strengths, limitations and challenges</td>
<td>b. demonstrate professional use of self with clients/constituents and colleagues</td>
<td>b. demonstrate professional use of self with clients/constituents and colleagues</td>
</tr>
<tr>
<td></td>
<td>b. discuss models of policy development and/or managerial theory and distributive leadership to inform organizational, policy and community change</td>
<td>c. develop, and maintain relationships with clients/constituents within person-in-environment and strengths perspectives</td>
<td>c. understand and identify professional strengths, limitations and challenges</td>
<td>c. demonstrate an ability to identify oneself as professional in relation to community</td>
</tr>
<tr>
<td></td>
<td>c. demonstrate leadership capacity within agencies and communities to advance social</td>
<td>d. demonstrate professional</td>
<td>d. demonstrate a praxis-oriented (action and reflection) approach to</td>
<td></td>
</tr>
</tbody>
</table>
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<table>
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</thead>
<tbody>
<tr>
<td>Work values of social justice and social change, including ability to build alliances, develop and sustain effective workgroups, positively influence others, and perform project management activities including develop workplans and timelines</td>
<td>Use of self with clients/constituents and colleagues</td>
<td></td>
<td>Personal and professional lifelong learning and development</td>
</tr>
</tbody>
</table>

**Advanced concentration key:** Administration & Policy (AP), Children & Families & Multigenerational Practice/Multigenerational Practice with Children, Families & Elders (CYF and MG), Health & Mental Health Practice (H and MH), Community-Centered Integrative Practice (CCIP), & Advanced Integrative Practice

**COURSE OBJECTIVES:**
1. Facilitate the development of an advanced professional social work identity.
2. Understand the 10 Practice Competencies and values, knowledge & skills by concentration necessary for a successful transition to an advanced (2\textsuperscript{nd} Year MSW) level of social work field education practicum.
3. Discuss critical linkages between practicum and classroom learning and content.
4. Learn how to develop an advanced learning contract and an advanced Field evaluation.

**COURSE FORMAT**

SocW 522 course includes three classroom sessions, interviews with Field Faculty and Field Instructors for the purpose of practicum placement. This course will include lectures, panel presentations, individual and small group exercises, and class discussions. The classroom also explores the written assignments posted on the Canvas Webpage to facilitate integration of theory and practice. Please be aware of the due dates and instructions for each assignment.

The classroom sessions are organized as follows:

**CLASSROOM SESSIONS:**

1. In this first session, we will discuss the content and expectations for the practicum as well as the CSWE (Council on Social Work Education) social work competencies. Students will have an opportunity to meet and talk with Practicum Instructors (PI) from community agencies about issues such as PI & student...
learning/teaching styles and transitions from generalist to advance practice. This also will be an opportunity for students to talk with select Practicum Instructors about expectations for the advanced practicum and the day-to-day activities within an agency. Students will participate in small group discussions by concentration that examine the effective use of advanced supervision between a student and a PI that facilitates the integration of theory and practice and nurtures professional development through thoughtful feedback. This session will allow students to relate individual learning needs and styles with planning for the practicum interview and experience, as well as explore how these can best fit within the agency’s function and mandate. The Self-Assessment tool that is in the Canvas Webpage will be integrated into the classroom session by concentration, so please bring your completed self-assessment and be ready to participate in the group discussion.

2.

In this session, we will explore how to get the most out of your advanced standing practicum experience. We will examine and explore advanced skills and knowledge required for graduate social work education that promotes critical thinking in the service of social justice. The assignments posted on the Canvas Webpage will be included in the class discussions and during group work to facilitate the application of theory into practice. This session will give students the opportunity to dialogue with community service providers and clinicians about the critical role social workers play within multidisciplinary teams and the importance of partnerships and collaboration with other disciplines. The objective of this segment is to prepare students to function effectively through collaboration at an advanced level of skills & knowledge infused with critical thinking and social justice.

3.

In this final session, we’ll explore the nuts and bolts of how to develop an advanced learning contract and an advanced field evaluation by concentration, which will highlight key social work skills. Students will receive guidance and support on how to write measurable learning activities that reflect advanced practice behaviors in their concentration. We will discuss and review System to Administer Records (STAR) answer questions and review deadlines.

STUDENT RESPONSIBILITY FOR LEARNING

Students are expected to attend all required classroom sessions during the Summer Quarter and complete all written assignments. Integration of theory and practice is one of the cornerstones of advance social work practice. Written assignments are integrated in classroom activities. Students are expected to be willing and ready to learn and share values, skills and knowledge that will enhance their own learning and that of the class. Consistent with an adult education model, students will be expected to actively engage and participate in both the learning and teaching process.

COURSE REQUIREMENTS AND GRADING

A. Attendance and Participation:

1. Students are required to attend the classroom sessions, participate in class discussions and exercises, as well as complete any assigned activities. Research and the experience of professional social workers
strongly suggests that appropriate use of self in groups as well as the ability to clearly articulate thoughts and feelings are critical to becoming an effective agent of change. Attendance is required.

2. Students are required to speak with their assigned Field Faculty for an individual assessment of background, goals, interests, career plans, and ideas for advanced practicum placement.

3. In addition, students are required to interview at an assigned agency to determine whether the site will meet their learning needs and satisfy advanced practicum and specific concentration requirements. *You and the agency, selected in consultation with your Field Faculty, will both be officially notified by the STAR system of your practicum assignment. Instructions for contacting your agency for an interview will be included in your notification. Once you receive official notification via the STAR system, it is your responsibility to call the agency contact listed right away and make an appointment for an interview at the agency. The interview should be mutually exploratory to determine fit between student goals and agency opportunities.

*Advanced Standing CWTAP students follow a different process. Please see your CWTAP Field Faculty Advisor if you have any questions about your practicum placement process.

B. Assignments: All written assignments must be completed by the due dates listed with each assignment:

Assignment 1: Self-Assessment

Complete the Student Baseline Self-Assessment Tool posted on the Canvas website. This self-assessment is your opportunity to reflect on your current social work practice and to provide you with a baseline that you can utilize, as you prepare for your advanced social work practicum this Fall Quarter.

When completed, please submit to Cheryl Yates’ Office, Room 112. Make a copy for yourself and bring to the first class.

Assignment 2: Acknowledgement of Risk Form.

When signed, please submit to Cheryl Yates’ Office, Room 112

Assignment 3: For this assignment, you’ll need to read pages 147-154 from the Article titled “Unmasking Within-Group Prejudice: A case Study by Felice Lichaw and Marya Howell-Carter. Copies of the pages are posted on the Canvas course webpage.

Students are not provided with health insurance or workman’s compensation by the UW or practicum agency. Signing and submitting the Acknowledgement of Risks Form is required so that students are clearly informed about the recommendation to purchase their own health insurance to cover any incidents that may occur while at practicum (see immunizations section below for additional information).
Assignment 4: For this assignment you'll need to read pages 58-68 from the journal article titled “Working Relationships and Outcomes in Multidisciplinary Collaboration Practice Setting: by Diana Micholson, Sibylle Arzt and Andrew Armitage: Child & Youth Care Forum, 29(1), February 2000. Copies of the entire article are posted on the Canvas course webpage. You’re encouraged to read the entire journal article. This reading will contribute to a rich group discussion and is designed to explore advanced social work practice behaviors in relation to professional conduct and expectations.

Assignment 5: Complete HIPAA and Blood borne Pathogens Training Online

Please complete the online training and print out the certificate of completion and submit to Cheryl Yates’ Office, Room 112

As an advanced student in practicum, you are held to the same professional standard of practice as your practicum/field instructor, especially in regards to client and patient privacy and confidentiality. Most placements are now requiring students to be trained in the most current Health Insurance Portability and Accountability Act (HIPAA) Policies. Additionally, as social workers, we practice in many different settings and in different capacities with a wide range of populations. Because of the breadth and depth of our work, we are held to Occupational Safety and Health Administration (OSHA) standards to prevent and limit our exposure to Bloodborne Pathogens. Your first duty, as students, is to reduce the risk to our clients by upholding best social work practices through the completion of these two trainings. The links to complete the online training is on the Canvas website.

Assignment 6. For this assignment, you'll need to read pages 1-8 from the Sample Chapter: Exploring Competency 1: Identify as a professional social worker and conduct oneself accordingly.

Please bring it to class to contribute to a rich discussion and group work.

C. Registration: You must register for SW 525, Advanced Practicum, for Fall Quarter

The usual model is for Advanced Standing Students to register for 6 credits (240 hours) each for Fall, Winter, and Spring quarters (18 credits total or 720 hours). Students are usually in placement Monday, Tuesday, and Wednesdays for 24 hours a week. Days and hours are negotiable between student and agency, but practicum may not conflict with required courses. Holiday hours count towards student practicum hours when they fall on scheduled practicum days.

D. Immunizations:

All Immunization requirements must be met in order to receive credit for the SocW 522. If you have not taken care of this important requirement, contact the Hall Health Immunization Clinic at 206/685-1018 or email: myshots@uw.edu for an appointment. Any student who is not Compliant for their Immunization requirements will be given an Incomplete for SocW 522 and will not be authorized to start SocW 525, Advanced Practicum.
GRADING
This course is graded Credit/No Credit. Students are expected to attend all class sessions, individual meetings with Field Faculty, agency interviews and orientation, and to satisfactorily complete all written and discussion assignments. Credit will be assigned by the Field Faculty based on attendance at all class sessions, the review and approval of written assignments, and immunizations compliance.

SERVICES FOR STUDENTS WITH DISABILITIES
At the SSW we are committed to ensuring access to classes, course material, and learning opportunities for students with disabilities. 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 indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for this class.

POLICY ON PLAGIARISM
The student conduct code of the University of Washington requires students to practice "high standard academic and professional honesty and integrity." In addition, the School of Social Work's academic standards specify that students may be dismissed for "academic cheating, lying, or plagiarism." Students who are suspected of cheating or plagiarism will be confronted directly by the instructor, who will inform the program director and the assistant dean for student affairs. Instructors will not award credit for work that has been plagiarized. The instructor, director and director of student services will determine if the student's actions warrant disciplinary action, which may include probation or dismissal. Your program manual contains a fuller explanation of plagiarism and suggestions for avoiding it.

COURSE WEBSITE
The website for this course can be found on Canvas. On the course website you will find the syllabus, copies of all the assignments, and other practicum related information.

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Tracey Coleman, Program Coordinator, 206/221-6171, tracec@uw.edu
INTRODUCTION TO FIELD EDUCATION SYLLABUS

COURSE OVERVIEW

The purpose of this one credit course is to orient students to the Foundation Practicum, placement process, and to prepare students for client contact in the practicum placement. (The term ‘client’ refers to individuals, families, groups, organizations and communities provided with professional social work services.) The Foundation Practicum incorporates and builds upon content and skills acquired in all areas of the Foundation curriculum. In a selected community agency the student is provided the opportunity to develop social work knowledge and skills with the instruction and supervision of an experienced social worker. Emphasis is placed on development of foundation competencies (knowledge, values and skills integrated into practice behaviors) needed for practice with individuals, families, groups, organizations and communities. In addition, the development of critical thinking skills, a knowledge and value base to advance social justice, multiculturalism, social change, collaboration, and empowerment are all an integral part of the Foundation Practicum.

Required Text:


SocW 523: This course targets the following competency and related practice behaviors; however all ten core competencies will be introduced and reviewed.

Competency #1: Identify as a professional social worker and conduct oneself accordingly.

1a. Advocate for just social structures (institutions & systems).

1b. Advocate for equitable client/constituent access to social work services, in the context of diverse and multidisciplinary settings.

1c. Practice critical self-reflection to assure continual professional growth and development.

1d. Attend to professional roles and boundaries.

1e. Demonstrate professional demeanor (eg: in behavior, appearance, and communication).

1f. Demonstrate ability to engage in career-long learning.

1g. Engage in consistent use of supervision and consultation.
COURSE OBJECTIVES

1. Obtain an orientation to the content and expectations of the MSW Foundation Practicum

2. Build an understanding of the 10 Core Competencies and the values, knowledge & skills inherent in the related practice behaviors

3. Increase personal awareness of professional strengths and challenges for further competency development at micro, mezzo and macro levels of practice

4. Display skills in articulating competency based, agency specific learning activities at micro, mezzo and macro levels of practice.

COURSE FORMAT

SocW 523, a one credit class, consists of four required classroom sessions with Field Faculty and agency based activities. Classroom sessions will include lecture, review of practicum materials and facilitated class discussion. The 4 classroom sessions will be held in the UW School of Social Work.

AGENCY BASED ACTIVITIES

Up to twenty-four hours of agency-based orientation and assignment activities are to be scheduled by the student at student and agency convenience. The course spans one quarter. In Fall Quarter the student will receive their agency practicum assignments, conduct an agency interview, and spend up to twenty four hours in the agency orienting and completing assignments with their Field/Practicum Instructors. Credit will be given at the end of Fall Quarter when all assignments and portions of the course process have been met.

STUDENT RESPONSIBILITY FOR LEARNING

Students are expected to attend all required classroom sessions, spend from eight to twenty four hours at the practicum site during Fall Quarter, and complete written assignments.

COURSE REQUIREMENTS AND GRADING

A. Attendance and Participation:

1. There are four required classroom sessions. Attendance is required. Sign-in sheets will document student attendance.

2. Students are required to speak with their assigned Field Faculty for an assessment of background, goals, interests, career plans, and ideas for foundation placement;

3. In addition, students are required to interview at an assigned agency and upon practicum placement confirmation, spend from eight to twenty four hours in the agency completing assignments described below.
B. Course Assignments

Please retain a copy of all assignments for your own professional records.

1. Introduction/Orientation to Practicum Site Required Activities and Checklist

Students will become familiar with the practicum site in such areas as organizational structure, programs, services provided, clientele, funding and staffing. Students will also begin activities which will prepare them for client contact early in the first quarter of practicum. In order to do so students will complete all activities listed on the ‘Introduction/Orientation to Practicum Site Required Activities’ during their hours of orientation or at an alternate time noted on the Orientation Activities Checklist. Agency orientation also includes identifying, reading and discussing with the field/practicum instructors materials relevant to agency practice with the populations served and the services provided, such as job descriptions, annual reports, program evaluations, etc., and setting up necessary keys, identification badges, computer access, and other items needed to function in the agency. Students and practicum instructors will complete and sign the Required Activities and Checklist and verifying activities completed, as well as time spent at the practicum site.

2. Self-Assessment of Foundation Competencies

During orientation students and field/practicum instructors will discuss (and later document on the Learning Contract) an Educational Assessment of the student’s strengths and areas for future growth. Students and field/practicum instructors will also discuss adult learning and determine the best ways of working together to enhance learning. This honest self-assessment of competencies in personal knowledge, values and skills can provide the student with the opportunity to explore a more comprehensive competency-based learning. The self-assessment assignment should be completed BEFORE the Learning Activities Work Plan assignment.

3. Learning Activities Work Plan

Students and field/practicum instructors will discuss the Self-assessment of Foundation Competencies with regard to student areas of knowledge, experience and new learning to aid in developing the Learning Activities Work Plan. The self-assessment informs the agency specific Learning Activities Work Plan, which in turn informs the development of the SocW 524 Learning Contract, completed during the first quarter of Foundation Practicum. On the Learning Activities Work Plan, students and field/practicum instructors will identify specific activities that the student will be involved in during the placement. The work plan should include professional activities with individuals, families, groups, organizations, and communities (micro, mezzo and macro). The Activities Work Plan is designed to provide students and field/practicum instructors with ideas for the Practicum Learning Contract, due the third week of the first quarter of practicum.

4. Acknowledgement of Risk Form

Students are not provided with health insurance or workman’s compensation by the UW or practicum agency. Signing and submitting the Acknowledgement of Risks Form is required so that students are clearly informed about the recommendation to purchase their own health insurance to
cover any incidents that may occur while at practicum (see immunizations section below for additional information).

5. MSW Field Education Manual Assignment

The MSW Field Education Manual outlines all of the necessary information you need for issues that manifest while you are matriculated at the University Washington School of Social Work. You are responsible to know this information to assist in answering questions you might have while being a student.

6. Complete HIPAA and Blood borne Pathogens Training Online

*Please complete the online training, print out the certificate of completions and Upload your certificates into Canvas.*

As a student in practicum, you are held to the same standard of practice as your field/practicum instructor when it comes to client and patient privacy and confidentiality. Most placements are now requiring students to be trained in the most current Health Insurance Portability and Accountability Act (HIPAA) Policies. Additionally, as social workers, we practice in many different settings and in different capacities with a wide range of populations. Because of the breadth and depth of our work, we are held to Occupational Safety and Health Administration (OSHA) standards to prevent and limit our exposure to Bloodborne Pathogens. Your first duty, as students, is to reduce the risk to our clients by upholding best social work practices through the completion of these two trainings. The links to complete the online training is on the Canvas website.

C. Readings:

Readings are posted on the SocW 523 Canvas website that will be useful in preparing students for the foundation practicum. In addition, some readings assigned in your foundation coursework have content addressing the knowledge and skills required to effectively practice in the practicum. Students are also expected to identify additional readings relevant to their practicum with consultation from their field/practicum instructor. It is useful for students to begin this quarter to integrate readings with practice and to synthesize materials in ways that address the demands of your practicum. Students are expected to demonstrate familiarity with social work literature by active participation in supervision and class discussions to integrate theory and practice.

D. Immunizations:

An immunizations fee covers review of your records, administration of required shots and tests, and access to information about any follow-up care needed after exposure to potential infection during practicum. Students should email myshots@uw.edu to assure immunizations are in compliance. Immunization requirements must be met in order to receive credit for the SocW 523 Course. *Any student who is not compliant for their immunization requirements will be given a “X” for SocW 523 and will not be authorized to start SocW 524, Foundation Practicum.*

**GRADING**
This course is graded Credit/No Credit. Students are required to attend all class sessions, individual or group meetings with faculty, agency interviews and orientation, and to satisfactorily complete all written and discussion assignments. Credit will be assigned by the Field Faculty based on attendance at all class sessions, the review and approval of written assignments, and immunization compliance.

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SW 523 Introduction to Field Education Syllabus (EDP Foundation)

Soc W 523 A & B

INTRODUCTION TO FIELD EDUCATION SYLLABUS

COURSE OVERVIEW

The purpose of this one credit course is to orient students to the Foundation Practicum, placement process, and to prepare students for client contact in the practicum placement. (The term ‘client’ refers to individuals, families, groups, organizations and communities provided with professional social work services.) The Foundation Practicum incorporates and builds upon content and skills acquired in all areas of the Foundation curriculum. In a selected community agency the student is provided the opportunity to develop social work knowledge and skills with the instruction and supervision of an experienced social worker. Emphasis is placed on development of foundation competencies (knowledge, values and skills integrated into practice behaviors) needed for practice with individuals, families, groups, organizations and communities. In addition, the development of critical thinking skills, a knowledge and value base to advance social justice, multiculturalism, social change, collaboration, and empowerment are all an integral part of the Foundation Practicum.

Required Text:


SocW 523: This course targets the following competency and related practice behaviors; however all ten core competencies will be introduced and reviewed.

Competency #1: Identify as a professional social worker and conduct oneself accordingly.

1a. Advocate for just social structures (institutions & systems).

1b. Advocate for equitable client/constituent access to social work services, in the context of diverse and multidisciplinary settings.

1c. Practice critical self-reflection to assure continual professional growth and development.

1d. Attend to professional roles and boundaries.

1e. Demonstrate professional demeanor (eg: in behavior, appearance, and communication).

1f. Demonstrate ability to engage in career-long learning.

1g. Engage in consistent use of supervision and consultation.
COURSE OBJECTIVES

1. Obtain an orientation to the content and expectations of the MSW Foundation Practicum

2. Build an understanding of the 10 Core Competencies and the values, knowledge & skills inherent in the related practice behaviors

3. Increase personal awareness of professional strengths and challenges for further competency development at micro, mezzo and macro levels of practice

4. Display skills in articulating competency based, agency specific learning activities at micro, mezzo and macro levels of practice.

COURSE FORMAT

SocW 523, a one credit class, consists of four required classroom sessions with Field Faculty and agency based activities. Classroom sessions will include lecture, review of practicum materials and facilitated class discussion.

AGENCY BASED ACTIVITIES

Up to twenty-four hours of agency-based orientation and assignment activities are to be scheduled by the student at student and agency convenience. The course spans two quarter(s). In Winter Quarter the student will receive their agency practicum assignments, conduct an agency interview, and spend up to twenty four hours in the agency orienting and completing assignments with their Field/Practicum Instructors. Credit will be given at the end of Spring Quarter when all assignments and portions of the course process have been met.

STUDENT RESPONSIBILITY FOR LEARNING

Students are expected to attend all required classroom sessions, spend from eight to twenty four hours at the practicum site.

COURSE REQUIREMENTS AND GRADING

A. Attendance and Participation:

1. There are required classroom sessions: Attendance is required. Sign-in sheets will document student attendance.

2. Students are required to speak with their assigned Field Faculty for an assessment of background, goals, interests, career plans, and ideas for foundation placement;

3. In addition, students are required to interview at an assigned agency and upon practicum placement confirmation, spend from eight to twenty four hours in the agency completing assignments described below.
B. Course Assignments

Please retain a copy of all assignments for your own professional records.

1. Introduction/Orientation to Practicum Site Required Activities and Checklist

Students will become familiar with the practicum site in such areas as organizational structure, programs, services provided, clientele, funding and staffing. Students will also begin activities which will prepare them for client contact early in the first quarter of practicum. In order to do so students will complete all activities listed on the ‘Introduction/Orientation to Practicum Site Required Activities’ during their hours of orientation or at an alternate time noted on the Orientation Activities Checklist.

Agency orientation also includes identifying, reading and discussing with the field/practicum instructors materials relevant to agency practice with the populations served and the services provided, such as job descriptions, annual reports, program evaluations, etc., and setting up necessary keys, identification badges, computer access, and other items needed to function in the agency. Students and practicum instructors will complete and sign the Required Activities and Checklist and verifying activities completed, as well as time spent at the practicum site.

2. Self-Assessment of Foundation Competencies

During orientation students and field/practicum instructors will discuss (and later document on the Learning Contract) an Educational Assessment of the student’s strengths and areas for future growth. Students and field/practicum instructors will also discuss adult learning and determine the best ways of working together to enhance learning. This honest self-assessment of competencies in personal knowledge, values and skills can provide the student with the opportunity to explore a more comprehensive competency-based learning. The self-assessment assignment should be completed BEFORE the Learning Activities Work Plan assignment.

3. Learning Activities Work Plan

Students and field/practicum instructors will discuss the Self-assessment of Foundation Competencies with regard to student areas of knowledge, experience and new learning to aid in developing the Learning Activities Work Plan. The self-assessment informs the agency specific Learning Activities Work Plan, which in turn informs the development of the SocW 524 Learning Contract, completed during the first quarter of Foundation Practicum. On the Learning Activities Work Plan, students and field/practicum instructors will identify specific activities that the student will be involved in during the placement. The work plan should include professional activities with individuals, families, groups, organizations, and communities (micro, mezzo and macro). The Activities Work Plan is designed to provide students and field/practicum instructors with ideas for the Practicum Learning Contract, due the third week of the first quarter of practicum.

4. Acknowledgement of Risk Form

Students are not provided with health insurance or workman’s compensation by the UW or practicum agency. Signing and submitting the Acknowledgement of Risks Form is required so that
students are clearly informed about the recommendation to purchase their own health insurance to cover any incidents that may occur while at practicum (see immunizations section below for additional information).

5. MSW Field Education Manual Assignment

The MSW Field Education Manual outlines all of the necessary information you need for issues that manifest while you are matriculated at the University Washington School of Social Work. You are responsible to know this information to assist in answering questions you might have while being a student.

6. Complete HIPAA and Blood borne Pathogens Training Online

*Please complete the online training, print out the certificate of completions and Upload your certificates into Canvas.*

As a student in practicum, you are held to the same standard of practice as your field/practicum instructor when it comes to client and patient privacy and confidentiality. Most placements are now requiring students to be trained in the most current Health Insurance Portability and Accountability Act (HIPAA) Policies. Additionally, as social workers, we practice in many different settings and in different capacities with a wide range of populations. Because of the breadth and depth of our work, we are held to Occupational Safety and Health Administration (OSHA) standards to prevent and limit our exposure to Bloodborne Pathogens. Your first duty, as students, is to reduce the risk to our clients by upholding best social work practices through the completion of these two trainings. The links to complete the online training is on the Canvas website.

C. Readings:

Readings are posted on the SocW 523 Canvas website that will be useful in preparing students for the foundation practicum. In addition, some readings assigned in your foundation coursework have content addressing the knowledge and skills required to effectively practice in the practicum. Students are also expected to identify additional readings relevant to their practicum with consultation from their field/practicum instructor. It is useful for students to begin this quarter to integrate readings with practice and to synthesize materials in ways that address the demands of your practicum. Students are expected to demonstrate familiarity with social work literature by active participation in supervision and class discussions to integrate theory and practice.

D. Immunizations:

An immunizations fee covers review of your records, administration of required shots and tests, and access to information about any follow-up care needed after exposure to potential infection during practicum. Students should email myshots@uw.edu to assure immunizations are in compliance. Immunization requirements must be met in order to receive credit for the SocW 523 Course. *Any student who is not compliant for their immunization requirements will be given a “X” for SocW 523 and will not be authorized to start SocW 524, Foundation Practicum.*

GRADING
This course is graded Credit/No Credit. Students are required to attend all class sessions, individual or group meetings with faculty, agency interviews and orientation, and to satisfactorily complete all written and discussion assignments. Credit will be assigned by the Field Faculty based on attendance at all class sessions, the review and approval of written assignments, and immunization compliance.

SERVICES FOR STUDENTS WITH DISABILITIES
At the SSW we are committed to ensuring access to classes, course material, and learning opportunities for students with disabilities. 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 indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for this class.

POLICY ON PLAGIARISM
The student conduct code of the University of Washington requires students to practice "high standards of academic and professional honesty and integrity." In addition, the School of Social Work's academic standards specify that students may be dismissed for "academic cheating, lying, or plagiarism." Students who are suspected of cheating or plagiarism will be confronted directly by the instructor, who will inform the program director and the assistant dean for student affairs. Instructors will not award credit for work that has been plagiarized. The instructor, director and director of student services will determine if the student's actions warrant disciplinary action, which may include probation or dismissal. Your program manual contains a fuller explanation of plagiarism and suggestions for avoiding it.

COURSE WEBSITE
The website for this course can be found on Canvas. On the course website you will find the syllabus, copies of all the assignments, and other information.

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John Allen Hires, MSW CWTAP Field Faculty, 206/543-6319, Rm. 111D, hiresja@uw.edu
Cheryl Yates, Program Coordinator, 206/543-8618, dancin1@uw.edu
Tracey Coleman, Program Coordinator, 206/221-6171, tracec@uw.edu
SW 415 and SW 524 Foundation Field Education Syllabus

University of Washington
School of Social Work

Soc Wf 415 and Soc W 524
Foundation Practicum Syllabus

Course Overview
The Foundation Practicum incorporates content, competencies, and program objectives from the Foundation curriculum, and builds skills for practice by helping students learn to apply theories and knowledge of human behavior in the social environment. In an approved practicum site the student is provided the opportunity to develop social work knowledge and skills under the supervision of an experienced social worker. Emphasis is placed on development of the breadth of knowledge, perspectives and skills needed for practice with individuals (micro level), families and/or groups (mezzo level) and organizations and/or communities (macro level). In addition, the development of culturally responsive practice and planned social change skills are an integral part of the Foundation Practicum and are seen as critical for the effective delivery of social services.
Practicum Instruction is an integral component of social work education. Practicum teaching is conducted by professional social work practitioners selected by agencies and approved by the faculty of the School of Social Work. As part of the total MSW curriculum, the Practicum provides students with an opportunity for the development and enhancement of social work knowledge and skills as well as an understanding and appreciation of a scientific and analytic approach to knowledge building and practice.

Course Objectives
Graduate students in the MSW Generalist Foundation Practicum are expected to develop professional social work Foundation Core Competencies as required by the Council on Social Work Education (CSWE). In the Foundation practicum placement, students will:

- engage in learning activities in micro, mezzo and micro levels of practice that
- demonstrate development of the knowledge, values, and skills inherent in each of the ten Foundation Core Competencies
- through the achievement of related Practice Behaviors.

Practice Behaviors provide specific outcome expectations for each of the Core Competencies as the follows:

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Practice Behaviors</th>
</tr>
</thead>
</table>
| **#1 Competency** Identify as a professional social worker and conduct oneself accordingly. | • Advocate for just social structures  
• Practice personal and critical reflection  
• Attend to professional roles and boundaries  
• Demonstrate professional demeanor  
• Demonstrate the ability to engage in career long learning |
| **#2 Competency** Apply social work ethical principles to guide professional practice. | • Recognize and manage personal values  
• Make ethical decisions by critically applying ethical standards  
• Tolerate and respect ambiguity  
• Apply ethical reasoning strategies |
<table>
<thead>
<tr>
<th>Competency</th>
<th>Content</th>
</tr>
</thead>
</table>
| **#3 Competency**<br>Apply critical thinking to inform and communicate professional judgments. | • Understand the role of consultation
  • Distinguish, evaluate and integrate multiple sources of knowledge
  • Critically analyze models of assessment, prevention, intervention, and evaluation in relation to cultural relevance and promotion of social justice
  • Demonstrate effective listening skills and written communication |
| **#4 Competency**<br>Engage diversity and difference in practice. | • Recognize and articulate the ways in which social and cultural structures oppress some groups while enhancing privilege and power of dominant groups
  • Develop and demonstrate sufficient critical self-awareness
  • Dialogue with others about their understanding of the role of oppression and privilege in shaping identity
  • Demonstrate the ability to be life-long learners |
| **#5 Competency**<br>Advance human rights and social and economic justice. | • Articulate the forms and mechanisms of oppression and discrimination and approaches to advancing social justice and human rights
  • Advocate for human rights and social and economic justice
  • Engage in practices that address disparities and advance justice |
| **#6 Competency**<br>Engage in research-informed practice and practice-informed research. | • Use knowledge and practice experience to inform scientific inquiry
  • Use qualitative and quantitative research to inform practice
  • Apply research on social disparities in selecting and evaluating services and policies |
| **#7 Competency**<br>Apply knowledge of human behavior and the social environment. | • Apply theories and conceptual frameworks to understanding people and environments across system levels
  • Apply these theories and frameworks to assessment, intervention, and evaluation at multiple system levels |
| **#8 Competency**<br>Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | • Demonstrate a critical understanding of the history and current form of US social welfare and social service policies and use this to formulate policies and strategies that advance social well-being and social and economic justice
  • Collaborate with colleagues, clients/constituents to advocate for social and economic justice and to effect policy change |
| **#9 Competency**<br>Respond to contexts that shape practice. | • Continuously discover, appraise and attend to changes and societal trends to provide culturally relevant services
  • Engage in efforts to promote sustainable changes in service delivery
  • Recognize and develop understanding of local-global context of practice |
| **#10 Competency**<br>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | • Engagement
  • Prepare for engagement on various levels and diverse settings
  • Use listening, empathy, interpersonal skills to develop rapport with diverse populations
  • Develop a mutually agreed-on focus of work and outcomes
  • Affirm and engage the strengths of at micro, mezzo and macro levels
  • Assessment
  • Collect, organize and interpret data
  • Assess strengths, stressors and limitations
  • Identify and select appropriate and culturally responsive intervention strategies
  • Intervention
  • Initiate actions to achieve goals
  • Implement prevention interventions that enhance capacities
  • Help and empower clients to resolve problems |
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negotiate, mediate and advocate for clients</td>
<td></td>
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<tr>
<td>Facilitate transitions and endings</td>
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<tr>
<td>Evaluation</td>
<td></td>
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<tr>
<td>Critically analyze, monitor and evaluate interventions</td>
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</table>

These Core Competencies and related Practice Behaviors are embedded in the SW 524/Soc Wf 415 Foundation Learning Contract and quarterly Evaluations. Regular and focused supervision around the attainment of the Core Competencies facilitates the integration of theory and practice, as classroom concepts and coursework also teach to these competencies.

**Course Requirements**

- **Student Responsibilities**
  - **Attendance and Participation**
    Students are expected to attend practicum regularly and reliably according to the schedule agreed upon with the Practicum Instructor. (Students are not required to attend practicum on University holidays. Students do, however, receive credit for those hours when holidays fall on a scheduled practicum day).
    Students are expected to fully participate in practicum learning experiences and practicum supervision. For MSW students, a total of eight credits and 320 hours are required for the Foundation Practicum.
    BASW students complete twelve credits for a total of 480 hours.
  - **Integration of Class and Practicum Learning**
    Students are required to provide copies of their course syllabi to the Practicum Instructor(s) by the third week of each quarter. Students are responsible for including discussion of course concepts during practicum supervision, relating practicum experiences to concepts addressed in class discussions, and completion of course assignments related to practicum learning.
  - **Orientation Activities – Review of SocW 523 and Soc Wf 415 activities**
    - Self-Assessment of the Core Competencies
    - Students should keep a copy of this material for reference.
  - **Immunizations**
    All Immunization requirements must be met in order to receive credit for the SocW 524 or Soc Wf 415 Course. If you have not taken care of this important requirement, please contact Student Services for more information at sswstsv@uw.edu or email: myshots@uw.edu. Any student who is not compliant for their immunization requirements will not be authorized to begin Foundation Practicum hours.
  - **Learning Contract**
    MSW students will utilize their Learning Activities Work Plan written for course SocW 523 in developing the Learning Contract for SocW 524 Foundation Practicum. The student will work with their Practicum Instructor(s) and Task Supervisor(s) in developing appropriate learning activities that meet the expectations of the Core Competencies and Practice Behaviors for a generalist Foundation Practicum. The Learning Contract is due no later than the third week of the first quarter of Foundation Practicum.
    Students and Practicum Instructors should continue to review and monitor the Contract and Work plan throughout the Practicum placement and revise as needed. Practicum Faculty Liaisons review and approve all assignments, Learning Contracts, and quarterly Evaluations, and assign credit/no credit.
  - **Spring Meeting**
    MSW students are required to meet with Practicum Faculty regarding planning for Advanced Practicum placement during Winter Quarter and meet with Concentration and/or Practicum Faculty in Spring Quarter to facilitate transition to SocW 525 Advanced Practicum and integration of concentration coursework.
  - **Field Faculty Responsibilities (Office of Field Education)**
Agency Site Visits
A practicum faculty in the role of Practicum Liaison will visit the agency at least once during the course of the practicum and meet with the Practicum Instructor(s), Task Supervisor(s) where applicable, and the student.

Provide Guidance
The Practicum Liaison will provide information regarding School of Social Work (SSW) expectations of the practicum, facilitate integration of classroom and practicum experiences and assist with the development of the Learning Contract and/or Evaluation as needed. The Practicum Liaison will respond to questions from students, Practicum Instructor(s) or Task Supervisor(s) about the SSW educational programs and policies.

Participate in Evaluation Process
Upon the completion of the Learning Contract and quarterly Evaluations, the Practicum Liaison/Coordinator will review the documents and provide approval as appropriate.

Evaluation and Grading
Practicum courses are graded Credit/No Credit. Soc Wf 405, the BASW Practicum Seminar is graded. Both the Practicum Instructor (and Task Supervisor where applicable) and student complete a quarterly Evaluation which reflects the degree of achievement in obtaining competency as indicated in the Learning Contract. The total numbers of hours registered for and completed in placement by the student are also indicated on the Evaluation. Both student and Practicum Instructor must provide an electronic “signature” on the Evaluation to indicate the completion of their portion of the document. After a satisfactory review of the Evaluation, the student’s Practicum Liaison then approves the Evaluation and assigns the final grade to the student. Students or instructors may be asked for clarifications or additions to the Evaluation, if needed for satisfactory completion.

Services for Students with Disabilities
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Office of Field Education Team

Course Instructors
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John Allen Hires, MSW CWTAP Field Faculty, 206/543-6319, Rm. 111D, hiresja@uw.edu
Course Overview

The Advanced Practicum is structured to support students in achieving the goals of the Advanced MSW Program Curriculum. Practicum teaching is conducted by professional social work practitioners selected by agencies and approved by the faculty of the School of Social Work. As part of the total MSW curriculum, the Advanced Practicum provides students with an opportunity for building on foundational knowledge, skills and competencies through practice in an area of concentration. Graduate Students in the MSW Advance Practicum are expected to meet and attain Advanced Competencies & Practice Behaviors as required by the Council on Social Work Education (CSWE). During the advanced year students work towards autonomous practice by graduation under the supervision of an experienced Master’s Level Social Worker trained as a field instructor.

Advanced Competencies & Practice Behaviors

The Advanced Practicum is structured to support students in achieving the goals of the Advanced MSW Program Curriculum. Each Concentration in the Day and EDP program identifies Practice Behaviors that their students must meet in achieving Core Competencies. Students and their field instructor will identify individualized Learning Activities within the agency setting designed to help students with practice behaviors and to achieve core competencies as determined by the Council on Social Work Education. They should be negotiated according to student interests and learning goals, agency need, and coursework requirements. Progress in achieving core competencies will be evaluated quarterly.

In the Advanced Practicum placement, students will:

- engage in Learning Activities in their advanced concentration
- develop related Practice Behaviors.
- demonstrate the knowledge, values, and skills inherent in each of the ten advanced year Core Competencies,
- and be assessed by the field instruction using competency criteria and identified methods of measurement (observation, documentation, reports, team feedback, discussion, etc.)

These Advanced Competencies and related Practice Behaviors are embedded in the SW 525 Learning Contract and quarterly Evaluations. Regular and focused supervision around the attainment of the Advanced Competencies facilitates the integration of theory and practice, as classroom concepts and coursework also teach to these competencies.

Specified Advanced Competencies & Practice Behaviors:

HEALTH PRACTICE & MENTAL HEALTH PRACTICE (DAY)
INTEGRATIVE HEALTH-MENTAL HEALTH ADVANCED PRACTICE (EDP)
<table>
<thead>
<tr>
<th>CSWE EPAS Core Competency</th>
<th>UW SSW MSW Advanced Knowledge &amp; Practice Behaviors (SHARED ITEMS ARE CONCENTRATION-SPECIFIC)</th>
</tr>
</thead>
</table>
| 1: Identify as a professional social worker and conduct oneself accordingly. | a. understand and identify the role of a social worker in cross-disciplinary settings  
  b. demonstrate professional use of self with clients/constituents and colleagues  
  c. understand and identify professional strengths, limitations and challenges |
| 2: Apply social work ethical principles to guide professional practice. | a. recognize and manage personal biases as they affect the professional relationship in the service of the clients/constituents’ interests  
  b. use knowledge about ethical issues, (e.g., competing values, client/constituent rights, legal parameters, and shifting societal mores) that affect the provision of services and relationships with clients/constituents |
| 3: Apply critical thinking to inform and communicate professional judgments. | a. engage in reflective practice (e.g., regularly question and reflect on their own assumptions and consider how these might affect practice)  
  b. identify and articulate clients/constituents’ strengths and vulnerabilities  
  c. effectively communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format |
| 4: Engage diversity and difference in practice. | a. understand the many forms of diversity and difference and how these influence the relationship with clients/constituents  
  b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing (COVERED BY 506)  
  c. identify practitioner and client/constituent differences, utilizing a strengths perspective  
  d. affirm and respect one’s own and others’ social/cultural identities as they interface with choices regarding health/mental health, illness, and treatment |
| 5: Advance human rights and social and economic justice. | a. articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems  
  b. critically analyze your practice in relation to advancing human rights and social and economic justice  
  c. develop skills to advocate at multiple levels for social and economic justice to address mental health parity and reduce health disparities for diverse populations |
| 6: Engage in research-informed practice and practice-informed research. | a. apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process  
  b. use best practices and evidence-based research to develop, implement, and evaluate interventions (COVERED BY 506) |
| 7: Apply knowledge of human behavior and the social environment. | a. apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural)  
  b. use bio/psycho/social/spiritual/structural theories in formulating assessments. |
| 8: Engage in policy practice to advance social and economic | a. recognize the interrelationship between clients/constituents, practice, and organizational and public policy;  
  b. define from a social justice perspective, the strengths and weaknesses of the current state of health care and health-mental health policy in the United States |
<table>
<thead>
<tr>
<th>CSWE EPAS Core Competency</th>
<th>UW SSW MSW Advanced Knowledge &amp; Practice Behaviors (SHARED ITEMS ARE CONCENTRATION-SPECIFIC)</th>
</tr>
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<tbody>
<tr>
<td>well-being and to deliver effective social work services.</td>
<td>and</td>
</tr>
<tr>
<td>c. utilize knowledge of Medicaid and Medicare eligibility requirements to help clients in health/mental health systems</td>
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<tr>
<td>9: Respond to contexts that shape practice.</td>
<td>a. work collaboratively with others to effect systemic change towards sustainability</td>
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<td>b. identify how relational, organizational, and community systems may impact clients/constituents</td>
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<tr>
<td>c. understand the institutional context of practice in Health and Mental Health settings (e.g. Medical terminology, interprofessional collaboration, MH tier system etc.)</td>
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<tr>
<td>10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>ENGAGEMENT</td>
</tr>
<tr>
<td>a. demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents</td>
<td></td>
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<tr>
<td>b. develop a culturally responsive relationship with clients/constituents; and</td>
<td></td>
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<tr>
<td>ASSESSMENT</td>
<td></td>
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<tr>
<td>c. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)</td>
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<tr>
<td>d. understand and critically apply diagnostic classification systems;</td>
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<tr>
<td>INTERVENTION</td>
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<tr>
<td>e. collaborate effectively with other professionals/stakeholders to coordinate interventions</td>
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<tr>
<td>f. develop skills in interventions that apply to specific Health and MH settings (e.g. Crisis interventions, brief treatment, etc.)</td>
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<tr>
<td>EVALUATION</td>
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<tr>
<td>g. contribute to the theoretical knowledge base of the social work profession through practice-based research (COVERED BY 506)</td>
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**Course Objectives**

(A) HEALTH PRACTICE (DAY PROGRAM)

This specialization prepares students for direct social work practice roles in health care settings. Course offerings are based on the recognition of long-standing disparities in health outcomes, the cultural influences on health, interconnections of physical and psychological health for individuals and communities, and skills-oriented preparation of social workers focused on creating leaders in health care settings. The specialization prepares practitioners with the knowledge and skills necessary to work within a wide array of health care settings, including hospitals, community clinics, long term care facilities, and public health agencies. Special focus is placed on short-term, brief interventions with individuals and families, and effective collaboration within interprofessional teams.

(B) MENTAL HEALTH PRACTICE (DAY PROGRAM)

The mental health specialization prepares students to work in a variety of settings and roles to enhance the psychosocial functioning of individuals. Settings include a range of public mental health agencies and programs where the mental health of individuals is a focus; including public mental
health agencies, community counseling and therapy programs, family service agencies, health, child welfare, and correctional programs. Building on the core values of social work including social justice, cultural competence, evidence based practice, and the primacy of the therapeutic relationship in creating a context for change, the concentration prepares students to assess mental health functioning, manage the change process, use effective interventions, and evaluate the impact of interventions. Students learn to manage the professional relationship and helping process consistent with the ethical standards of social work, clinical theory, and principles of social work direct practice.

(C) INTEGRATIVE HEALTH - MENTAL HEALTH ADVANCED PRACTICE (EDP PROGRAM)
This advanced concentration prepares MSW practitioners to work across diverse health and mental health settings, to gain particular expertise in environment-mind-body-spirit-cultural integrative practice (mind-body complementarity). Utilizing an interdisciplinary, multi-component framework for health-mental health practice, this concentration integrates key perspectives of trauma/crisis/loss, stress-coping, bio-ecological-environment interaction, and resiliency and recovery in order to introduce MSW practitioners to cutting-edge, culturally relevant interventions, empirically supported interventions, and promising practices for diverse populations in diverse health and mental health settings. Practicum teaching is conducted by professional social work practitioners selected by agencies and approved by the faculty of the School of Social Work.

- As part of the total MSW curriculum, the Advanced Practicum provides students with an opportunity for building on foundational knowledge, skills and competencies through practice in an area of concentration. Graduate Students in the MSW Advance Practicum are expected to meet and attain Advanced Competencies & Practice Behaviors as required by the Council on Social Work Education (CSWE). During the advanced year students work towards autonomous practice by graduation under the supervision of an experienced Master’s Level Social Worker trained as a field instructor.

Course Requirements

Student Responsibilities

Attendance and Participation
Students are expected to attend field regularly and reliably according to the schedule agreed upon with the field instructor. (Students are not required to attend field on University holidays. Students do, however, receive credit for those hours when holidays fall on a scheduled field day). Students are expected to fully participate in field learning experiences and field supervision. A total of eight credits and 720 hours are required for the Advanced Practicum.

Integration of Class and Practicum Learning
Students are required to provide copies of their course syllabi to the field instructor(s) by the third week of each quarter. Students are responsible for including discussion of course concepts during field supervision, relating field experiences to concepts addressed in class discussions, and completion of course assignments related to field learning. Students complete readings assigned by Practice Classroom Instructors in order to support and complement learning in the Practicum. In addition, students are required to complete
readings assigned by the field instructor that are specifically relevant to the student's individual Practicum placement.

**Completion of Advanced Contract, Supervision and Quarterly Evaluations**

- a. Completion of Advanced Contract
- b. Completion of Signed Acknowledgement of Risk Form
- c. Documentation of Supervision (one hour per week on average)
- d. Quarterly Evaluation to be completed by Student and field instructor.

**Immunizations**

All Health Sciences Immunization requirements must be met in order to receive credit for the SocW525. If you have not taken care of this important requirement, contact the Hall Health Immunization Clinic at 206/685-1018 or email: myshots@uw.edu for an appointment. Any student who is not compliant for their immunization requirements will not be authorized to begin Advanced Practicum hours or will be given an Incomplete for SW 525.

**Practicum Contract and Individualized Workplan:** Students and field instructors develop and submit the Learning Contract by the end of the first four weeks of the first quarter of field. They should continue to review and monitor the contract and individualized assignments throughout the Practicum Placement. The student’s progress towards competencies must be discussed and evaluated quarterly on forms which correspond to the Learning Contract. The Practicum Learning Contract includes an Acknowledgement of Risk form, which is a requirement for professional liability coverage while in field. Students and field instructors should also review the student’s Individual Learning Plan (ILP), which defines the student’s self-directed learning goals for his or her master’s degree program.

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A faculty member from the Office of Field Education, in their role as Practicum Liaison, will visit the agency twice during the course of the field placement and meet with the student & field instructor(s), as well as the task supervisor(s) (when applicable).
Provide Guidance
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Practicum courses are graded Credit/No Credit. The assigned Field Faculty reviews the submitted quarterly Evaluation and the documented degree of achievement in obtaining competencies and practice behaviors through activities indicated in the Learning Contract. The Faculty insure that both the field instructor (and Task Supervisor where applicable) and student have contributed to the quarterly Evaluation, and have adequately documented examples of ways the student has demonstrated competencies. The Field Faculty also insure inclusion of field instructor ratings, verification of hours, and electronic “signatures” from both student and field instructor.

After a satisfactory review of the Evaluation and other pertinent information from all field contacts, the student’s Field Faculty then approves the Evaluation and assigns the final grade to the student. Students or instructors may be asked for clarifications or additions to the Evaluation, if needed for satisfactory completion.

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director of student services will determine if the student's actions warrant disciplinary action, which may include probation or dismissal. Your program manual contains a fuller explanation of plagiarism and suggestions for avoiding it.

**Course Instructors**

Leon Preston, Director of Field Education, 206/543-3881, Rm. 112B, ltp3@uw.edu
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Stan de Mello, Associate Director, MSW Field Faculty, 206/616-5983, Rm. 112K, demellos@uw.edu
J’May Rivara, MSW Field Faculty, 206/616-5792, Rm. 112H, jbr@uw.edu
Alice Ryan, MSW Field Faculty, 206-221-7459, Rm. 112E, alicer2@uw.edu
Aida Wells, 206-221-2694, Rm. 112D, Aida@uw.edu
Michelle Bagshaw, MSW/BASW Field Faculty, 206/616-1561, Rm. 112G, mgabshaw@uw.edu
Jennifer Brower, MSW Field Faculty, 206/616-8551, Rm. 112F, jlb2@uw.edu
Stacey DeFries, MSW Field Faculty, 206/372-7555, Rm. 112C, sdefries@uw.edu
Cynthia Dickman, MSW CWTAP Field Faculty, 206/897-1835, Rm. 111D, cdickman@uw.edu
John Allen Hires, MSW CWTAP Field Faculty, 206/543-6319, Rm. 111D, hiresja@uw.edu
Course Overview

The Advanced Practicum is structured to support students in achieving the goals of the Advanced MSW Program Curriculum. Practicum teaching is conducted by professional social work practitioners selected by agencies and approved by the faculty of the School of Social Work. As part of the total MSW curriculum, the Advanced Practicum provides students with an opportunity for building on foundational knowledge, skills and competencies through practice in an area of concentration. Graduate Students in the MSW Advance Practicum are expected to meet and attain Advanced Competencies & Practice Behaviors as required by the Council on Social Work Education (CSWE). During the advanced year students work towards autonomous practice by graduation under the supervision of an experienced Master’s Level Social Worker trained as a field instructor.

Advanced Competencies and Practice Behaviors

The Advanced Practicum is structured to support students in achieving the goals of the Advanced MSW Program Curriculum. Each Concentration in the Day and EDP program identifies Practice Behaviors that their students must meet in achieving Core Competencies. Students and their field instructor will identify individualized Learning Activities within the agency setting designed to help students with practice behaviors and to achieve core competencies as determined by the Council on Social Work Education. They should be negotiated according to student interests and learning goals, agency need, and coursework requirements. Progress in achieving core competencies will be evaluated quarterly.

In the Advanced Practicum placement, students will:
- engage in Learning Activities in their advanced concentration
- demonstrate the knowledge, values, and skills inherent in each of the ten advanced year Core Competencies,
- develop related Practice Behaviors,
- and be assessed by the field instructor using competency criteria and identified methods of measurement (observation, documentation, reports, team feedback, discussion, etc.).

These Advanced Competencies and related Practice Behaviors are embedded in the SW 525 Learning Contract and quarterly Evaluations. Regular and focused supervision around the attainment of the Advanced Competencies facilitates the integration of theory and practice, as classroom concepts and coursework also teach to these competencies.

SPECIFIED ADVANCED COMPETENCIES AND PRACTICE BEHAVIORS FOR:
COMMUNITY CENTERED INTEGRATIVE PRACTICE
NOTE: highlighted Practice Behaviors are for ALL concentrations
Learning Activities should be developed to address EVERY Practice Behavior. These activities can be designed to address multiple practice behaviors simultaneously, so instead of approximately 40 activities there may be only 10-15.

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</table>
| 1: Identify as a professional social worker and conduct oneself accordingly. | a. understand and identify the role of a social worker in cross-disciplinary settings  
   b. demonstrate professional use of self with clients/constituents and colleagues  
   a. demonstrate an ability to identify oneself as professional in relation to colleagues  
   b. demonstrate a praxis-oriented (action and reflection) approach to personal and professional lifelong learning and development |
| 2: Apply social work ethical principles to guide professional practice. | a. recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents' interests  
   b. identify and apply knowledge of relationship dynamics, including power differentials; and apply knowledge about histories of oppression and on-going marginalization experienced by communities that impact their ability to trust professionals, including social workers  
   c. demonstrate ability to foster trusting relationships with clients/communities as a necessary component in ethical decision-making |
| 3: Apply critical thinking to inform and communicate professional judgments. | a. engage in reflective practice (e.g., regularly question and reflect on their own assumptions and consider how these might affect practice).  
   b. engage in critically reflexive practice, that is, understanding how power and privilege impact professional judgments and engagement  
   c. develop self-, other- and social awareness of individual, interpersonal and intergroup styles in communication and work with conflicts in diverse group settings |
| 4: Engage diversity and difference in practice. | a. understand the many forms of diversity and difference and how these influence the relationship with clients/constituents  
   b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing (COVERED BY 506)  
   c. demonstrate an understanding of intersectionality and multiple identities-positionals as foundation for engaging difference  
   d. demonstrate a critical understanding of the linkages of the global-local context of practice |
| 5: Advance human rights and social and economic justice. | a. articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems  
   b. gain a complex understanding of the nature and consequences of globalization in economics, politics and culture  
   c. demonstrate a critical understanding of structural factors such as racism and violence which contribute to persistent disparities for marginalized populations and have traumatic impact upon them |
| 6: Engage in research-informed practice and practice-informed research. | a. apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process (COVERED BY 506)  
   b. use best practices and evidence-based research to develop, implement, and evaluate interventions (COVERED BY 506) |
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<td>c. understand choices and strategies in organizing and implementing intergroup dialogues in different contexts—schools, human service organizations and community settings</td>
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<tr>
<td>d. engage and partner with diverse and marginalized community constituents to define, assess, plan and address community needs via participatory action research and practice</td>
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<tr>
<td>e. utilize qualitative and quantitative research to understand the nature of communities and the best practices to improve their well-being</td>
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<tr>
<td>7: Apply knowledge of human behavior and the social environment.</td>
<td>a. apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural)</td>
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<td></td>
<td>b. use bio/psycho/social/spiritual/structural theories in formulating assessments</td>
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<tr>
<td>8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</td>
<td>c. recognize the interrelationship between clients/constituents, practice, and organizational and public policy</td>
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<td></td>
<td>d. demonstrate an understanding of the complex nature and consequences of the key structural and institutional forces and instruments of global governance and regulation globalization in economics, politics and culture</td>
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<td></td>
<td>e. Identify advocacy methods and demonstrate active engagement in the policy arena on behalf of community interests toward improved social and economic well-being, especially for the most vulnerable populations</td>
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<td>9: Respond to contexts that shape practice.</td>
<td>a. work collaboratively with others to effect systemic change towards sustainability</td>
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<td>b. demonstrate an understanding of how pressing global issues are being addressed by non-governmental organizations, non-profit organizations and citizen movements, nationally and globally</td>
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<td>c. demonstrate a critical understanding of major approaches to community practice (community organizing, community empowerment, community development, community action and more)</td>
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<td>10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>ENGAGEMENT</td>
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<td></td>
<td>a. demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents</td>
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<td>b. establish an engagement process that encourages clients/constituents to be active participants in the establishment of intervention goals and expected outcomes</td>
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<td>c. demonstrate facilitative and co-leadership skills using intergroup dialogue principles for effective engagement across difference in the service of justice</td>
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<td>ASSESSMENT</td>
<td>a. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)</td>
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<td>b. critically assess the discourse of community in social work theory and practice</td>
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<td>INTERVENTION</td>
<td>a. collaborate effectively with other professionals/stakeholders to coordinate interventions</td>
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<td>b. develop and apply skills in assessment and intervention with diverse populations in culturally responsive ways across varied contexts and across multi-levels of practice</td>
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<td>c. use knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma across micro-, mezzo- and macro-levels of practice to guide intervention planning</td>
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<td>EVALUATION</td>
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<td>a. contribute to the theoretical knowledge base of the social work profession through practice-based research (COVERED BY 506)</td>
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<td>b. demonstrate ability to critically examine and evaluate major paradigms informing mental health service delivery, including evidence-based practice, and their applicability within communities of color and marginalized communities</td>
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<td>c. demonstrate effective group observation, group process skills and constructive alliance building skills and behaviors</td>
</tr>
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**Course Objectives**

As part of the total MSW curriculum, the Advanced Practicum provides students with an opportunity for building on foundational knowledge, skills and competencies through practice in an area of concentration. Graduate Students in the MSW Advance Practicum are expected to meet and attain *Advanced Competencies & Practice Behaviors* as required by the Council on Social Work Education (CSWE). During the advanced year students work towards autonomous practice under the supervision of an experienced Master’s Level Social Worker trained as a field instructor.

**Community Centered Integrative Practice**

The Community Centered Integrative Practice (CCIP) Concentration feels students are leaders in transformative social work who are deeply informed about contextualized practice across micro, mezzo, and macro levels. They are equipped with requisite skills to work as change agents in an integrative, collaborative, and comprehensive manner across local-global contexts to promote just relationships, just service delivery, and just societies. CCIP is informed by the following values: Just social work practice; inclusive and integrative practice that is culturally informed and responsive across micro-, mezzo- and macro-levels of practice; dialogic engagement; community centered; global-local integration; participatory practice and research engagement process; and intentional integration of field and classroom learning. Some salient skills embedded in the CCIP concentration include: intergroup dialogue and group work, engaging difference and inequality, policy analysis and advocacy, community partnership and organizing, and mental health assessment and treatment skills to address the traumatic effects of violence at individual and community levels.

**Course Requirements**

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**Attendance and Participation**

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ADVANCED COMPETENCIES & PRACTICE BEHAVIORS
FOR ADMINISTRATION & POLICY PRACTICE
NOTE: highlighted Practice Behaviors are for ALL concentrations. Learning Activities should be developed to address EVERY Practice Behavior. These activities can be designed to address multiple practice behaviors simultaneously, so instead of approximately 40 activities there may be only 10-15.

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| 1: Identify as a professional social worker and conduct oneself accordingly. | a. understand and identify the role of a social worker in cross-disciplinary settings  
   b. discuss models of policy development and/or managerial theory and distributive leadership to inform organizational, policy and community change.  
   c. demonstrate leadership capacity within agencies and communities to advance social work values of social justice and social change, including ability to build alliances, develop and sustain effective workgroups, positively influence others, and perform project management activities including develop work-plans and timelines |
| 2: Apply social work ethical principles to guide professional practice. | a. recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents’ interests  
   b. articulate core values and ethical standards of the social work profession within diverse organizational, policy and community practice settings  
   c. utilize ethics frameworks in decision-making to address conflicts in values and priorities and budget and policy issues to maximize and strengthen opportunities for transformational change in organizations and communities |
| 3: Apply critical thinking to inform and communicate professional judgments. | a. engage in reflective practice (e.g., regularly question and reflect on their own assumptions and consider how these might affect practice)  
   b. articulate elements of critical thinking needed in leadership capacities, e.g., logic models, suspension of judgment, organizational audits, stakeholder analysis, reasoning ability for complex problem-solving, capacity to compare and contract options, tolerance of ambiguity, etc.  
   c. demonstrate effective use of critical thinking in verbal and written communication with colleagues, stakeholders, and constituents, including the ability to analyze and consider organization and community histories, barriers, and limitations prior to recommending organizational or social change |
| 4: Engage diversity and difference in practice. | a. understand the many forms of diversity and difference and how these influence the relationship with clients/constituents  
   b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing (COVERED BY 506)  
   c. work effectively with diverse populations  
   d. identify theoretical principles of leadership and management, and interdisciplinary teams and define issues, collect data and develop interventions, taking into account different cultural identities and belief systems |
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<tr>
<th>CSWE EPAS Core Competency</th>
<th>UW SSW MSW Advanced Knowledge &amp; Practice Behaviors (SHADED ITEMS ARE CONCENTRATION-SPECIFIC)</th>
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<td></td>
<td>e. strategize, create and implement collaborative coalitions with diverse organizational and community partners who think similarly and differently, working and communicating effectively across difference</td>
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<td>5: Advance human rights and social and economic justice.</td>
<td>a. articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems&lt;br/&gt;b. articulate principles of administration, strategic planning, community change and policy development and implementation that promote social and economic justice, combat discrimination and oppression, and increase access to resources&lt;br/&gt;c. demonstrate the capacity to develop and design policies and organizational practices to support social and economic justice, and to evaluate alternative policies, structures, and practices based on frameworks of human rights and social and economic justice&lt;br/&gt;d. identify advocacy methods and apply advocacy skills that can be used to inform policymakers and influence policies that impact clients/constituents and services</td>
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<td>6: Engage in research-informed practice and practice-informed research.</td>
<td>a. apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process (COVERED BY 506)&lt;br/&gt;b. use best practices and evidence-based research to develop, implement, and evaluate interventions (COVERED BY 506)&lt;br/&gt;c. identify sound management and policy development practices related to resource allocation, information technology, and decision-making based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information&lt;br/&gt;d. use systematic assessment and evaluation of organizations and policy arenas to strengthen interventions in these macro systems and advance research that is participatory and inclusive of the stakeholders and organizations with which they practice</td>
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<td>7: Apply knowledge of human behavior and the social environment.</td>
<td>a. apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural)&lt;br/&gt;b. describe techniques used in team-building, building coalitions and partnerships across organizational, community and policy settings, and understand the influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views&lt;br/&gt;c. analyze the task environment of organizations and communities and develop organizational change and policy proposals based on knowledge of the larger political, social, and structural frameworks, systems, contexts, and history&lt;br/&gt;d. develop organizational change and policy proposals that are based on knowledge...</td>
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<td>of the larger political, social and structural frameworks, systems, contexts, and history</td>
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<tr>
<td><strong>8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</strong></td>
<td><strong>a. recognize the interrelationship between clients/constituents, practice, and organizational and public policy</strong></td>
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<td><strong>b. determine the factors that influence the development of legislation, policies, program services, and funding at all system levels</strong></td>
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<td><strong>c. articulate political/sociological theories such as pluralism, power elite, neoliberalism and conservatism, and distributive leadership when interpreting and designing potential policy solutions</strong></td>
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<td><strong>d. assess policy agendas utilizing political/sociological theories such as pluralism, power elite, neoliberalism and conservatism; interpret and design potential managerial and policy responses in light of these contexts</strong></td>
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<td><strong>9: Respond to contexts that shape practice.</strong></td>
<td><strong>a. work collaboratively with others to effect systemic change towards sustainability</strong></td>
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<td><strong>b. develop intervention plans with the potential to contribute to systemic change</strong></td>
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<td><strong>c. identify the changing structural forces that impact organizational and policy arenas</strong></td>
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<td><strong>d. assess the history, mission, and leadership of organizations and communities and the dynamic shifts in their interlocking systems, economic and political contexts, as a critical part of evaluating and planning change efforts</strong></td>
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<td><strong>10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</strong></td>
<td><strong>ENGAGEMENT</strong></td>
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<td><strong>a. demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents</strong></td>
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<td><strong>b. demonstrate ability to engage with communities, their constituencies, and organizations that serve them to assess and analyze community/organization capacities, strengths, and needs</strong></td>
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<td><strong>c. demonstrate ability to engage diverse constituents in critical organizational and policy analysis and problem-solving, using a strengths perspective and empathy to build effective interpersonal relationships for alliances regarding potential change efforts, including the ability to communicate responsiveness to other points of view</strong></td>
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<td><strong>ASSESSMENT</strong></td>
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<td><strong>a. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)</strong></td>
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<td><strong>b. critically apply leadership theories when planning with others to adopt, implement, and evaluate strategic change, including balancing inquiry with advocacy in conducting a stakeholder analysis and identifying needs and shared interests</strong></td>
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<td><strong>c. assess policies influencing practice within organizational and community settings,</strong></td>
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<tr>
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<td>identifying opportunities for individuals within organizations and communities to become change agents</td>
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<td>INTERVENTION</td>
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<td>a. collaborate effectively with other professionals/stakeholders to coordinate interventions</td>
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<td>b. demonstrate analytical and interpersonal skills in work with community-based groups and human service organizations, in areas such as policy and task analysis, advocacy, governance, program development and program management, supervision, financial development/management, human resources and staff development, capacity building, strategic planning, and participatory evaluation</td>
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<td>EVALUATION</td>
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<td>a. contribute to the theoretical knowledge base of the social work profession through practice-based research (COVERED BY 506)</td>
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<td>b. demonstrate ability to involve community and organizational constituencies in designing, implementing, and evaluating the effectiveness of policy decisions and programs in order to recommend future actions</td>
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<tr>
<td></td>
<td>OTHER</td>
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<tr>
<td></td>
<td>a. articulate knowledge of learning organizations, organizational development, group dynamics, leadership theories, stakeholder analysis and sociopolitical frameworks for policy development and change</td>
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</table>

**Course Objectives**

The *Administration and Policy Practice concentration* prepares social workers to assume leadership roles in today’s complex human services organizations and policy arenas. Our graduates will be life-long learners with skills in defining and measuring social problems; devising and analyzing policy and program alternatives; influencing policy decisions; and leading diverse human services institutions in program planning, design, implementation, evaluation, and change. Students may also choose to develop competency in resource development, fiscal management, legislative advocacy, or participatory community-based evaluation.

**Course Requirements**

**Student Responsibilities**

*Attendance and Participation*

Students are expected to attend field placements regularly and reliably according to the schedule agreed upon with the field instructor. (Students are not required to attend field placements on University holidays. Students do, however, receive credit for those hours)
when holidays fall on a scheduled practicum day). Students are expected to fully participate in practicum learning experiences and practicum supervision. A total of eight credits and 720 hours are required for the Advanced Practicum.

Integration of Class and Practicum Learning
Students are required to provide copies of their course syllabi to the field instructor(s) by the third week of each quarter. Students are responsible for including discussion of course concepts during field supervision, relating field experiences to concepts addressed in class discussions, and completion of course assignments related to field learning. Students complete readings assigned by Practice Classroom Instructors in order to support and complement learning in the Practicum. In addition, students are required to complete readings assigned by the field instructor that are specifically relevant to the student's individual Practicum placement.

Completion Advanced Contract, Supervision and Quarterly Evaluations

a. Completion of Advanced Contract
b. Completion of Signed Acknowledgement of Risk Form
c. Documentation of Supervision (one hour per week on average)
d. Quarterly Evaluation to be completed by Student and field instructor

Immunizations
All Health Sciences Immunization requirements must be met in order to receive credit for the SocW525. If you have not taken care of this important requirement, contact the Hall Health Immunization Clinic at 206/685-1018 or email: myshots@uw.edu for an appointment. Any student who is not compliant for their immunization requirements will not be authorized to begin Advanced Practicum hours or will be given an Incomplete for SW 525.

Practicum Contract and Individualized Workplan: Students and field instructors develop and submit the Learning Contract by the end of the first four weeks of the first quarter of the practicum. They should continue to review and monitor the contract and individualized assignments throughout the Practicum Placement. The student’s progress towards competencies must be discussed and evaluated quarterly on forms which correspond to the Learning Contract. The Practicum Learning Contract includes an Acknowledgement of Risk form, which is a requirement for professional liability coverage while in practicum. Students and field instructors should also review the student’s Individual Learning Plan (ILP), which defines the student’s self-directed learning goals for his or her master’s degree program.

Quarterly Evaluations: Practicum Courses are graded Credit/No Credit. Progress towards competency development should be the focus of regular supervision. At the end of each quarter, both the field instructor (and Task Supervisor where applicable) and student complete a quarterly Evaluation which reflects the degree of achievement in obtaining competency in the Practice Behaviors and documents examples of ways the student has demonstrated competency growth. The field instructor must verify the total numbers of hours completed in placement by the student and recommend credit or no credit. Both student and field instructor must provide an electronic “signature” on the Evaluation to indicate the
completion of their portion of the document. The field instructor must submit the final document online via STAR. A conversation about the evaluation should occur between the student and field instructor to clarify its content and set new priorities.

**Field Faculty Responsibilities (Office of Field Education)**

**Agency Site Visits**
A faculty member from the Office of Field Education, in their role as Practicum Liaison, will visit the agency twice during the course of the practicum and meet with the student & field instructor(s), as well as the Task Supervisor(s) (when applicable).

**Provide Guidance**
The Practicum Liaison will provide information regarding School of Social Work (SSW) expectations of the practicum; the integration of classroom assignments, and help the student and PI consider ways in which the student can integrate theory and practice to reach required competencies. They are also available to respond to questions from students, field instructor(s) or Task Supervisor(s) about the SSW educational programs and policies. Practicum Liaisons are also the point person for both students and PI’s to discuss concerns and challenges that may arise and will help with the resolution as needed.

**Participate in the Contract and Evaluation Process**
Field Faculty are available to assist development of activities for the Learning Contract upon request, and in the Evaluation process, especially in case of concerns. Upon the completion of the Learning Contract and quarterly Evaluations, the Field Faculty will review the documents and provide approval based on completion, progress, and hours.

**Evaluation and Grading**

Practicum courses are graded Credit/No Credit. Practicum courses are graded Credit/No Credit. The assigned Field Faculty reviews the submitted quarterly Evaluation and the documented degree of attainment of competencies and practice behaviors through activities indicated in the Learning Contract. Field Faculty insure that both the field instructor (and Task Supervisor where applicable) and student have contributed to the quarterly Evaluation, and have adequately documented examples of ways the student has demonstrated competency. In addition the Field Faculty insures that all required information is submitted, including required hours, field instructor ratings, and electronic “signatures” from both student and field instructor.

__After a satisfactory review of the Contract, Evaluation, immunization requirements, and other pertinent information from all field contacts, the student’s Field Faculty then approves the Evaluation and assigns a final grade to the student. Students or instructors may be asked for clarifications or additions to the Evaluation, if needed for satisfactory completion. Services for Students with Disabilities__

At the SSW we are committed to ensuring access to classes, course material, and learning opportunities for students with disabilities. 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
indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for this class.

**Policy on Plagiarism**

The student conduct the University of Washington requires students to practice "high standards of academic and professional honesty and integrity." In addition, the School of Social Work's academic standards specify that students may be dismissed for "academic cheating, lying, or plagiarism." Students who are suspected of cheating or plagiarism will be confronted directly by the instructor, who will inform the program director and the assistant dean for student affairs. Instructors will not award credit for work that has been plagiarized. The instructor, director and director of student services will determine if the student's actions warrant disciplinary action, which may include probation or dismissal. Your program manual contains a fuller explanation of plagiarism and suggestions for avoiding it.

**Course Instructors**

Leon Preston, Director of Field Education, 206/543-3881, Rm. 112B, ltp3@uw.edu
Stan de Mello, Associate Director, MSW Field Faculty, 206/616-5983, Rm. 112K, demellos@uw.edu
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Michelle Bagshaw, MSW/BASW Field Faculty, 206/616-1561, Rm. 112G, mgabshaw@uw.edu
Alice Ryan, MSW Field Faculty, 206-221-7459, Rm. 112E, alicer2@uw.edu
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Stacey DeFries, MSW Field Faculty, 206/372-7555, Rm. 112C, sdefries@uw.edu
Cynthia Dickman, MSW CWTAP Field Faculty, 206/897-1835, Rm. 111D, cdickman@uw.edu
John Allen Hires, MSW CWTAP Field Faculty, 206/543-6319, Rm. 111D, hiresja@uw.edu
Course Overview

The Advanced Practicum is structured to support students in achieving the goals of the Advanced MSW Program Curriculum. Practicum teaching is conducted by professional social work practitioners selected by agencies and approved by the faculty of the School of Social Work. As part of the total MSW curriculum, the Advanced Practicum provides students with an opportunity for building on foundational knowledge, skills and competencies through practice in an area of concentration. Graduate Students in the MSW Advance Practicum are expected to meet and attain Advanced Competencies & Practice Behaviors as required by the Council on Social Work Education (CSWE). During the advanced year students work towards autonomous practice by graduation under the supervision of an experienced Master’s Level Social Worker trained as a field instructor.

Advanced Competencies and Practice Behaviors

The Advanced Practicum is structured to support students in achieving the goals of the Advanced MSW Program Curriculum. Each Concentration in the Day and EDP program identifies Practice Behaviors that their students must meet in achieving Core Competencies. Students and their field instructor will identify individualized Learning Activities within the agency setting designed to help students with practice behaviors and to achieve core competencies as determined by the Council on Social Work Education. They should be negotiated according to student interests and learning goals, agency need, and coursework requirements. Progress in achieving core competencies will be evaluated quarterly.

In the Advanced Practicum placement, students will:

- engage in Learning Activities in their advanced concentration
- develop related Practice Behaviors.
- demonstrate the knowledge, values, and skills inherent in each of the ten advanced year Core Competencies
- and be assessed by the field instructor using competency criteria and identified methods of measurement (observation, documentation, reports, team feedback, etc.).

These Advanced Competencies and related Practice Behaviors are embedded in the SW 525 Learning Contract and quarterly Evaluations. Regular and focused supervision around the attainment of the Advanced Competencies facilitates the integration of theory and practice, as classroom concepts and coursework also teach to these competencies.
SPECIFIED ADVANCED COMPETENCIES AND PRACTICE BEHAVIORS FOR:

**PRACTICE WITH CHILDREN & FAMILIES & MULTIGENERATIONAL PRACTICE (DAY)**

**MULTIGENERATIONAL PRACTICE WITH CHILDREN, FAMILIES, & ELDERS (EDP)**

**NOTE:** highlighted Practice Behaviors are for ALL concentrations.

*Learning Activities should be developed to address EVERY Practice Behavior. These activities can be designed to address multiple practice behaviors simultaneously, so instead of approximately 40 activities there may be only 10-15.*

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</table>
| 1: Identify as a professional social worker and conduct oneself accordingly. | a. understand and identify the role of a social worker in cross-disciplinary settings  
  b. understand and identify professional strengths, limitations and challenges  
  c. develop, and maintain relationships with clients/constituents within person-in-environment and strengths perspectives  
  d. demonstrate professional use of self with clients/constituents and colleagues |
| 2: Apply social work ethical principles to guide professional practice. | a. recognize and manage personal biases as they affect the professional relationship in the service of the clients’/constituents’ interests  
  b. apply ethical decision-making skills to their field of practice to promote human rights and social justice  
  c. identify and apply knowledge of relationship dynamics, including power differentials  
  d. use knowledge about ethical issues (e.g., competing values, client/constituent rights, legal parameters, and shifting societal mores) that affect the provision of services and relationships with clients/constituents |
| 3: Apply critical thinking to inform and communicate professional judgments. | a. engage in reflective practice (e.g., regularly question and reflect on their own assumptions and consider how these might affect practice)  
  b. understand and differentiate the strengths and limitations of multiple practice theories, frameworks, and methods and consider their relevance to clients/constituents  
  c. identify and articulate clients’/constituents’ strengths and vulnerabilities  
  d. utilize a multi-generational framework that is inclusive of children, youth, older adults and their families |
| 4: Engage diversity and difference in practice. | a. understand the many forms of diversity and difference and how these influence the relationship with clients/constituents  
  b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing  
  c. work effectively with diverse populations  
  d. identify practitioner and client/constituent differences, utilizing a strengths perspective |
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| 5: Advance human rights and social and economic justice. | a. articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems  
b. use knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma on clients/constituents and their systems to guide intervention planning  
c. critically analyze your practice in relation to advancing human rights and social and economic justice |
| 6: Engage in research-informed practice and practice-informed research. | a. Apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process  
b. use best practices and evidence-based research to develop, implement, and evaluate interventions  
c. Use best practices and evidence-based interventions with multiple generations |
| 7: Apply knowledge of human behavior and the social environment. | a. apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural)  
b. apply a life course approach to human development in assessments and interventions with individuals, families, and communities |
| 8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | a. recognize the interrelationship between clients/constituents, practice, and organizational and public policy;  
b. Determine the factors that influence the development of legislation, policies, program services, and funding at all system levels  
c. communicate to stakeholders the implication of policies and policy change in the lives of clients/constituents  
d. Apply advocacy skills that can be used to inform policymakers and influence policies that impact clients/constituents and services |
| 9: Respond to contexts that shape practice. | a. work collaboratively with others to effect systemic change towards sustainability  
b. analyze and respond to evolving contexts (e.g., cultural, technological, geographical, political, legal, economic, and environmental);  
c. assess the quality of clients'/constituents' interactions within their social contexts  
d. Identify how relational, organizational, and community systems may impact clients/constituents |
| 10: Engage, assess, intervene, and | ENGAGEMENT  
a. demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) |
Course Objectives

As part of the total MSW curriculum, the Advanced Practicum provides students with an opportunity for building on foundational knowledge, skills and competencies through practice in an area of concentration. Graduate Students in the MSW Advance Practicum are expected to meet and attain Advanced Competencies & Practice Behaviors as required by the Council on Social Work Education (CSWE). During the advanced year students work towards autonomous practice under the supervision of an experienced Master’s Level Social Worker trained as a field instructor.

**PRACTICE WITH CHILDREN AND FAMILIES (DAY)**

The Children, Youth, and Families Specialization prepares MSW level practitioners to deliver, and advocate for services focused on healthy development for diverse children and families. Graduates assume responsibility in such areas as: School Social Work; Infant, Child and Adolescent Mental Health; Public Child Welfare; Family Support; Residential Care Treatment; Community Based Programs for Juvenile Offenders; Prevention Programs; Family Preservation; and Programs for Families with Children with Disabilities.

**MULTIGENERATIONAL PRACTICE WITH ELDERS (DAY)**
This concentration is distinctive for its cross-generational perspective on families across the life course. With increased life expectancy, more families encompass three or four generations, with children, adults in the middle and older adults as vital members. Issues such as loss, mental and physical illness, family trauma and healing; family caregiving, including; grandparents as primary caregivers of grandchildren; public and private policies and programs to support families, including LGBT families and families of color; and end of life care are addressed from a cross-generational and strengths perspective. Students trained in this practice area are prepared with cross-generational and culturally sensitive advanced micro and macro competencies for professional careers that are in high demand.

**MULTIGENERATIONAL PRACTICE WITH CHILDREN, FAMILIES AND ELDERS (EDP)**

This advanced concentration prepares MSW practitioners to work with, and advocate for, children, families and elders across the life course within diverse communities. This groundbreaking approach integrates cross-generational issues with topics such as resilience, trauma, family violence, disparities and cultural relevance. This concentration prepares practitioners for a range of settings including, but not limited to, child welfare, schools, mental health, juvenile justice, assisted living, and elder and family services.

**Course Requirements**

**Student Responsibilities:**

**Attendance and Participation**

Students are expected to attend practicum regularly and reliably according to the schedule agreed upon with the field instructor. (Students are not required to attend field placements on University holidays. Students do, however, receive credit for those hours when holidays fall on a scheduled field day). Students are expected to fully participate in field learning experiences and field supervision. A total of eight credits and 720 hours are required for the Advanced Practicum.

**Integration of Class and Practicum Learning**

Students are required to provide copies of their course syllabi to the field instructor(s) by the third week of each quarter. Students are responsible for including discussion of course concepts during field supervision, relating field experiences to concepts addressed in class discussions, and completion of course assignments related to field learning. Students complete readings assigned by Practice Classroom Instructors in order to support and complement learning in the Practicum. In addition, students are required to complete readings assigned by the field instructor that are specifically relevant to the student's individual Practicum placement.

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a. Completion of Advanced Contract

b. Completion of Signed Acknowledgement of Risk Form

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d. Quarterly Evaluation to be completed by Student and field instructor
Immunizations

All Health Sciences Immunization requirements must be met in order to receive credit for the SocW525. If you have not taken care of this important requirement, contact the Hall Health Immunization Clinic at 206/685-1018 or email: myshots@uw.edu for an appointment. Any student who is not compliant for their immunization requirements will not be authorized to begin Advanced Practicum hours or will be given an Incomplete for SW 525.

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Quarterly Evaluations: Practicum Courses are graded Credit/No Credit. The field instructor Progress towards competency development should be the focus of regular supervision. At the end of each quarter, both the field instructor (and Task Supervisor where applicable) and student complete a quarterly Evaluation which reflects the degree of achievement in obtaining competency in the Practice Behaviors and documents examples of ways the student has demonstrated competency growth. The field instructor must verify the total numbers of hours completed in placement by the student and recommend credit or no credit. Both student and field instructor must provide an electronic “signature” on the Evaluation to indicate the completion of their portion of the document. The field instructor must submit the final document online via STAR. A conversation about the evaluation should occur between the student and field instructor to clarify its content and set new priorities.

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Participate in the Contract and Evaluation Process
Field Faculty are available to assist in the development of activities for the Learning Contract upon request, and in Evaluation process, especially in case of concerns. Upon the completion of the Learning Contract and quarterly Evaluations, the Practicum Liaison/Coordinator will review the documents and provide approval based on completion, progress, and hours.

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Practicum courses are graded Credit/No Credit. The assigned Field Faculty reviews the submitted quarterly Evaluation and the documented degree of attainment of competencies and practice behaviors through activities indicated in the Learning Contract. Field Faculty insure that both the field instructor (and Task Supervisor where applicable) and student have contributed to the quarterly Evaluation, and have adequately documented examples of ways the student has demonstrated competency. In addition the Field Faculty insures that all required information is submitted, including required hours, field instructor ratings, and electronic “signatures” from both student and field instructor.

After a satisfactory review of the Contract, Evaluation, immunization requirements, and other pertinent information from all field contacts, the student’s Field Faculty then assigns a final grade to the student. Students or instructors may be asked for clarifications or additions to the Evaluation, if needed for satisfactory completion.

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Leon Preston, Director of Field Education, 206/543-3881, Rm. 112B, ltp3@uw.edu
Stan de Mello, Associate Director, MSW Field Faculty, 206/616-5983, Rm. 112K, demellos@uw.edu
J'May Rivara, MSW Field Faculty, 206/616-5792, Rm. 112H, jbr@uw.edu
Alice Ryan, MSW Field Faculty, 206-221-7459, Rm. 112E, alicer2@uw.edu
Aida Wells, MSW Field Faculty, 206-221-2694, 206/221-2694 Rm. 112D aida@uw.edu
Michelle Bagshaw, MSW/BASW Field Faculty, 206/616-1561, Rm. 112G, mgabshaw@uw.edu
Jennifer Brower, MSW Field Faculty, 206/616-8551, Rm. 112F, jjb2@uw.edu
Stacey DeFries, MSW Field Faculty, 206/372-7555, Rm. 112C, sdefries@uw.edu
Cynthia Dickman, MSW CWTAP Field Faculty, 206/897-1835, Rm. 111D, cdickman@uw.edu
John Allen Hires, MSW CWTAP Field Faculty, 206/543-6319, Rm. 111D, hiresja@uw.edu
Standards of Conduct and Grievance Procedures

UW Student Code of Conduct

The following is an abbreviated version. The complete code is available from the Office of the Vice President for Student Affairs, Schmitz 476, or the Washington Administrative Code, Chapter 478-120 (in the Social Work Library).

Admission to the University carries with it the presumption that students will conduct themselves as responsible members of the academic community. As a condition of enrollment, all students assume responsibility to observe standards of conduct that will contribute to the pursuit of academic goals and the welfare of the academic community. That responsibility includes, but is not limited to:

- academic and professional honesty and integrity,
- refraining from actions which would interfere with University functions or endanger the health, safety, or welfare of others, and
- complying with the rules and regulations of the University and its units.

Specific instances of misconduct on campus include, but are not limited to:

- intentionally and substantially disrupting teaching
- physical abuse or threat of harm
- sexual offenses, such as rape, sexual assault or harassment
- malicious damage to or misuse of property
- refusal to comply with lawful order to leave the campus
- possession or use of firearms, explosives, dangerous chemicals, or other dangerous weapons (excluding legal defense sprays)
- unlawful possession, use, distribution, or manufacture of alcohol or controlled substances
- inciting others to engage in unlawful activity.

Violations of these standards may result in a variety of disciplinary actions, including suspension or permanent dismissal from the University.
Academic Performance and Conduct Which May Result in a Review and Possible Dismissal from the School of Social Work: [http://socialwork.uw.edu/admissions/uw-social-work-policies](http://socialwork.uw.edu/admissions/uw-social-work-policies)

Students may be terminated from the School of Social Work for any of the following:

1. Failure to meet or maintain academic standards as established by the University and the School of Social Work. (This is automatic and may take place without a review or further procedure.)

2. Academic cheating, lying, or plagiarism.


4. Documented evidence of conviction of a criminal act occurring during the course of study, or which occurred prior to admission to the School of Social Work and became known after admission.

5. Failure to meet the Essential Skills, Values and Standards of Professional Conduct for Admission to and Continuance in the School of Social Work


**Academic Honesty: Cheating and Plagiarism**

**What is academic misconduct?**

Academic misconduct occurs if you present as your own work something that you did not do, or if you intentionally present incorrect data. It is also considered academic misconduct if you help someone else present work that is not his or her own.

**Plagiarism**

The student conduct code of the University of Washington requires students to practice “high standards of academic and professional honesty and integrity.” In addition, the School of Social Work’s academic standards specify that students may be dismissed for “academic cheating, lying, or plagiarism.” Students who are suspected of cheating or plagiarism will be confronted directly by the instructor, who will inform the program director and the Director of Student Services. Instructors will not award credit for work that has been plagiarized. The instructor, Program Director and Director of Student Services will determine if the student’s actions warrant disciplinary action, which may include probation or dismissal.
When students plagiarize, they usually do so in one of the following six ways:

1. **Using another writer's words without proper citation.** If you use another writer's words, you must place quotation marks around the quoted material and identify the source of the quotation.

2. **Using another writer's ideas without proper citation.** When you use another author's ideas, you must indicate with an in-text citation, note, or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.

3. **Citing your source but reproducing the exact words of a printed source without quotation marks.** This makes it appear that you have paraphrased rather than borrowed the author's exact words.

4. **Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.** This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words. The following example is from *A Writer's Reference* by Diana Hacker (New York, 1989, p. 171).

   - Original: *If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.*
   - Unacceptable borrowing of words: *An ape who knew sign language unsettled linguists and startled animal behaviorists.*
   - Unacceptable borrowing of sentence structure: *If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.*
   - Acceptable paraphrase: *When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.*

5. **Borrowing all or part of another student's paper or using someone else's outline** to write your own paper.

6. **Using a paper writing "service" or having a friend write the paper for you.** Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.

   **Note:** *The guidelines that define plagiarism also apply to information secured on internet websites. Internet references must specify precisely where the information was obtained and where it can be found.*

You may think that citing another author's work will lower your grade because it suggests that you are not demonstrating independent thinking. In some unusual cases this may be true, if your instructor has indicated that you must write your paper without reading additional material. But in
fact, as you progress in your studies, you will be expected to show that you are familiar with important work in your field and can use this work to further your own thinking. Your professors write this kind of paper all the time. The key to avoiding plagiarism is that you show clearly where your own thinking ends and someone else's begins.

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

[http://socialwork.uw.edu/node/1700](http://socialwork.uw.edu/node/1700)

**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 these 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/](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**

**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.

**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:

Nancy Hooyman  
School Ombudsman  
206-685-1662, SWS 238A  
email: hooy@uw.edu

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

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

Leon Preston  
Director of Field Education  
206-543-3881, SWS 112E  
ltp3@uw.edu

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

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

Emiko Tajima  
Associate Dean for Academic Affairs  
206-221-7874  
SWS 210E  
etajima@uw.edu
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 Director 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.

**UW Equal Opportunity Statement**

The University of Washington reaffirms its policy of equal opportunity regardless to race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran in accordance with University of Washington policy and applicable federal and state statutes and regulations.

In addition to adhering to the University of Washington Equal Opportunity Statement, the School of Social Work provides equal opportunity in education without regard to political orientation.

**Reasonable Accommodation Statement**

The University of Washington is committed to providing access and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. For information or to request disability accommodation contact: Disability Resources for Students at 206-543-8924/V, 206-543-8925/TTY, 206-616-8379 (FAX), or e-mail at uwdss@uw.edu

**School of Social Work Student Review Committee**

/http://socialwork.uw.edu/students/services/msw-program-reference-area

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).*

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 the Executive Order No. 60 Policy on Human Immunodeficiency Virus at http://www.washington.edu/admin/rules/policies/PO/EO60.html of the President, Revised September 24, 1996, University Handbook.*

The University makes available to eligible persons 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/

Appendix A
Appendix A

AFFILIATION AGREEMENT

This Agreement is entered into between the University of Washington, School of Social Work in Seattle and Tacoma (“School”), and ______________________________ (“Training Site”).

The School and the Training Site share common goals for educating health care professionals, client care and service to the community. The School has established educational programs for the training of social work students (“students”) and needs the cooperation of other institutions for the training of students. The Training Site has suitable facilities for training and is willing to allow its facilities to be used by students of the School.

Therefore, the School and Training Site agree as follows:

General Provisions

1. The School and Training Site agree that contemporaneous with or following execution of this Agreement and within the scope of its provisions, the School shall confer with the Training Site about the number and types of students it might accept for placement, the nature of the Training Site’s learning experience, and its expectations of students in meeting the Training Site’s needs. As part of this consultation, the School will make available to Training Site current copies of its Practicum Manuals for the Bachelor of Arts Degree in Social Work and the Master of Social Work Program. The School may formalize the operational details of the clinical education program in writing. These details include, but are not limited to, the following:

   - Beginning dates and length of experience;
   - Number of students eligible to participate in the training;
   - Specific days, hours, and locations for the training;
   - Specific allocation of responsibilities for the Practicum Faculty training supervisors, and Preceptors, if any, referred to in this Agreement;
   - Deadlines and format for student progress reports and evaluation forms.

2. Any such letters will be considered attachments to this Agreement, will be binding when signed by authorized representatives of each party, and may be modified following further written agreement between the parties. Any conflict or inconsistency in this Agreement and its attachments will be resolved by giving the documents precedence in the following order: (1) this Agreement; (2) attachments to this Agreement in reverse chronological order.

3. The School and Training Site will jointly plan the training program and jointly evaluate students. School will have the final responsibility for grading students.

4. The School and Training Site will instruct their respective employees and students participating in the training to maintain confidentiality of student and client information as required by law and by the policies and procedures of the School and the Training Site.
5. There will be no unlawful discrimination against any Student covered under this Agreement because of race, color, religion, national origin, age, handicap, status as a Vietnam era or disabled veteran, sex, or sexual orientation.

School’s Responsibilities

6. The School will assign only students who, in the opinion of the School, have the required academic background and basic skills to be trained in the Training Site.

7. The School will provide the Training Site with appropriate information about each student's background and professional interests.

8. The School will designate a Practicum Faculty(s) to the Training Site.

9. The Practicum Faculty will assist, if necessary, in the development of a learning contract and review the progress of student learning with the supervisor(s) at the Training Site (“Practicum Instructor”). A learning contract outlines the School's required learning goals for the practicum courses, and the activities the student is required to complete to meet those goals. It is signed by the student and the Training Site’s Practicum Instructor(s), and reviewed and approved by the Practicum Faculty.

10. The School will provide the Training Site’s Practicum Instructor with access to instructional materials, including orientation and training, as appropriate.

11. Upon request, the School will provide the Practicum Instructor with University of Washington Library privileges.

12. The School will request a criminal background check through a third party vendor upon students’ admission to School. Training Site understands and agrees that any information forwarded to it by School has been procured through this process. School does not certify the veracity of the records provided, and the provision of this background check does not relieve Training Site of its legal obligations.

13. School will ensure evaluation of students’ immune status with regard to current CDC standards for healthcare personnel, upon program entry and again each time standards are changed or updated. School will also ensure students receive initial and annual tuberculosis screening according to current CDC guidelines.

Training Site’s Responsibilities

14. The Training Site will designate, with the School’s concurrence, one or more qualified staff members who will serve as Practicum Instructors to direct and supervise student learning. Practicum Instructors will confer with the School’s Practicum Faculty about individual student progress.
15. The Training Site shall make its facilities available to be used for educational purposes and shall supervise students. Training Site will permit, on reasonable notice and request, the inspection of clinical and related facilities by agencies charged with responsibility for accreditation of School.

16. The Training Site will allocate reasonable time to the Practicum Instructors to carry out their educational responsibilities, including attending training for practicum instruction, development of student learning contracts, regular supervision, and evaluation of students.

17. The Training Site shall provide students access to available information or sources of information that will further their education while they are assigned to the Training Site.

18. The Training Site may immediately limit or withdraw the use of its facilities by an individual student if that particular student endangers any client. Training Site agrees to immediately notify School, with reasons for withdrawal, in writing if requested, and to use reasonable efforts to reach agreement with School on terms under which Training Site would permit use of its facilities by that student under this Agreement to resume.

19. The number of hours spent by the student at the Training Site is determined by University credit requirements, but the specific scheduling of the hours is negotiable between the student and the Training Site, subject to approval of the School.

20. The Training Site will provide feedback and participate with School expectations regarding evaluations of students.

21. The School will require each student referred to the Training Site to complete a training in universal precautions and transmissions of blood borne pathogens, if required by the Training Site. Training Site will provide personal protection equipment that is appropriate for the tasks assigned to School’s students.

In the event a student sustains a needle-stick injury or other substantial exposure to bodily fluids of another or other potentially infectious material while participating in the practicum program at Training Site, Training Site agrees to provide the following services:

- Provide or, at the option of the student, assist with seeking emergency medical care, at the student’s expense;
- Provide HIV counseling and appropriate testing, at the student’s expense; and
- Cooperate in the identification of and documentation for the source individual.

The source patient’s HBV, HCV and HIV status will be determined by Training Site in the usual manner to the extent possible

**Liability Coverage Provisions**

22. Each Party Responsible for Its Own Negligence:
Each party to this Agreement will be responsible for the negligent acts or omissions of its own employees, officers, agents, or students in the performance of this Agreement. Neither party will be considered the agent of the other and neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not a party to this Agreement, other than students as provided in this section.

23. School:
School will defend, indemnify and hold Training Site harmless from any loss, claim or damage arising from the negligent acts and omissions of School and School’s regents, employees, officers, agents, and students for activities under this Agreement. School maintains a professional liability coverage program under the authority of RCW 28B.20.250, .253, and .255. for its regents, employees, officers, agents, and students while at Training Site in the performance of this Agreement.

24. Training Site:
Training Site will defend, indemnify and hold School harmless from any loss, claim or damage arising from the negligent acts and omissions of Training Site and Training Site’s employees, officers, and agents. Training Site will maintain at its own expense commercial general liability insurance with limits of not less than $1,000,000 per occurrence and $2,000,000 annual aggregate (or an equivalent program of self-insurance). If students at the Training Site will be involved in patient care, therapy, counseling, case management, or direct service social work, then Training Site will also maintain professional liability insurance with limits of not less than $1,000,000 per occurrence and $3,000,000 annual aggregate (or an equivalent program of self-insurance).

If Training Site is a State of Washington agency, Training Site’s obligations for insurance will be covered by the State of Washington Self-Insurance Program and the Tort Claims Act (RCW 4.92). Claims against Training Site and its employees and officers will be paid from the Tort Claims liability account as provided in RCW 4.92.

25. Upon request, both parties will provide proof of coverage upon execution of this Agreement. School and Training Site agree to notify each other in the case of material modification or cancellation of coverage, and to provide subsequent proof of coverage thereafter.

Relationship of the School and the Training Site

26. It is expressly agreed that this Agreement is not intended to create the relationship of agent, servant, employee, partnership, joint venture or association between the School and the Training Site but is rather an Agreement by and between independent organizations. The Practicum Instructors are not employees of the School. School students shall not be considered employees of the Training Site.

Confidentiality Provisions

27. School shall direct its students to comply with the policies and procedures of Training Site, including those governing the use and disclosure of individually identifiable health information under federal law, specifically 45 CFR parts 160 and 164. Solely for the purpose of defining the students' role in relation to the use and disclosure of Training Site's protected health information,
the students are defined as members of the Training Site's workforce, as that term is defined by 45 CFR 160.103, when engaged in activities pursuant to this Agreement. However, the students are not and shall not be considered to be employees of the Training Site.

Client Billing and Records

28. The Training Site retains full responsibility for client services and for establishing standards for the quality of services rendered by students. The Training Site shall maintain the right to bill and receive payment for services performed at the Training Site. The Training Site accepts full and complete responsibility for and agrees to defend, indemnify, and hold School and School’s regents, officers, employees, agents, and students harmless from any loss, claim, or damage arising from any errors or omissions, intentional or unintentional, committed by the Training Site in its billing practices under this provision.

29. The School acknowledges that client records are the property of the Training Site and will remain and be maintained at the Training Site at all times.

Miscellaneous Provisions

30. Worker’s Compensation. Students assigned to Training Site will be and will remain students of School, and will not be considered employees of Training Site. Training Site does not and will not assume any liability under any law relating to Worker’s Compensation on account of any student’s performing duties, receiving training, or traveling pursuant to this Agreement. Students will not be entitled to any monetary or other remuneration for services, absent.

31. Term. This Agreement is effective _______________ and shall continue until terminated. This Agreement will be reviewed at the request of either party. Either party may terminate this Agreement upon 90 days written notice. However, in the event of termination, it shall not become effective for students already participating at Training Site until they have completed their current placements.

32. Governing Law. The parties’ rights or obligations under this Agreement will be construed in accordance with, and any claim or dispute relating thereto will be governed by, the laws of the State of Washington.

33. Notices. All notices, demands, requests, or other communications required to be given or sent by School or Training Site will be in writing and will be mailed by first-class mail, postage prepaid, or transmitted by hand delivery or facsimile, addressed as follows:

To School:
Office of Field Education
School of Social Work
University of Washington, Mail Stop 354900
4101 15th Ave. N.E.
Seattle, WA 98105

To Training Site:
Each party may designate a change of address by notice in writing. All notices, demands, requests, or communications that are not hand-delivered will be deemed received three days after deposit in the U.S. Mail, postage prepaid; or upon confirmation of successful facsimile transmission.

34. **Survival.** The School and Training Site expressly agree that the liability coverage provisions of this Agreement will survive the termination of this Agreement.

35. **Severability.** If any provision of this Agreement is held to be wholly or partially invalid or unenforceable under applicable law, that provision will be ineffective to that extent only, without in any way affecting the remaining provisions of the Agreement.

36. **Waiver.** Neither the waiver by any of the parties of a breach of or a default under any of the provisions of this Agreement, nor the failure of either of the parties to enforce any of the provisions of this Agreement or to exercise any right or privilege hereunder, will be construed as a waiver of any subsequent breach or default of a similar nature, or as a waiver of any provisions, rights, or privileges hereunder.

37. **Entire Agreement.** This Agreement constitutes the entire agreement between the parties, and supersedes all prior oral or written agreements, commitments, or understandings concerning the matters provided for in this Agreement.

38. **Amendment.** This Agreement may only be modified by subsequent written agreement or letter executed by the parties.

39. **Execution and Approval.** The parties warrant that the officers/individuals signing below have been duly authorized to act for and on behalf of the Party for the purpose of executing this Agreement. The parties may also include the signatures of individuals who are responsible for the clinical education program.

UNIVERSITY OF WASHINGTON
SCHOOL OF SOCIAL WORK

_________________________  ______________
Associate Dean for Academic Affairs, School of Social Work  Date

_________________________  ______________
Director, University of Washington  Date
Tacoma Social Work Program

_________________________  ______________
Executive Director, Health Sciences Administration  Date

TRAINING AGENCY:

_________________________  ______________
Signature  Date
Printed Name and Title

Phone Number

Email Address (please print)

Signature

Printed Name and Title

Phone Number

Email Address (please print)
Appendix B

Field Instructors Biographical Form
University of Washington, School of Social Work
(This form is available on-line in the Forms Section on the practicum website: www.ssw.washington.edu/practicum)

Name: ____________________________________________________________________________

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>Middle</th>
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</thead>
</table>

Home Address: ______________________________________________________________________

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

Phone: __________

Name of Agency

Agency Address

<table>
<thead>
<tr>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

Agency Administrator

Agency Phone

Your Job Title at Agency

Your Phone Number

Your Agency Email Address

Your Duties at Agency

Education: List in chronological order all schools, colleges and universities you attended, including graduate work you are engaged in at the present

* Name of Institution     Location     Date from/to     Degree Received     Date

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Honorary Degrees: __________________________________________________________________

Pertinent Post-MSW Workshops & Seminars: __________________________

__________________________________________________________________________

Major Subjects Studied

In undergraduate work: ____________________________________________________________

In graduate work: ________________________________________________________________

Subject of Master's Thesis: ________________________________________________________

Practicum

First Practicum: ________________________________________________________________

Second Practicum: ______________________________________________________________
* Positions Held Since Graduation

<table>
<thead>
<tr>
<th>Date from/to</th>
<th>Employer</th>
<th>Position</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Supervisory Experience

<table>
<thead>
<tr>
<th>Agency</th>
<th>Years</th>
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</tbody>
</table>
Student Instruction (please indicate number of students and years of supervisory experience)

<table>
<thead>
<tr>
<th>Agency</th>
<th>Students</th>
<th>Years</th>
</tr>
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<tbody>
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</tr>
</tbody>
</table>

* Publications

Workshops/institutes you have conducted

Special teaching interests

Date __________________________ Signature __________________________

* A vita or resume may be submitted in place of starred material

Please return completed form to:
Cheryl Yates, Assistant Coordinator for Practicum
School of Social Work
4101-15th Ave NE
Seattle, WA 98105
Appendix C

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 Director 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 Director 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 Director of Field Education to provide off-site instruction with the
   assistance of an on-site agency task supervisor.
   - The field instructor must indicate approval for the plan, including their willingness to serve as
   the field instructor and to be available for practicum instruction, by their signature (see #5
   below).

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

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

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

Field Faculty Signature: __________________________________________________________

Director 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 Director 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 D

INTRODUCTION/ORIENTATION TO PRACTICUM SITE
REQUIRED ACTIVITIES

For Day Students:
As Part of SocW 523, Introduction to Practicum, In Autumn quarter of First Year.

For Extended Degree Program Students:
As Part of SocW 523, Introduction to Practicum, In Winter/Spring quarters of First Year

1. Read NASW Code of Ethics and other codes of ethics relevant to the practicum site. Discuss practicum site ethical issues/structures with field instructor.

2. Read the organization’s mission statement, program objectives, bylaws, and contracts, and applicable laws that describe the organization’s history and role in the service delivery system and larger community. Discuss with field instructor how these are put into action and have changed over time.

3. Review the organizational chart of the agency and/or program and read job descriptions of social workers and other professionals in the agency/program. Discuss with field instructor or agency authority the decision making procedures and role divisions and interview selected staff regarding their role in the organization and their challenges and successes.

4. Read agency policies and procedures documents which define client eligibility for services, and outline agency policies and procedures for informed consent, confidentiality, and professional conduct. Interview staff regarding operations of these policies with respect to specific clients and service needs.

5. Read examples of client assessments and case studies. Discuss agency interventions, case documentation structure, and expectations with field instructor.

6. Read program evaluations and annual reports. Discuss effects on social work and clients regarding budget and planning and begin to explore student opportunities for involvement in research evaluation activities for research classes.

7. Attend staff and other agency/program meetings as possible. Discuss staff/agency priorities, dynamics, decision-making, and leadership.

8. Review safety and emergency procedures and discuss with field instructor.


10. Interview field instructor, according to the attached specifications and write a summary of the field instructor Interview. For MSW Day Program Students: Due _______. For MSW Extended Degree Program Students: Due _______________.

11. Complete all Immunizations required for the School of Social Work, Health Sciences Immunization Program (required for credit).
## SW 523 INTRODUCTION/ORIENTATION TO PRACTICUM SITE

### REQUIRED ACTIVITIES CHECKLIST

**Student Name:** __________________________ **Agency:** __________________________

**For MSW Foundation Day Students:** As part of SocW 523 in Autumn quarter.

**For MSW Extended Degree Program Students:** As part of SocW 523 in Winter/Spring quarters.

<table>
<thead>
<tr>
<th>Required Activities</th>
<th>Date Completed</th>
<th>Planned Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Read NASW Code of Ethics and other codes of ethics relevant to the practicum site.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Discussed practicum site ethical issues/structures with Practicum Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a. Read the organization’s mission statement, program objectives, bylaws and contracts, and applicable laws that describe the organization’s history and role in the service delivery system and larger community.</td>
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<td></td>
</tr>
<tr>
<td>b. Discussed with field instructor how these are put into action and have changed over time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a. Reviewed the organizational chart of the agency and/or program and read job descriptions of social workers and other professionals in the agency/program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Discussed with Practicum Instructor or agency authority the decision making procedures and role divisions and interviewed selected staff regarding challenges and successes.</td>
<td></td>
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<tr>
<td>4a. Read agency policies and procedures documents which define client eligibility for services, and outline agency policies &amp; procedures for informed consent, confidentiality, and professional conduct.</td>
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<td></td>
</tr>
<tr>
<td>b. Interviewed staff regarding operations of these policies with respect to specific clients and service needs.</td>
<td></td>
<td></td>
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<tr>
<td>5a. Read examples of client assessments and case studies.</td>
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</tr>
<tr>
<td>b. Discussed agency interventions, case documentation structure and expectations with Practicum Instructor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6a. Read program evaluations and annual reports.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Discussed effects on social work and clients regarding budget and planning and began to explore student opportunities for involvement in research evaluation activities for research classes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7a. Attended staff and other agency/program meetings as possible.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Discussed staff/agency priorities, dynamics, decision making, leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Types of meetings attended: ___________________________________________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8a. Reviewed safety, emergency, confidentiality procedures, including HIPAA and exposure to blood borne pathogens.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Discussed with Practicum Instructor.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Signed the Acknowledgement of Risk form (final page of contract).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Interviewed Practicum Instructor, according to the specifications and wrote a summary of the Practicum Instructor interview.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Completed all Immunizations required for the School of Social Work, Health Sciences Immunization Program (required for credit).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For MSW Day students, number of hours spent at the practicum site Autumn quarter: ________. (A minimum of 24 hours is required.) For MSW Extended Degree Program students, number of hours spent at the practicum site Spring quarter: _________. (Up to 24 hours may be necessary to complete all required activities and assignments).

Practicum Instructor Signature: ____________________________ Date: __________
Student Signature: __________________________________________ Date: __________
Liaison Signature: __________________________________________ Date: __________
Appendix F

Assignment for SW 523 Intro to Practicum

Learning Activities Work Plan

Instructions: Students and field instructors identify activities specific to the Foundation Practicum site and supporting development of the ten required Core Competencies and Foundation Practice Behaviors.

MICRO ACTIVITIES (General examples: client interviews, case management, assessments and intervention with individuals and families; please identify exact kinds of clients, assessments, etc.)

MEZZO ACTIVITIES (General examples: plan, organize and lead/co-lead a support, educational or therapy group, serve on agency committee, work on a task or multidisciplinary team; please name agency-specific groups, committees, or teams for assignment)

MACRO ACTIVITIES (e.g. participate in one or more of the following: program planning and/or evaluation, policy analysis, legislative advocacy, community organizing, coalition building, grant writing/fund development; please identify and name agency-specific details)
Appendix G

STUDENT NAME: ____________________________ Date ________________

SocW 523 MSW Foundation and Soc WF 415 BASW Practicum
Student Baseline Self-Assessment of Foundation CSWE Competencies

Instructions: This self-assessment is an assignment for SW 523, Introduction to Practicum. Student should complete this assessment and discuss it with your assigned agency field instructor to help inform your Workplan and Foundation Learning Contract. Progress towards achieving these competencies will be addressed in your quarterly Practicum Evaluations by student and field instructor narratives and ratings.

Both you and the PI should sign the self-assessment as an attestation to your conversation about it. Keep a copy for yourself and submit the original signed version to the Office of Field Education, School of Social Work, University of Washington, 4101 15th Ave. N.E., Seattle, WA 98105. Your assigned Field Liaison will review it after submission.

KEY TO RATING SCALE FOR SELF-ASSESSMENT

<table>
<thead>
<tr>
<th>RATING</th>
<th>STATEMENT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Agree</td>
<td>Consistently able to apply, articulate, evaluate SW practice skills (Exceeds competency expected of a Foundation MSW student)</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>Able to apply SW knowledge, values, and skills in practice (Competency at Foundation MSW student level)</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat Agree</td>
<td>Building SW Practice Knowledge, Values, and Skills (Achievement of competency in process)</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>Area of concern/Identifying Problems</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
<td>Student unable to demonstrate effective learning in this area</td>
</tr>
<tr>
<td>N</td>
<td>No opportunity yet to evaluate</td>
<td>No previous experience related to this behavior</td>
</tr>
</tbody>
</table>

Please rate the extent to which you agree with the following statements, which consist of practice behaviors intended to operationalize the core competency:

I can...

| Competency #1: Identify as a professional social worker and conduct oneself accordingly. |  |
|---|---|---|---|---|---|
| advocate for just social structures and equitable client/constituent access to the services of social work in the context of diverse and multidisciplinary settings | 5 | 4 | 3 | 2 | 1 | N |
| practice personal and critical reflection to assure continual professional growth and development | 5 | 4 | 3 | 2 | 1 | N |
| attend to professional roles and boundaries. | 5 | 4 | 3 | 2 | 1 | N |
| demonstrate professional demeanor in behavior, appearance, and communication. | 5 | 4 | 3 | 2 | 1 | N |
| Demonstrate the ability to engage in career-long learning, including consistent use of supervision and consultation | 5 | 4 | 3 | 2 | 1 | N |

1. Required: Student examples or comments regarding competency #1 practice behaviors and areas for growth:
## Competency #2: Apply social work ethical principles to guide professional practice.

<table>
<thead>
<tr>
<th>Task</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>recognize and manage personal values, so that professional values guide practice.</td>
<td>5 4 3 2 1 N</td>
</tr>
<tr>
<td>make ethical decisions, in practice and in research, by critically applying ethical standards including but not limited to, the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statements of Principles, and other salient codes of ethics.</td>
<td>5 4 3 2 1 N</td>
</tr>
<tr>
<td>tolerate and respect ambiguity in resolving ethical conflicts.</td>
<td>5 4 3 2 1 N</td>
</tr>
<tr>
<td>apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions.</td>
<td>5 4 3 2 1 N</td>
</tr>
<tr>
<td>understand the role of consultation and use it appropriately in ethical decision making.</td>
<td>5 4 3 2 1 N</td>
</tr>
</tbody>
</table>

2. Required: Student examples or comments regarding competency #2 practice behaviors and areas for growth:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

## Competency #3: Apply critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>Task</th>
<th>Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client and constituent experience.</td>
<td>5 4 3 2 1 N</td>
</tr>
<tr>
<td>critically analyze models of assessment, prevention, intervention, and evaluation, especially in relation to their cultural relevance and applicability and promotion of social justice.</td>
<td>5 4 3 2 1 N</td>
</tr>
<tr>
<td>Demonstrate effective listening skills and oral and written communication in working with individuals, families, groups, organizations, and colleagues.</td>
<td>5 4 3 2 1 N</td>
</tr>
</tbody>
</table>

3. Required: Student examples or comments regarding competency #3 practice behaviors and areas for growth:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

## Competency #4: Engage diversity and difference in practice.

<table>
<thead>
<tr>
<th>Task</th>
<th>Scores</th>
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</thead>
<tbody>
<tr>
<td>recognize and articulate the ways in which social and cultural structures—including history, institutions, and values—oppress some identity groups while enhancing the privilege and power of dominant groups.</td>
<td>5 4 3 2 1 N</td>
</tr>
</tbody>
</table>
develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values in working with diverse groups.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
<th>5 4 3 2 1 N</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Required: Student examples or comments regarding competency #4 practice behaviors and areas for growth:</td>
<td></td>
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</tr>
<tr>
<td>I can....</td>
<td></td>
<td></td>
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</tbody>
</table>

Competency #5: Advance human rights and social and economic justice.

understand and articulate the forms and mechanisms of oppression and discrimination and approaches to advancing social justice and human rights.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
<th>5 4 3 2 1 N</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Required: Student examples or comments regarding competency #5 practice behaviors and areas for growth:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Competency #6: Engage in research-informed practice and practice-informed research.

use client/constituent knowledge and practice experience to inform scientific inquiry.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
<th>5 4 3 2 1 N</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Required: Student examples or comments regarding competency #6 practice behaviors and areas for growth:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can...</td>
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</table>

Competency #7: Apply knowledge of human behavior and the social environment.
apply theories and conceptual frameworks relevant to understanding people and environments across systems levels.  

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<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N</th>
</tr>
</thead>
</table>

critique and apply these theories and frameworks to assessment, intervention, and evaluation at multiple systems levels.  

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7. Required: Student examples or comments regarding competency #7 practice behaviors and areas for growth:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
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I can...

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- demonstrate a critical understanding of the history and current form of US social welfare and social service policies, institutions, governance, and financing, and use this understanding to formulate policies and strategies that advance social well-being and social and economic justice.  

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- collaborate with colleagues, clients and constituents, and other actors to advocate for social and economic justice to affect policy change.  

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8. Required: Student examples or comments regarding competency #8 practice behaviors and areas for growth:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

I can...

Competency #9: Respond to contexts that shape practice.

- continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services.  

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- engage in efforts to promote sustainable changes in service delivery, strive improve the quality of social services, work to alleviate disparities in the access and utilization of services as well as the disproportionate representation of persons of color in systems of care.  

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- recognize and develop understanding of the local-global context of practice.  

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9. Required: Student examples or comments regarding competency #9 practice behaviors and areas for growth:

_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________
_____________________________________________________________________________________________

I can...
### Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

#### ENGAGEMENT

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Effectively prepare for engagement with individuals, families, groups,</td>
<td>5</td>
</tr>
<tr>
<td>organizations, and communities in the context of diverse and multidisciplinary settings;</td>
<td>4</td>
</tr>
<tr>
<td>use listening, empathy, and other interpersonal skills to establish</td>
<td>3</td>
</tr>
<tr>
<td>respectful rapport and engagement with diverse populations in diverse contexts;</td>
<td>2</td>
</tr>
<tr>
<td>develop a mutually agreed-on focus of work and desired outcomes with</td>
<td>1</td>
</tr>
<tr>
<td>clients/constituents;</td>
<td>N</td>
</tr>
<tr>
<td>affirm and engage the strengths of individuals, families, organizations and communities.</td>
<td>N</td>
</tr>
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#### ASSESSMENT

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>collect, organize, and interpret client/constituent/system data</td>
<td>5</td>
</tr>
<tr>
<td>assess client/constituent system strengths, stressors, and limitations;</td>
<td>4</td>
</tr>
<tr>
<td>identify and select appropriate and culturally responsive intervention</td>
<td>3</td>
</tr>
<tr>
<td>strategies.</td>
<td>2</td>
</tr>
<tr>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

#### INTERVENTION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>initiate actions to achieve client/constituent/organizational goals.</td>
<td>5</td>
</tr>
<tr>
<td>implement prevention interventions that enhance client/constituent</td>
<td>4</td>
</tr>
<tr>
<td>capacities.</td>
<td>3</td>
</tr>
<tr>
<td>help and empower clients/constituents to resolve problems.</td>
<td>2</td>
</tr>
<tr>
<td>negotiate, mediate, and advocate for clients and constituents.</td>
<td>1</td>
</tr>
<tr>
<td>facilitate transitions and endings.</td>
<td>N</td>
</tr>
</tbody>
</table>

#### EVALUATION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
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<tr>
<td>critically analyze, monitor, and evaluate interventions.</td>
<td>5</td>
</tr>
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<td></td>
<td>N</td>
</tr>
</tbody>
</table>

10. Required: Student examples or comments regarding competencies and areas for growth:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

### SIGNATURES: BASELINE SELF-ASSESSMENT OF FOUNDATION COMPETENCIES

I have completed the attached self-assessment and discussed it with my field instructor, to inform the development of my Foundation Learning Contract. I understand that it will not be used to determine my grade for practicum. I also understand that my responses may be used for the purpose of evaluating the MSW Program but that my individual responses will not be made public as part of that process.

Student Signature: ___________________________ Date: ______________

Field Instructors Signature: ___________________________ Date: __________ Year MSW received: ____

Social Work Field Faculty Grade Assignment: _______ Credit _______ No Credit _______

Field Faculty Signature: ___________________________ Date: __________
Appendix H

**SocWf 415/ Social Work 524**  
**BASW/Foundation Practicum Contract**

This document is for reference only. Please complete online STAR version, accessible at star.ssw.washington.edu via prearranged user ID and password)

Student Name: ___________________________  e-mail: ___________________________

Agency Name: ___________________________  PI Phone#: ___________________________

Practicum Instructor (PI): ___________________________  email: ___________________________

Co-Practicum Instructor (if applicable) ___________________________  e-mail: _______________

Task Supervisor (if applicable) ___________________________  e-mail: ___________________________

SSW Field Faculty Liaison: ___________________________  e-mail: ___________________________

**Instructions:** The purpose of the practicum contract is to articulate a learning plan to be followed by both the Practicum Instructor(s) and student. This learning plan consists of: 1) program objectives, which integrate MSW curriculum goals, coursework, and field work; 2) competencies to be achieved under each objective; 3) recommended activities, which support School objectives and help standardize competency development; and 4) site-specific individualized activities, developed from the student’s learning plan to meet practicum goals. This contract must be accompanied by the signed Acknowledgement of Risk form. The contract is negotiated between the student, PI, and any other agency personnel involved in student teaching. It provides the basis for evaluating the student’s professional development. Progress towards competencies is evaluated quarterly. The contract should be submitted no later than the fourth week in the first quarter of the placement. The student must also provide the P.I. a copy of each course syllabus by the third week of each quarter to facilitate integration of theory and practice.

on Mondays and Tuesdays, 16 hours per week, 160 hours per quarter, Winter and Spring quarters. BASWs are in placement Tuesdays and Thursdays, 16 hours per week, 160 hours per quarter, for three quarters and a total of 12 credits. The number of hours and credits per quarter for Extended Degree Program students may vary each quarter but must total 320 hours over the course of the practicum. Students proposing to be in practicum over quarter breaks should add those hours to the following quarter’s registration. The formula for developing practicum plans is one credit = 40 hours in practicum. Summer Quarter is 9 weeks long; other quarters are 10 weeks long.

1. Practicum Schedule  
   Days: ___________________________  Time From: _____ to: _____ Start Date: ______

2. Weekly Individual Instruction/Supervision Schedule:  
   Day: ___________________________  Time: From______ to ___________

3. Quarter/Credit Plan for Foundation Practicum (including 1 credit Introduction to Practicum course): 9 Credits Total for Day Program; 9 Credits Total for Extended Degree Program, 12 credits for BASWs

Usual plan for BASW Students: SocWf 415 Autumn Quarter: 16 hrs/wk = 4 Credit *Based on 2, 8hr day per wk schedule during the quarter.
Student Educational Self-Assessment

1. Identify the areas of strength you bring to this practicum:

2. Identify areas for future growth and development:

3. Identify the methods by which you learn best (e.g., observation, extensive reading and discussion, hands-on involvement in tasks, etc.):

Usual plan for **Foundation Day Students**: SocW 524 Winter Quarter: 16 hrs/wk = 4 Credits, Spring Quarter: 16 hrs/wk = 4 Credits *Based on 2, 8hr day per wk schedule during the quarter.*

Usual Plan for **Extended Degree Program Students**: (Spring Quarter: SocW 523 = 1 Credit)

Summer Quarter: 8 hrs/wk = 3 Credits; Fall Quarter 8 hrs/wk = 3 Credits; Winter Quarter 8 hrs/wk = 2 Credits *The model credit plan is one day a week, working through all breaks.*

(OR Develop Individual Plan, depending on student schedule and agency agreement)

Other: Please specify: 1st _______ Quarter ___________ hrs/wk = _______ Credits

2nd _______ Quarter ___________ hrs/wk = _______ Credits

3rd _______ Quarter ___________ hrs/wk = _______ Credits

4th _______ Quarter ___________ hrs/wk = _______ Credits

In the BASW/Foundation Practicum students learn practice content that encompass knowledge and skills to work with individuals, families, groups, organizations, and communities. This content includes engaging clients in an appropriate working relationship; identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery. It also includes using communication skills, supervision, and consultation. Accordingly, the following required learning objectives and activities are intended to reflect the necessary balance between the establishment of a strong professional identity, an approach to practice that is guided by a strong social justice framework with a recognition of sources and consequences of disadvantage and
INSTRUCTIONS

I. Practicum Work Plan: The BASW degree and the MSW Foundation curriculum are both designed to prepare social workers for generalist social work practice. The generalist worker can:
   • use a broad range of social work knowledge and skills
   • draw upon several social work theories and models
   • work at the micro (individual & families), mezzo (groups & committees, teams) and macro (advocacy, planning, management, policy, legislative change) levels of practice
   • perform numerous social work roles
   • use critical thinking and follow a planned change process
   • build upon client and community strengths and diversity in support of social justice.

The student in conjunction with the Practicum Instructor (P.I.) is required to develop a Practicum Work Plan to reflect the specific activities the student will carry out at the practicum site in order to meet the objectives of the Foundation Practicum Contract. Activities are required at each level of practice.

II. Based on the student’s educational assessment and the specific learning opportunities available at the agency, please list two-to-three specific activities at the micro, mezzo and macro levels that the student will engage in during the placement. This plan should be incorporated into Competency Development and reviewed regularly to ensure that it is relevant and useful. At the end of each quarter, both student & P.I. should review the plan and revise as needed to reflect changes and new learning opportunities.

MICRO ACTIVITIES (e.g. client interviews, case management, assessments & intervention with individuals and families. Add specific agency-related details to all activities.)
1. ____________________________________________________________________________
________________________________________________________
2. ____________________________________________________________________________
________________________________________________________
3. ____________________________________________________________________________
________________________________________________________

MEZZO ACTIVITIES (e.g. plan, organize and lead/co-lead a support, educational or therapy group; serve on agency committee; work on a task or multidisciplinary team).
1. ____________________________________________________________________________
________________________________________________________
2. ____________________________________________________________________________
________________________________________________________
3. ____________________________________________________________________________
________________________________________________________

MACRO ACTIVITIES (e.g. participate in one or more of the following: program planning and/or evaluation, policy analysis, legislative advocacy, community organizing, coalition building, grant writing/fund development).
1. ____________________________________________________________________________
________________________________________________________
2. ____________________________________________________________________________
________________________________________________________
3. ____________________________________________________________________________
________________________________________________________
III. After the student and Field Instructor determine potential micro/macro/mezzo activities to insure a
generalist experience, the activities should be applied to areas of Core Competencies below. Student
Quarterly Evaluations will address progress towards the following Competencies and Practice
Behaviors: Some activities above may facilitate competency growth in several domains. **Identify two to
three activities under each of the 10 competencies:** new activities may need to be developed to insure
broad social work education in required domains. **Then, identify methods of assessing student progress
(e.g., documentation, observation, reports, presentations, discussion in supervision, team feedback).**

**Required Competencies & Practice Behaviors for MSW Foundation Practicum**

**Competency #1: Identify as a professional social worker and conduct oneself accordingly.**

**Practice Behaviors (outcome measures to be evaluated quarterly):**

a. advocate for just social structures (e.g., institutions & systems).
b. advocate for equitable client/constituent access to social work services, in the context of diverse
and multidisciplinary settings
c. practice critical self-reflection to assure continual professional growth and development.
d. attend to professional roles and boundaries.
e. demonstrate professional demeanor (e.g., in my behavior, appearance, and communication).

**Learning Activities to achieve above practice behaviors and competency:**

1.

2.

3.

**Methods of Measurement:**

**Competency #2: Apply social work ethical principles to guide professional practice.**

**Practice Behaviors:**

a. recognize and manage personal values, so that professional values guide practice.
b. 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.
c. tolerate and respect ambiguity in resolving ethical conflicts.
d. apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive
decisions.
e. understand the role of consultation and use consultation for ethical decision making.

**Learning Activities to achieve above practice behaviors and competency:**

1.

2.
Competency #3: Apply critical thinking to inform and communicate professional judgments.

**Practice Behaviors:**

a. use critical thinking to distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client/constituent experience.
b. critically analyze models of assessment, especially in relation to their cultural relevance and applicability and their promotion of social justice.
c. critically analyze models of prevention, especially in relation to their cultural relevance and applicability and their promotion of social justice.
d. critically analyze models of intervention, especially in relation to their cultural relevance and applicability and their promotion of social justice.
e. critically analyze models of evaluation, especially in relation to their cultural relevance and applicability and their promotion of social justice.
f. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with individuals.
g. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with families and groups.
h. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with organizations and communities.
i. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with colleagues.

**Learning Activities to achieve above practice behaviors and competency:**

1.
2.
3.

Competency #4: Engage diversity and difference in practice.

**Practice Behaviors:**

a. 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.
b. develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values in working with diverse groups.
c. 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.
d. engage the knowledge, strengths, skills, and experience of clients/constituents in social work practice.

Learning Activities to achieve above practice behaviors and competency:

1. 
2. 
3. 

Methods of Measurement:

Competency #5: Advance human rights and social and economic justice.

Practice Behaviors:
   a. understand and articulate the forms and mechanisms of oppression and discrimination and approaches to advancing social justice and human rights.
   b. advocate for and engage in practices that address disparities and inequalities and advance human rights and social and economic justice.

Learning Activities to achieve above practice behaviors and competency:

1. 
2. 
3. 

Methods of Measurement:

Competency #6: Engage in research-informed practice and practice-informed research.

Practice Behaviors:
   a. use client/constituent knowledge to inform research and evaluation.
   b. use his/her own practice experience to inform research and evaluation.
   c. use qualitative research evidence to inform practice.
   d. use quantitative research evidence to inform practice.
   e. apply research literature on social disparities when selecting and evaluating services and policies.

Learning Activities to achieve above practice behaviors and competency:

1. 
2. 
3.
Competency #7: Apply knowledge of human behavior and the social environment.

**Practice Behaviors:**
- a. apply theories and conceptual frameworks relevant to understanding people and environments across systems levels.
- b. critique and apply human behavior and social environment theories and conceptual frameworks to assessment, intervention, and evaluation at multiple systems levels.

**Learning Activities to achieve above practice behaviors and competency:**
1. 
2. 
3. 

Methods of Measurement:

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**Practice Behaviors:**
- a. 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.
- b. 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.
- c. collaborate with colleagues, clients/constituents, and others to advocate for social and economic justice to effect policy change.

**Learning Activities to achieve above practice behaviors and competency:**
1. 
2. 
3. 

Methods of Measurement:

Competency #9: Respond to contexts that shape practice.

**Practice Behaviors:**
a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services.

b. 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.

c. recognize and understand the local-global context of practice.

Learning Activities to achieve above practice behaviors and competency:

1. 
2. 
3. 

Methods of Measurement:

Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Practice Behaviors:

Engagement:

a. engage with individuals in the context of diverse and multidisciplinary settings.

b. engage with families and groups in the context of diverse and multidisciplinary settings.

c. engage with organizations and communities in the context of diverse and multidisciplinary settings.

d. use listening, empathy, and other interpersonal skills to establish rapport and engage with diverse populations in diverse contexts.

e. develop mutually agreed upon focus of work and desired outcomes with clients/constituents.

f. use a strengths perspective when working with individuals, families, groups, organizations and communities.

Assessment:

g. collect, organize, and interpret client/constituent/system data (e.g., strengths, stressors, and limitations) to assess client/constituent needs.

h. assess client/constituent/system strengths, stressors, and limitations.

i. identify and select appropriate and culturally responsive intervention strategies.

Intervention:

j. initiate actions to achieve client/constituent/organizational goals.

k. implement prevention interventions that enhance client/constituent capacities.

l. help and empower clients/constituents to resolve problems.

m. negotiate, mediate, and advocate for clients/constituents.

n. facilitate transitions and endings with clients/constituents.

Evaluation:

o. critically analyze, monitor, and evaluate interventions.

Learning Activities to achieve above practice behaviors and competency (at least 4 required):
Methods of Measurement:

Confidentiality Statement: Each of the parties to this educational contract recognize the sensitivity of the client information acquired during client-provider interactions and therefore agree to maintain and protect the confidentiality of client information and records. Although the educational nature of the experience may necessitate discussion of client/provider interactions, under no circumstance will the identity of any individual client be disclosed beyond the student, practicum liaison, and practicum instructor relationship, and then only when necessary.

We attest that we have jointly negotiated and agreed to this practicum learning contract:

Practicum Instructor Signature: ______________________________ Date: ________
Year MSW Received: ______

Co-Practicum Instructor Signature (if applicable): ________________________ Date: ________
Year MSW Received: ______

Task Supervisor Signature (if applicable): ___________________________ Date: ______

Student Signature: ______________________________ Date: ______

UW SSW Field Faculty Approval: ___________________________ Date: ______
Appendix I

SocW 524 MSW Foundation and Soc WF 415 BASW Practicum
Quarterly Evaluation of Student Learning and Competency

Student: ____________________________  E-Mail: ____________________________

Student ID Number: ______________________________________________________

Practicum Instructor: ____________________________  E-Mail: ____________________________

Agency: ________________________________________________________________

Phone #: ______________________________________________________________

SSW Field Faculty: ______________________________________________________

Year Student Entered Program: ___________________________________________

Course Number: _________________________________________________________

Total Number of Field Credits Registered for this quarter: _______________________

The attached evaluation for the quarter indicated above is complete and I/we recommend that this student receive:

_____ Credit  OR  _____ No Credit

Total Number of Clock Hours Completed this Quarter __________

Please note that Practicum Instructors who submit this form must have an MSW plus two years post-master’s experience. Please sign after you have recommended CREDIT OR NO CREDIT and filled in the number of hours above.

1. __Practicum Instructors Signature: ____________________________  Date _____ Year MSW received: _____

2. __Practicum Instructors Signature: ____________________________  Date _____ Year MSW received: _____

I have read the evaluation and discussed it with my Practicum Instructor. I understand that it will not be used for reference purposes.

Student Signature: ________________________________________________________ Date: __________

Social Work Field Faculty Grade Assignment: _______Credit ______ No Credit

Signature: ____________________________________________________________ Date: __________
SocW 524 MSW Foundation and Soc WF 415 BASW Practicum
Quarterly Evaluation of Student Learning and Competency

Requirements for Credit:

- **All sections of this narrative evaluation** must be completed by students and practicum instructors. The student must demonstrate satisfactory progression in practicum, according to the Competencies and Practice Behaviors to receive credit.
- **All immunizations must be completed or in process** for a student to receive clearance from Hall Health (myshots@uw.edu), required to receive credit hours for practicum.

1. Check the appropriate learning activities the student engaged in during this quarter.
   - Micro activities (e.g. client interviews, case management, assessments and intervention with individuals and families)
   - Mezzo activities (e.g. plan, organize and lead/co-lead a support, educational or therapy group serve on agency committee; work on a task or multidisciplinary team).
   - Macro activities (e.g. participate in one or more of the following: program planning and/or evaluation, policy analysis, legislative advocacy, community organizing, coalition building, grant writing/fund development).

2. How often do you meet for supervision sessions with this student (example: 1 hour per week, 2 hours per week, 5 hour per week, etc.)? ______________________________________

3. Student’s description of competency areas covered this quarter:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3a. Student’s description of areas for growth:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

**Summary of Primary Activities This Quarter**

(To be completed by the Student)

List the primary activities in which you were engaged during this (quarter) placement. Students are encouraged to think about activities that allowed them to engage in multiple levels of social
work practice, including direct client interaction, social policy and social change efforts, research, community-level engagement, etc.

1. List Student’s primary daily/weekly responsibilities (e.g., conducting intakes/assessments, organizing community meetings, reviewing policy briefs, etc):

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. List any professional development opportunities (e.g., training sessions, seminars, in-services, etc.) you were expected to attend:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. List the long-term projects or products that have been assigned (e.g., developing models of intervention, collecting/analyzing data for an evaluation project, preparing a grant, etc):

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. List administrative/clerical expectations (e.g., securing client information, presentation handouts, locking up facility, etc.):

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
**Brief Summary Comments**

**Student’s Overview/Self-Assessment of learning this Quarter:**
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Priorities for Next Quarter**

**Student Statement of Priorities for Next Quarter:**
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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**KEY TO RATING SCALE FOR PRACTICUM INSTRUCTORS TO RATE STUDENTS**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat Agree</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>N</td>
<td>No opportunity yet to evaluate</td>
</tr>
</tbody>
</table>

**COMPETENCY CRITERIA FOR BASW/FOUNDATION MSW STUDENTS:**

- **N = No opportunity yet to evaluate:**
  - Plan focus of learning in this area in subsequent quarter(s).
  - Contact Practicum Faculty if needed for help determining agency-specific activities to meet practice behaviors.

- **1 = Student unable to demonstrate effective learning in this area:**
- Student demonstrates no understanding of practice concepts.
- Has not demonstrated the willingness or ability to transfer classroom knowledge to practice on any level.
- Student unable to demonstrate effective learning.

2 = Area of concern: IDENTIFYING PROBLEMS

- Unable to practice according to ethical, theoretical, or agency standards.
- Poor motivation, attitude, communication, attendance, or other aspect of the required Essential Abilities.
- Poor awareness of values, knowledge, and skills that build social work competencies.
- Unresponsive to supervisor, focused instruction, clear expectations and boundaries, guidelines or learning priorities.
- Unable to understand or accept rationale for need for change or consequences of behavior (including possible termination).
- Unable to articulate cultural or other factors in communication and behavior, relationship or placement concerns.

3 = Achievement of competency in process: BUILDING KNOWLEDGE AND SKILLS

- Developing sensitivity and understanding of client and systems problems and practice solutions.
- Able and willing to obtain and utilize information and feedback from others to improve practice.
- Building knowledge base; able to recognize, recall, and describe components of client needs and agency practice.
- Can identify and describe social work concepts used in addressing complex issues; building communication skills.
- Able to describe classroom learning as related to practice setting; learning to apply course content to field.
- Building comprehension of values, knowledge and skills related to human behavior in the social environment.
- Learning to conduct assessments and interventions and complete projects according to agency standards.
- Articulates growing self-awareness regarding own cognitive and affective responses to practice and learning.
- Uses supervision to address questions & concerns and to learn multiple practice approaches and perspectives.

4 = Competent at Foundation MSW student level: APPLYING KNOWLEDGE AND SKILLS EFFECTIVELY

- Able to articulate basic theories relevant to social work and agency practice; can discuss meaning of theories.
- Can articulate potential solutions for meeting client needs, especially regarding concrete services.
- Can apply knowledge and has developed skills for problem-solving at the micro, mezzo, and macro levels.
• Able to process information both cognitively and effectively, for planning increasingly complex services and tasks.
• Can implement assessments and interventions with varying degrees of independence and under supervision.
• Demonstrates an understanding of research and evaluation principles for own practice and program effectiveness.
• Demonstrates knowledge and skills in cultural sensitivity, awareness, and competence in practice.
• Communicates effectively with clients/constituents, colleagues, and other professionals, orally and in writing.
• Utilizes supervision to enhance professional development and the knowledge, values, and skills needed in practice.
• Demonstrates self-awareness of limitations, strengths, ethical challenges, and needs for further growth.
• Demonstrates professional behavior, ethical standards, and Essential Abilities in practice.

5=Exceeds competency expected of a Foundation MSW student: CONSISTENTLY ABLE TO APPLY, ARTICULATE, EVALUATE SW PRACTICE SKILLS
• Demonstrates mastery of foundational knowledge and skills at micro, mezzo, and macro levels of social work practice.
• Able to explain, analyze, and interpret social work theories, frameworks, and perspectives to others.
• Uses knowledge in skillful, disciplined way, to assess clients or communities, analyze need, and implement services.
• Able to synthesize complex, abstract information and incorporate research knowledge into practice and evaluation.
• Demonstrates consistent ability to work effectively with other professionals, clients, and community members.
• Able to practice effectively across diverse populations, consistently demonstrating cultural sensitivity and competency.
• Demonstrates self-awareness in practice, understanding of strengths and limitations; committed to continuous learning.
• Displays excellent verbal and nonverbal communication skills both oral and written.
• Consistently demonstrates professional behavior and incorporates ethical standards into practice.
• Demonstrates capacity for professional social work practice, using supervision effectively to plan and review practice.

FOR FIELD INSTRUCTORS:
Please rate the extent to which you agree with the following statements, which consist of practice behaviors intended to operationalize the core competency:

“The Student Can…”

| Competency #1: Identify as a professional social worker and conduct oneself accordingly. |
a. advocate for just social structures (e.g., institutions & systems). 5 4 3 2 1 N

b. advocate for equitable client/constituent access to social work services, in the context of diverse and multidisciplinary settings. 5 4 3 2 1 N
c. practice critical self-reflection to assure continual professional growth and development. 5 4 3 2 1 N
d. attend to professional roles and boundaries. 5 4 3 2 1 N
e. demonstrate professional demeanor (e.g: in my behavior, appearance, and communication). 5 4 3 2 1 N
f. demonstrate ability to engage in career-long learning. 5 4 3 2 1 N
g. engage in consistent use of supervision and consultation. 5 4 3 2 1 N

1. Please provide one to three specific examples of the ways in which the student demonstrated Competency #1:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can…”

Competency #2: Apply social work ethical principles to guide professional practice.

a. recognize and manage personal values, so that professional values guide practice. 5 4 3 2 1 N

b. 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. 5 4 3 2 1 N
c. tolerate and respect ambiguity in resolving ethical conflicts. 5 4 3 2 1 N
d. apply ethical reasoning strategies to arrive at principled, informed, and culturally responsive decisions. 5 4 3 2 1 N
e. understand the role of consultation and use consultation for ethical decision making. 5 4 3 2 1 N

2. Please provide one to three specific examples of the ways in which the student demonstrated Competency #2:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can….”

Competency #3: Apply critical thinking to inform and communicate professional judgments.
a. use critical thinking to distinguish, evaluate, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and client/constituent experience. 5 4 3 2 1 N

b. critically analyze models of assessment, especially in relation to their cultural relevance and applicability and their promotion of social justice. 5 4 3 2 1 N

c. critically analyze models of prevention, especially in relation to their cultural relevance and applicability and their promotion of social justice. 5 4 3 2 1 N

d. critically analyze models of intervention, especially in relation to their cultural relevance and applicability and their promotion of social justice. 5 4 3 2 1 N

e. critically analyze models of evaluation, especially in relation to their cultural relevance and applicability and their promotion of social justice. 5 4 3 2 1 N

f. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with individuals. 5 4 3 2 1 N

g. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with families and groups. 5 4 3 2 1 N

h. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with organizations and communities. 5 4 3 2 1 N

i. Demonstrate effective communication skills (e.g., listening, oral, and written communication skills) in working with colleagues. 5 4 3 2 1 N

3. Please provide one to three specific examples of the ways in which the student demonstrated Competency #3:

_____________________________________________________________________________________
_____________________________________________________________________________________
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“The Student Can…..”

Competency #4: Engage diversity and difference in practice.

<p>| | | | | | |</p>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>a. recognize and articulate the ways in which social and cultural structures -- including history, institutions, and values -- oppress some identity groups while enhancing the privilege and power of dominant groups.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>b. develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values in working with diverse groups.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
<tr>
<td>c. recognize and dialogue with others about the role of difference and the multiple intersections of oppression and privilege in shaping a person's identity and life experiences.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1 N</td>
</tr>
</tbody>
</table>
d. engage the knowledge, strengths, skills, and experience of clients/constituents in social work practice.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N</th>
</tr>
</thead>
</table>

4. Please provide one to three specific examples of the ways in which the student demonstrated Competency #4:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
“The Student Can…”

Competency #7: Apply knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Level</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. apply theories and conceptual frameworks relevant to understanding</td>
<td>5</td>
<td>4 3 2 1 N</td>
</tr>
<tr>
<td>people and environments across systems levels.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. critique and apply human behavior and social environment theories</td>
<td>5</td>
<td>4 3 2 1 N</td>
</tr>
<tr>
<td>and conceptual frameworks to assessment, intervention, and evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>at multiple systems levels.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Please provide one to three specific examples of the ways in which the student demonstrated Competency #7:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can…”

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Level</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. use critical understanding of the history and current form of US</td>
<td>5</td>
<td>4 3 2 1 N</td>
</tr>
<tr>
<td>social welfare and social service policies (e.g., institutions,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>governance, and financing) to formulate policies and strategies that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>advance social and economic justice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. use critical understanding of the history and current form of US</td>
<td>5</td>
<td>4 3 2 1 N</td>
</tr>
<tr>
<td>social welfare and social service policies (e.g., institutions,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>governance, and financing) to formulate policies and strategies that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>improve social service delivery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. collaborate with colleagues, clients/constituents, and others to</td>
<td>5</td>
<td>4 3 2 1 N</td>
</tr>
<tr>
<td>advocate for social and economic justice to effect policy change.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Please provide one to three specific examples of the ways in which the student demonstrated Competency #8:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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_____________________________________________________________________________________
“The Student Can…”

**Competency #9: Respond to contexts that shape practice.**

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</tr>
</thead>
<tbody>
<tr>
<td>a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide culturally relevant services.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b. engage in efforts to promote sustainable changes in service delivery to alleviate disparities in the access and utilization of services to lessen the disproportionate representation of persons of color in systems of care.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c. recognize and understand the local-global context of practice.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

9. Please provide one to three specific examples of the ways in which the student demonstrated Competency #9:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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_____________________________________________________________________________________

“The Student Can…”

**Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**ENGAGEMENT**

<p>| | | | | | |</p>
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<tr>
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</thead>
<tbody>
<tr>
<td>a. engage with individuals in the context of diverse and multidisciplinary settings.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>b. engage with families and groups in the context of diverse and multidisciplinary settings.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>c. engage with organizations and communities in the context of diverse and multidisciplinary settings.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>d. use listening, empathy, and other interpersonal skills to establish rapport and engage with diverse populations in diverse contexts.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>e. develop mutually agreed upon focus of work and desired outcomes with clients/constituents.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>f. use a strengths perspective when working with individuals, families, groups, organizations and communities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</table>

**ASSESSMENT**

<p>| | | | | | |</p>
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<tbody>
<tr>
<td>g. collect, organize, and interpret client/constituent/system data (e.g., strengths, stressors, and limitations) to assess client/constituent needs.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>h. assess client/constituent/system strengths, stressors, and limitations</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Identify and select appropriate and culturally responsive intervention strategies.</td>
<td>5</td>
<td>4</td>
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<td>2</td>
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</tr>
<tr>
<td>INTERVENTION</td>
<td>j.  Initiate actions to achieve client/constituent/organizational goals.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>k.  Implement prevention interventions that enhance client/constituent capacities.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>l.  Help and empower clients/constituents to resolve problems.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>m.  Negotiate, mediate, and advocate for clients/constituents.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>n.  Facilitate transitions and endings with clients/constituents.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>EVALUATION</td>
<td>o.  Critically analyze, monitor, and evaluate interventions.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

10. Please provide one to three specific examples of the ways in which the student demonstrated Competency #10:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Brief Summary Comments:

Practicum Instructor’s Overall Assessment of Student’s Progress this Quarter:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Priorities for Next Quarter:

Practicum Instructors Statement of Priorities for Next Quarter:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Social Work 525
Advanced Administration/Policy Practicum Contract

This document is for reference only. Please use and submit the online STAR version, accessible at star.ssw.washington.edu with prearranged user ID and password.

Specialization: Administration ________   Policy ______      Admin/Policy______________
Student Name: ___________________________________________ e-mail: ______________________
Agency Name:___________________________________________ PI Phone# ______________________
Practicum Instructor (PI): ___________________________ email: _____________________________
Co-Practicum Instructor (if applicable) ______________________ e-mail: _________________________
Task Supervisor (if applicable) __________________________ e-mail: __________________________
SSW Field Faculty Liaison: ____________________________ e-mail: _________________________

General Instructions: The purpose of the practicum contract is to articulate an educational plan to be followed by both the Field Instructor(s) and student. This educational contract consists of: 1) Ten nationally standardized competencies which integrate MSW curriculum goals, coursework, and field work; 2) practice behaviors to be achieved and assessed under each competency; 3) site-specific individualized activities to support competency development and student learning goals; and 4) identified methods of measurement to insure that both student and field instructor know how progress towards competencies will be assessed. The Contract is due by the fourth week of the first quarter of practicum and must be accompanied by the signed Acknowledgement of Risk form.

The contract is negotiated between the student, PI, and any other agency personnel involved in student teaching. It provides the basis for evaluating the student’s professional development. Progress towards competencies is evaluated quarterly. The student must also provide the P.I. a copy of each course syllabus by the third week of each quarter to facilitate integration of theory and practice.

Please list the days and times the student will be in placement. Students must obtain 720 total hours/18 credits by the end of Advanced Practicum. A typical Advanced placement for Day students is on Mondays, Tuesdays, and Wednesdays, 24 hours per week, 240 hours/6 credits per quarter, Fall, Winter, and Spring quarters. The number of hours and credits per quarter for Extended Degree Program (EDP) students may vary each quarter but must total 720 hours over the course of the practicum. EDP students proposing to be in practicum over quarter breaks should add those hours to the following quarter’s registration. The formula for developing practicum plans is one credit = 40 hours in the field. Summer Quarter is 9 weeks long; other quarters are 10 weeks long.

4. Practicum Schedule
   Days: ____________________________ Time From: _______ to: _______ Start Date: __________

5. Weekly Individual Instruction/Supervision Schedule:
   Day: ____________________________ Time: From_______ to __________

6. Quarter/Credit Plan for Advanced Practicum: 18 Credits Total for Day and Extended Degree Program; please specify number of credits planned for each quarter. Register for SW 525 A (Day).
Student Educational Self-Assessment

(Completion of this section is required of all students)

1. Identify the areas of strength you bring to this practicum:

2. Identify areas for future growth and development:

3. Identify the methods by which you learn best (e.g., observation, extensive reading and discussion, hands-on involvement in tasks, etc.):

Creating the Learning Contract

I. Advanced Practicum: The Advanced Curriculum and Advanced Practicum build on the Foundation/BASW generalist social work practice knowledge to prepare students for advanced practice in an area of concentration. The student in conjunction with the Field Instructor is required to develop an Educational Learning Contract to identify specific agency-related activities the student will carry out at the practicum site in order to achieve the required competencies and the concentration’s practice behaviors. The Contract serves as a guide for practicum instruction and supervision. At the end of each quarter, student and field instructor should review the plan, assess student progress, and identify new priorities in the quarterly Evaluation. Substantive changes to practicum focus require a new Contract.

II. After the student and Field Instructor determine potential activities to insure a strong Concentration experience, the activities should be applied to areas of Core Competencies below. Quarterly student Evaluations will address progress towards the following Competencies and Practice Behaviors: Some agency activities may facilitate competency growth in several domains. Identify two to three activities under each of the 10 competencies; new activities may need to be developed to insure broad social work education in required domains. Next, identify methods of assessing student progress (e.g., documentation, observation, reports, presentations, discussion in supervision, team feedback).
Several methods of assessment are recommended to insure adequate verification of student abilities.

**Required Competencies & Practice Behaviors for MSW Advanced Practicum in Administration / Policy**

**Competency #1: Identify as a professional social worker and conduct oneself accordingly.**

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

<table>
<thead>
<tr>
<th>a.</th>
<th>understand and identify the role of a social worker in cross-disciplinary settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>discuss models of policy development and/or managerial theory and distributive leadership to inform organizational, policy and community change</td>
</tr>
<tr>
<td>c.</td>
<td>demonstrate leadership capacity within agencies and communities to advance social work values of social justice and social change, including ability to build alliances, develop and sustain effective workgroups, positively influence others, and perform project management activities including develop work-plans and timelines</td>
</tr>
</tbody>
</table>

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2. 
3.

**Methods of Measurement (e.g., team feedback, reports, observation, presentation, discussion):**

---

**Competency #2: Apply social work ethical principles to guide professional practice.**

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

<table>
<thead>
<tr>
<th>a.</th>
<th>recognize and manage personal biases as they affect the professional relationship in the service of the clients’/constituents’ interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>articulate core values and ethical standards of the social work profession within diverse organizational, policy and community practice settings</td>
</tr>
<tr>
<td>c.</td>
<td>utilize ethics frameworks in decision-making to address conflicts in values and priorities and budget and policy issues to maximize and strengthen opportunities for transformational change in organizations and communities</td>
</tr>
</tbody>
</table>

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2.
3.

Methods of Measurement:

Competency #3: Apply critical thinking to inform and communicate professional judgments.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

| a. | engage in reflective practice (e.g., regularly question and reflect on one’s own assumptions and consider how these might affect practice) |
| b. | articulate elements of critical thinking needed in leadership capacities, e.g., logic models, suspension of judgment, organizational audits, stakeholder analysis, reasoning ability for complex problem-solving, capacity to compare and contract options, tolerance of ambiguity, etc. |
| c. | demonstrate effective use of critical thinking in verbal and written communication with colleagues, stakeholders, and constituents, including the ability to analyze and consider organization and community histories, barriers, and limitations prior to recommending organizational or social change |

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1.
2.
3.

Methods of Measurement:

Competency #4: Engage diversity and difference in practice.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

| a. | understand the many forms of diversity and difference and how these influence the relationship with clients/constituents |
| b. | research and apply knowledge of diverse populations to enhance client/constituent wellbeing |
| c. | work effectively with diverse populations |
| d. | identify theoretical principles of leadership and management, and interdisciplinary teams and define issues, collect data and develop interventions, taking into account different cultural identities and belief systems |
| e. | strategize, create and implement collaborative coalitions with diverse organizational and community partners who think similarly and differently, working and communicating effectively across difference |

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1.
2.
3.
Competency #5: Advance human rights and social and economic justice.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems</td>
</tr>
<tr>
<td>b.</td>
<td>articulate principles of administration, strategic planning, community change and policy development and implementation that promote social and economic justice, combat discrimination and oppression, and increase access to resources</td>
</tr>
<tr>
<td>c.</td>
<td>demonstrate the capacity to develop and design policies and organizational practices to support social and economic justice, and to evaluate alternative policies, structures, and practices based on frameworks of human rights and social and economic justice</td>
</tr>
<tr>
<td>d.</td>
<td>identify advocacy methods and apply advocacy skills that can be used to inform policymakers and influence policies that impact clients/constituents and services</td>
</tr>
</tbody>
</table>

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2. 
3. 

**Methods of Measurement:**

Competency #6: Engage in research-informed practice and practice-informed research.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process</td>
</tr>
<tr>
<td>b.</td>
<td>use best practices and evidence-based research to develop, implement, and evaluate interventions</td>
</tr>
<tr>
<td>c.</td>
<td>identify sound management and policy development practices related to resource allocation, information technology, and decision-making based on scientific analysis, synthesis of empirical data, evaluation outcomes, and other information</td>
</tr>
<tr>
<td>d.</td>
<td>use systematic assessment and evaluation of organizations and policy arenas to strengthen interventions in these macro systems and advance research that is participatory and inclusive of the stakeholders and organizations with which they practice</td>
</tr>
</tbody>
</table>

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2. 
3.
Competency #7: Apply knowledge of human behavior and the social environment.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural)</td>
</tr>
<tr>
<td>b. describe techniques used in team-building, building coalitions and partnerships across organizational, community and policy settings, and understand the influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views</td>
</tr>
<tr>
<td>c. analyze the task environment of organizations and communities and develop organizational change and policy proposals based on knowledge of the larger political, social, and structural frameworks, systems, contexts, and history</td>
</tr>
<tr>
<td>d. develop organizational change and policy proposals that are based on knowledge of the larger political, social and structural frameworks, systems, contexts, and history</td>
</tr>
</tbody>
</table>

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1. 
2. 
3. 

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

<table>
<thead>
<tr>
<th>Practice Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. recognize the interrelationship between clients/constituents, practice, and organizational and public policy</td>
</tr>
<tr>
<td>b. determine the factors that influence the development of legislation, policies, program services, and funding at all system levels</td>
</tr>
<tr>
<td>c. articulate political/sociological theories such as pluralism, power elite, neo-liberalism and conservatism, and distributive leadership when interpreting and designing potential policy solutions</td>
</tr>
<tr>
<td>d. assess policy agendas utilizing political/sociological theories such as pluralism, power elite, neoliberalism and conservatism; interpret and design potential managerial and policy responses in light of these contexts</td>
</tr>
</tbody>
</table>

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1. 
2. 
3.

Methods of Measurement:

Competency #9: Respond to contexts that shape practice.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>work collaboratively with others to effect systemic change towards sustainability</td>
</tr>
<tr>
<td>b.</td>
<td>develop intervention plans with the potential to contribute to systemic change</td>
</tr>
<tr>
<td>c.</td>
<td>identify the changing structural forces that impact organizational and policy arenas</td>
</tr>
<tr>
<td>d.</td>
<td>assess the history, mission, and leadership of organizations and communities and the dynamic shifts in their interlocking systems, economic and political contexts, as a critical part of evaluating and planning change efforts</td>
</tr>
</tbody>
</table>

Agency-specific Learning Activities to achieve above practice behaviors and competency:

1.

2.

3.

Methods of Measurement:

Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

**ENGAGEMENT**

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>a.</td>
<td>demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents</td>
</tr>
<tr>
<td>b.</td>
<td>demonstrate ability to engage with communities, their constituencies, and organizations that serve them to assess and analyze community/organization capacities, strengths, and needs</td>
</tr>
<tr>
<td>c.</td>
<td>demonstrate ability to engage diverse constituents in critical organizational and policy analysis and problem-solving, using a strengths perspective and empathy to build effective interpersonal relationships for alliances regarding potential change efforts, including the ability to communicate responsiveness to other points of view</td>
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</table>

**ASSESSMENT**

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<tr>
<td>d.</td>
<td>use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)</td>
</tr>
<tr>
<td>e.</td>
<td>critically apply leadership theories when planning with others to adopt, implement, and evaluate strategic change, including balancing inquiry with advocacy in conducting a stakeholder analysis and identifying needs and shared interests</td>
</tr>
<tr>
<td>f.</td>
<td>assess policies influencing practice within organizational and community settings, identifying opportunities for individuals within organizations and communities to become change agents</td>
</tr>
</tbody>
</table>
INTERVENTION

| g. collaborate effectively with other professionals /stakeholders to coordinate interventions |
| h. demonstrate analytical and interpersonal skills in work with community-based groups and human service organizations, in areas such as policy and task analysis, advocacy, governance, program development and program management, supervision, financial development/management, human resources and staff development, capacity building, strategic planning, and participatory evaluation |

EVALUATION

| i. contribute to the theoretical knowledge base of the social work profession through practice-based research |
| j. demonstrate ability to involve community and organizational constituencies in designing, implementing, and evaluating the effectiveness of policy decisions and programs in order to recommend future actions |

OTHER

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

Learning Activities to help student achieve practice behaviors and competency (at least 4 required)

1. 
2. 
3. 
4. 
5. 
6.

Methods of Measurement:

Confidentiality Statement: Each of the parties to this educational contract recognize the sensitivity of the client information acquired during client-provider interactions and therefore agree to maintain and protect the confidentiality of client information and records. Although the educational nature of the experience may necessitate discussion of client/provider interactions, under no circumstance will the identity of any individual client be disclosed beyond the student, Field Faculty, and practicum instructor relationship, and then only when necessary.

We attest that we have jointly negotiated and agreed to this practicum learning contract:

Practicum Instructor Signature: __________________________ Date: _________
Year MSW Received: ________

Co-Practicum Instructor Signature (if applicable): __________________________ Date: ________
Year MSW Received: ________
Appendix K

Administration and Policy Practice
SocW 525 MSW Advanced Field Education:
Quarterly Evaluation of Student Learning and Competency

Student: _______________________________ E-Mail: _______________________________

Student ID Number: _____________________________________________________________

Field Instructor: _______________________________ E-Mail: __________________________

Agency: ____________________________________________________________

Phone #: _________________________________________________________

SSW Field Faculty: __________________________________________________________

Year Student Entered Program: ______________________________________________

Course Number: _____________________________________________________________

Total Number of Field Credits Registered for this quarter: __________________________

<table>
<thead>
<tr>
<th>The attached evaluation for the quarter indicated above is complete and I/we recommend that this student receive:</th>
</tr>
</thead>
<tbody>
<tr>
<td>________ Credit OR ________ No Credit</td>
</tr>
</tbody>
</table>

Total Number of Clock Hours Completed this Quarter _________

Please note that Field Instructors who submit this form must have an MSW plus two years post-master's experience. Please sign after you have recommended CREDIT OR NO CREDIT and filled in the number of hours above.

1. __ Field Instructor’s Signature: __________________________ Date _____ Year MSW received: _____

2. __ Field Instructor’s Signature: __________________________ Date _____ Year MSW received: _____

I have read the evaluation and discussed it with my Field Instructor. I understand that it will not be used for reference purposes.

Student Signature: __________________________________ Date: _____________
Social Work Field Faculty Grade Assignment: _______Credit _______ No Credit

Signature: ___________________________________________ Date: ____________

STUDENT NAME: ________________________ AGENCY NAME: ________________________

Requirements for Credit:

- All sections of this narrative evaluation must be completed by students and field instructors. The student must demonstrate satisfactory progression in practicum, according to the Competencies and Practice Behaviors to receive credit.
- All immunizations must be completed or in process for a student to receive clearance from Hall Health (myshots@uw.edu), required to receive credit hours for practicum.

4. How often do you meet for supervision sessions with this student (example: 1 hour per week, 2 hours per week, 5 hour per week, etc.)? _________________

5. Student’s description of competency areas covered this quarter:
   __________________________________________
   __________________________________________
   __________________________________________

3. Student’s description of areas for growth:
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

Summary of Primary Activities This Quarter

(To be the completed by the Student)

List the primary activities in which you were engaged during this (quarter) placement. Students are encouraged to think about activities that allowed them to engage in multiple levels of social work practice, including direct client interaction, social policy and social change efforts, research, community-level engagement, etc.

5. List Student’s primary daily/weekly responsibilities (e.g., conducting intakes/assessments, organizing community meetings, reviewing policy briefs, etc):
   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________
6. List any professional development opportunities (e.g., training sessions, seminars, in-services, etc.) you were expected to attend:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

7. List the long-term projects or products that have been assigned (e.g., developing models of intervention, collecting/analyzing data for an evaluation project, preparing a grant, etc):

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

8. List administrative/clerical expectations (e.g., securing client information, presentation handouts, locking up facility, etc.):

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
TO BE COMPLETED BY FIELD INSTRUCTORS

Please rate the extent to which you agree with the following statements, which consist of practice behaviors intended to operationalize the core competency:

FOR ADVANCED COMPETENCY CRITERIA DETAIL, See Appendix K

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat Agree</td>
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<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>N</td>
<td>No opportunity yet to evaluate</td>
</tr>
</tbody>
</table>

**The Student Can...**

**Competency #1: Identify as a professional social worker and conduct oneself accordingly.**

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<tr>
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<tbody>
<tr>
<td>1. understand and identify the role of a social worker in cross-disciplinary settings</td>
<td>5</td>
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<td>N</td>
</tr>
<tr>
<td>2. discuss models of policy development and/or managerial theory and distributive leadership to inform organizational, policy and community change</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>3. demonstrate leadership capacity within agencies and communities to advance social work values of social justice and social change, including ability to build alliances, develop and sustain effective workgroups, positively influence others, and perform project management activities including develop work-plans and timelines</td>
<td>5</td>
<td>4</td>
<td>3</td>
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</table>

1. Please provide one to three specific examples of the ways in which the student demonstrated Competency #1:

_____________________________________________________________________________________
_____________________________________________________________________________________
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**“The Student Can...”**

**Competency #2: Apply social work ethical principles to guide professional practice.**

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</thead>
<tbody>
<tr>
<td>1. recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents’ interests</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</tbody>
</table>
b. articulate core values and ethical standards of the social work profession within diverse organizational, policy and community practice settings

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</table>

c. utilize ethics frameworks in decision-making to address conflicts in values and priorities and budget and policy issues to maximize and strengthen opportunities for transformational change in organizations and communities

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</table>

2. Please provide one to three specific examples of the ways in which the student demonstrated Competency #2:

_____________________________________________________________________________________
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“The Student Can….”

Competency #3: Apply critical thinking to inform and communicate professional judgments.

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<tbody>
<tr>
<td>a. engage in reflective practice (e.g., regularly question and reflect on one’s own assumptions and consider how these might affect practice)</td>
<td>5</td>
<td>4</td>
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<tr>
<td>b. articulate elements of critical thinking needed in leadership capacities, e.g., logic models, suspension of judgment, organizational audits, stakeholder analysis, reasoning ability for complex problem-solving, capacity to compare and contract options, tolerance of ambiguity, etc.</td>
<td>5</td>
<td>4</td>
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<tr>
<td>c. demonstrate effective use of critical thinking in verbal and written communication with colleagues, stakeholders, and constituents, including the ability to analyze and consider organization and community histories, barriers, and limitations prior to recommending organizational or social change</td>
<td>5</td>
<td>4</td>
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3. Please provide one to three specific examples of the ways in which the student demonstrated Competency #3:

_____________________________________________________________________________________
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“The Student Can….”

Competency #4: Engage diversity and difference in practice.

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<tbody>
<tr>
<td>a. understand the many forms of diversity and difference and how these influence the relationship with clients/constituents</td>
<td>5</td>
<td>4</td>
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<tr>
<td>b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing</td>
<td>5</td>
<td>4</td>
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</table>
c. work effectively with diverse populations

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</table>

d. identify theoretical principles of leadership and management, and interdisciplinary teams and define issues, collect data and develop interventions, taking into account different cultural identities and belief systems

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</table>

e. strategize, create and implement collaborative coalitions with diverse organizational and community partners who think similarly and differently, working and communicating effectively across difference

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4. Please provide one to three specific examples of the ways in which the student demonstrated Competency #4:

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“The Student Can….”

<table>
<thead>
<tr>
<th>Competency #5: Advance human rights and social and economic justice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems</td>
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<tbody>
<tr>
<td>f. articulate principles of administration, strategic planning, community change and policy development and implementation that promote social and economic justice, combat discrimination and oppression, and increase access to resources</td>
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<tbody>
<tr>
<td>g. demonstrate the capacity to develop and design policies and organizational practices to support social and economic justice, and to evaluate alternative policies, structures, and practices based on frameworks of human rights and social and economic justice</td>
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<tbody>
<tr>
<td>h. identify advocacy methods and apply advocacy skills that can be used to inform policymakers and influence policies that impact clients/constituents and services</td>
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5. Please provide one to three specific examples of the ways in which the student demonstrated Competency #5:

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“The Student Can…”

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<tr>
<th>Competency #6: Engage in research-informed practice and practice-informed research.</th>
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</table>

6. Please provide one to three specific examples of the ways in which the student demonstrated Competency #6:

_____________________________________________________________________________________
_____________________________________________________________________________________
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“The Student Can…”

<table>
<thead>
<tr>
<th>Competency #7: Apply knowledge of human behavior and the social environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural)</td>
</tr>
<tr>
<td>b. describe techniques used in team-building, building coalitions and partnerships across organizational, community and policy settings, and understand the influences and implications of culture, geography, community, gender, religion, politics, ideology, and other identities and orientations on different world views</td>
</tr>
<tr>
<td>c. analyze the task environment of organizations and communities and develop organizational change and policy proposals based on knowledge of the larger political, social, and structural frameworks, systems, contexts, and history</td>
</tr>
<tr>
<td>d. develop organizational change and policy proposals that are based on knowledge of the larger political, social and structural frameworks, systems, contexts, and history</td>
</tr>
</tbody>
</table>

7. Please provide one to three specific examples of the ways in which the student demonstrated Competency #7:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________


### Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

| a. recognize the interrelationship between clients/constituents, practice, and organizational and public policy | 5 4 3 2 1 N |
| b. determine the factors that influence the development of legislation, policies, program services, and funding at all system levels | 5 4 3 2 1 N |
| c. articulate political/sociological theories such as pluralism, power elite, neo-liberalism and conservatism, and distributive leadership when interpreting and designing potential policy solutions | 5 4 3 2 1 N |
| d. assess policy agendas utilizing political/sociological theories such as pluralism, power elite, neoliberalism and conservatism; interpret and design potential managerial and policy responses in light of these contexts | 5 4 3 2 1 N |

8. Please provide one to three specific examples of the ways in which the student demonstrated Competency #8:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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### Competency #9: Respond to contexts that shape practice.

| a. work collaboratively with others to effect systemic change towards sustainability | 5 4 3 2 1 N |
| b. develop intervention plans with the potential to contribute to systemic change | 5 4 3 2 1 N |
| c. identify the changing structural forces that impact organizational and policy arenas | 5 4 3 2 1 N |
| d. assess the history, mission, and leadership of organizations and communities and the dynamic shifts in their interlocking systems, economic and political contexts, as a critical part of evaluating and planning change efforts | 5 4 3 2 1 N |

9. Please provide one to three specific examples of the ways in which the student demonstrated Competency #9:

_____________________________________________________________________________________
_____________________________________________________________________________________

---

"The Student Can…"
“The Student Can…”

**Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

<table>
<thead>
<tr>
<th><strong>ENGAGEMENT</strong></th>
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</thead>
<tbody>
<tr>
<td>a. demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>b. demonstrate ability to engage with communities, their constituencies, and organizations that serve them to assess and analyze community/organization capacities, strengths, and needs</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
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<tr>
<td>c. demonstrate ability to engage diverse constituents in critical organizational and policy analysis and problem-solving, using a strengths perspective and empathy to build effective interpersonal relationships for alliances regarding potential change efforts, including the ability to communicate responsiveness to other points of view</td>
<td>5</td>
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<table>
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<tr>
<th><strong>ASSESSMENT</strong></th>
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<tbody>
<tr>
<td>d. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>e. critically apply leadership theories when planning with others to adopt, implement, and evaluate strategic change, including balancing inquiry with advocacy in conducting a stakeholder analysis and identifying needs and shared interests</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>f. assess policies influencing practice within organizational and community settings, identifying opportunities for individuals within organizations and communities to become change agents</td>
<td>5</td>
<td>4</td>
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<tr>
<th><strong>INTERVENTION</strong></th>
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<tbody>
<tr>
<td>g. collaborate effectively with other professionals /stakeholders to coordinate interventions</td>
<td>5</td>
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<td>1</td>
<td>N</td>
</tr>
<tr>
<td>h. demonstrate analytical and interpersonal skills in work with community-based groups and human service organizations, in areas such as policy and task analysis, advocacy, governance, program development and program management, supervision, financial development/management, human resources and staff development, capacity building, strategic planning, and participatory evaluation</td>
<td>5</td>
<td>4</td>
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<tr>
<th><strong>EVALUATION</strong></th>
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<tbody>
<tr>
<td>i. contribute to the theoretical knowledge base of the social work profession through practice-based research</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td>1</td>
<td>N</td>
</tr>
<tr>
<td>j. demonstrate ability to involve community and organizational constituencies in designing, implementing, and evaluating the effectiveness of policy decisions and programs in order to</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
</tbody>
</table>
k. articulate knowledge of learning organizations, organizational development, group dynamics, leadership theories, stakeholder analysis and sociopolitical frameworks for policy development and change

10. Please provide one to three specific examples of the ways in which the student demonstrated Competency #10:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Brief Summary Comments
Practicum Instructor’s Overall Assessment of Student’s Progress this Quarter:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Priorities for Next Quarter
Practicum Instructors Statement of Priorities for Next Quarter:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Appendix L

Social Work 525

Advanced Community Centered Integrative Practice Practicum Contract

*This document is for reference only. Please use and submit the online STAR version, accessible at star.ssw.washington.edu with prearranged user ID and password.*

Student Name: ___________________________ e-mail: ___________________________

Agency Name: __________________________ PI Phone# __________________________

Practicum Instructor (PI): __________________________ email: __________________________

Co-Practicum Instructor (if applicable) __________________________ e-mail: __________________________

Task Supervisor (if applicable) __________________________ e-mail: __________________________

SSW Field Faculty Liaison: __________________________ e-mail: __________________________

General Instructions: The purpose of the practicum contract is to articulate an educational plan to be followed by both the Field Instructor(s) and student. This educational contract consists of: 1) Ten nationally standardized competencies which integrate MSW curriculum goals, coursework, and field work; 2) practice behaviors to be achieved and assessed under each competency; 3) site-specific individualized activities to support competency development and student learning goals; and 4) identified methods of measurement to insure that both student and field instructor know how progress towards competencies will be assessed. The Contract is due by the fourth week of the first quarter of practicum and must be accompanied by the signed Acknowledgement of Risk form.

The contract is negotiated between the student, PI, and any other agency personnel involved in student teaching. It provides the basis for evaluating the student’s professional development. Progress towards competencies is evaluated quarterly. The student must also provide the P.I. a copy of each course syllabus by the third week of each quarter to facilitate integration of theory and practice.

Please list the days and times the student will be in placement. Students must obtain 720 total hours/18 credits by the end of Advanced Practicum. A typical Advanced placement for Day students is on Mondays, Tuesdays, and Wednesdays, 24 hours per week, 240 hours/6 credits per quarter. Fall, Winter, and Spring quarters The number of hours and credits per quarter for Extended Degree Program (EDP) students may vary each quarter but must total 720 hours/18 credits over the course of the practicum. EDP students proposing to be in practicum over quarter breaks should add those hours to the following quarter’s registration. The formula for developing practicum plans is one credit = 40 hours in the field. Summer Quarter is 9 weeks long; other quarters are 10 weeks long.

7. Practicum Schedule
   Days: ___________________________ Time From: _______ to: _______ Start Date: __________

8. Weekly Individual Instruction/Supervision Schedule:
Day:_____________________________________________ Time: From_______ to ___________

9. Quarter/Credit Plan for Advanced Practicum: 18 Credits Total for Day and Extended Degree Program; please specify number of credits planned for each quarter. Register for SW 525 A (Day).

___ Usual plan for Day Program as below    ___ Individualized plan as below

Usual plan for Advanced Day Students: to achieve required 18 total practicum credits/720 hours:
Fall Quarter: 24 hr/wk. x 10 weeks = 240 hours/6 credits; Winter Quarter: 24 hrs/wk = 6 Credits, (OR Develop Individual Plan, depending on student schedule and agency agreement)

Other: Please specify: 1st _______ Quarter _____________ hrs/wk = ______ Credits

     2nd _______ Quarter _____________ hrs/wk = ______ Credits

     3rd _______ Quarter _____________ hrs/wk = ______ Credits

Student Educational Self-Assessment

(COMPLETION OF THIS SECTION IS REQUIRED OF ALL STUDENTS)

1. Identify the areas of strength you bring to this practicum:

2. Identify areas for future growth and development:

3. Identify the methods by which you learn best (e.g., observation, extensive reading and discussion, hands-on involvement in tasks, etc.):

Creating the Learning Contract

I. Advanced Practicum: The Advanced Curriculum and Advanced Practicum build on the Foundation/BASW generalist social work practice knowledge to prepare students for advanced practice in an area of concentration. The student in conjunction with the Field Instructor is required to develop an Educational Learning Contract to identify specific agency-related activities the student will carry out at the practicum site in order to achieve the required competencies and the concentration's practice behaviors. The Contract serves as a guide for practicum instruction and supervision. At the end
of each quarter, student and field instructor should review the plan, assess student progress, and identify new priorities in the quarterly Evaluation. Substantive changes to practicum focus require a new Contract.

II. After the student and Field Instructor determine potential activities to insure a strong Concentration experience, the activities should be applied to areas of Core Competencies below. Quarterly student Evaluations will address progress towards the following Competencies and Practice Behaviors: Some agency activities may facilitate competency growth in several domains. Identify two to three activities under each of the 10 competencies; new activities may need to be developed to insure broad social work education in required domains. Next, identify methods of assessing student progress (e.g., documentation, observation, reports, presentations, discussion in supervision, team feedback). Several methods of assessment are recommended to insure adequate verification of student abilities.

**Required Competencies & Practice Behaviors for MSW Advanced Practicum in Community-Centered Integrative Practice**

**Competency #1: Identify as a professional social worker and conduct oneself accordingly.**

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

| a. | understand and identify the role of a social worker in cross-disciplinary settings |
| b. | demonstrate professional use of self with clients/constituents and colleagues |
| c. | demonstrate an ability to identify oneself as professional in relation to community |
| d. | demonstrate a praxis-oriented (action and reflection) approach to personal and professional lifelong learning and development |

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2. 
3. 

**Methods of Measurement (e.g., team feedback, reports, observation, presentation, discussion):**

---

**Competency #2: Apply social work ethical principles to guide professional practice.**

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

| a. | recognize and manage personal biases as they affect the professional relationship in the service of the clients’/constituents’ interests |
| b. | identify and apply knowledge of relationship dynamics, including power differentials; and apply knowledge about histories of oppression and on-going marginalization experienced by communities that impact their ability to trust professionals, including social workers |
| c. | demonstrate ability to foster trusting relationships with clients/communities as a necessary component in ethical decision-making |
Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1.

2.

3.

Methods of Measurement:

Competency #3: Apply critical thinking to inform and communicate professional judgments.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

| a. engage in reflective practice (e.g., regularly question and reflect on one’s own assumptions and consider how these might affect practice) |
| b. engage in critically reflexive practice, that is, understanding how power and privilege impact professional judgments and engagement |
| c. develop self-, other- and social awareness of individual, interpersonal and intergroup styles in communication and work with conflicts in diverse group settings |

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1.

2.

3.

Methods of Measurement:

Competency #4: Engage diversity and difference in practice.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

| a. understand the many forms of diversity and difference and how these influence the relationship with clients/constituents |
| b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing |
| c. demonstrate an understanding of intersectionality and multiple identities-positionalities as foundation for engaging difference |
| d. demonstrate a critical understanding of the linkages of the global-local context of practice |

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1.

2.

3.
Methods of Measurement:

Competency #5: Advance human rights and social and economic justice.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>a.</td>
<td>articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems</td>
</tr>
<tr>
<td>b.</td>
<td>gain a complex understanding of the nature and consequences of globalization in economics, politics and culture</td>
</tr>
<tr>
<td>c.</td>
<td>demonstrate a critical understanding of structural factors such as racism and violence which contribute to persistent disparities for marginalized populations and have traumatic impact upon them</td>
</tr>
</tbody>
</table>

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1. 
2. 
3. 

Methods of Measurement:

Competency #6: Engage in research-informed practice and practice-informed research.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process</td>
</tr>
<tr>
<td>b.</td>
<td>use best practices and evidence-based research to develop, implement, and evaluate interventions</td>
</tr>
<tr>
<td>c.</td>
<td>understand choices and strategies in organizing and implementing intergroup dialogues in different contexts—schools, human service organizations and community settings</td>
</tr>
<tr>
<td>d.</td>
<td>engage and partner with diverse and marginalized community constituents to define, assess, plan and address community needs via participatory action research and practice</td>
</tr>
<tr>
<td>e.</td>
<td>utilize qualitative and quantitative research to understand the nature of communities and the best practices to improve their well-being</td>
</tr>
</tbody>
</table>

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1. 
2. 
3.
Competency #7: Apply knowledge of human behavior and the social environment.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural)</td>
</tr>
<tr>
<td>b.</td>
<td>use bio/psycho/social/spiritual/structural theories in formulating assessments</td>
</tr>
</tbody>
</table>

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2. 
3. 

**Methods of Measurement:**

---

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a.</td>
<td>recognize the interrelationship between clients/constituents, practice, and organizational and public policy</td>
</tr>
<tr>
<td>b.</td>
<td>demonstrate an understanding of the complex nature and consequences of the key structural and institutional forces and instruments of global governance and regulation globalization in economics, politics and culture</td>
</tr>
<tr>
<td>c.</td>
<td>identify advocacy methods and demonstrate active engagement in the policy arena on behalf of community interests toward improved social and economic well-being, especially for the most vulnerable populations</td>
</tr>
</tbody>
</table>

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2. 
3. 

**Methods of Measurement:**

---

Competency #9: Respond to contexts that shape practice.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

<p>| | |</p>
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<tbody>
<tr>
<td>a.</td>
<td>work collaboratively with others to effect systemic change towards sustainability</td>
</tr>
<tr>
<td>b.</td>
<td>demonstrate an understanding of how pressing global issues are being addressed by non-</td>
</tr>
</tbody>
</table>
governmental organizations, non-profit organizations and citizen movements, nationally and globally
c. demonstrate a critical understanding of major approaches to community practice (community
   organizing, community empowerment, community development, community action and more)

Agency-specific Learning Activities to achieve above practice behaviors and competency:

1.

2.

3.

Methods of Measurement:

Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

**ENGAGEMENT**

a. demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively
   engaging and intervening with clients/constituents

b. establish an engagement process that encourages clients/constituents to be active participants in the
   establishment of intervention goals and expected outcomes

c. demonstrate facilitative and co-leadership skills using intergroup dialogue principles for effective
   engagement across difference in the service of justice

**ASSESSMENT**

d. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)

e. critically assess the discourse of community in social work theory and practice

**INTERVENTION**

f. collaborate effectively with other professionals/stakeholders to coordinate interventions

g. develop and apply skills in assessment and intervention with diverse populations in culturally
   responsive ways across varied contexts and across multi-levels of practice

h. use knowledge of the effects of oppression, discrimination, structural social inequality, and historical
   trauma across micro-, mezzo- and macro-levels of practice to guide intervention planning

**EVALUATION**

i. contribute to the theoretical knowledge base of the social work profession through practice-based
   research

j. demonstrate ability to critically examine and evaluate major paradigms informing mental health service
   delivery, including evidence-based practice, and their applicability within communities of color and
   marginalized communities

k. demonstrate effective group observation, group process skills and constructive alliance building skills
   and behaviors
Learning Activities to help student achieve practice behaviors and competency (at least 4 required)

1. 
2. 
3. 
4. 
5. 
6. 

Methods of Measurement:

Confidentiality Statement: Each of the parties to this educational contract recognize the sensitivity of the client information acquired during client-provider interactions and therefore agree to maintain and protect the confidentiality of client information and records. Although the educational nature of the experience may necessitate discussion of client/provider interactions, under no circumstance will the identity of any individual client be disclosed beyond the student, Field Faculty, and practicum instructor relationship, and then only when necessary.

We attest that we have jointly negotiated and agreed to this practicum learning contract:

Practicum Instructor Signature: ___________________________ Date: ________
Year MSW Received: ______

Co-Practicum Instructor Signature (if applicable): ________________________ Date: ________
Year MSW Received: ______

Task Supervisor Signature (if applicable): ______________________________ Date: ________

Student Signature: ________________________________ Date: ________

UW SSW Field Faculty Approval: ____________________ Date: ________
Appendix M

Community-Centered Integrative Practice
SocW 525 MSW Advanced Field Education:
Quarterly Evaluation of Student Learning and Competency

(note: This document is for reference only; submit online at star.ssw.washington.edu)

Student: ________________________________  E-Mail: ________________________________
Student ID Number: ________________________________________________________________
Field Instructor: ________________________  E-Mail: ________________________________
Agency: _______________________________________________________________________
Phone #: _______________________________________________________________________
SSW Field Faculty: __________________________________________________________________
Year Student Entered Program: ______________________________________________________
Course Number: ___________________________________________________________________
Total Number of Field Credits Registered for this quarter: _______________________________

___ The attached evaluation for the quarter indicated above is complete and I/we recommend that this
student receive:

    _____ Credit     OR     _____ No Credit

Total Number of Clock Hours Completed this Quarter __________

Please note that Field Instructors who submit this form must have an MSW plus two years post-
master’s experience. Please sign after you have recommended CREDIT OR NO CREDIT and filled in the
number of hours above.

1. __Field Instructor’s Signature: ________________  Date _____ Year MSW received: _____
2. __Field Instructor’s Signature: ________________  Date _____ Year MSW received: _____

___ I have read the evaluation and discussed it with my Field Instructor. I understand that it will not be
used for reference purposes.

Student Signature: ________________________________________________  Date: __________
Social Work Field Faculty Grade Assignment: _______ Credit _______ No Credit

Signature: __________________________________________ Date: __________

STUDENT NAME: ______________________ AGENCY NAME: ______________________

Requirements for Credit:

- **All sections of this narrative evaluation** must be completed by students and field instructors. The student must demonstrate satisfactory progression in practicum, according to the Competencies and Practice Behaviors to receive credit.
- **All immunizations must be completed or in process** for a student to receive clearance from Hall Health ([myshots@uw.edu](mailto:myshots@uw.edu)), required to receive credit hours for practicum.

6. How often do you meet for supervision sessions with this student (example: 1 hour per week, 2 hours per week, 5 hour per week, etc.)? ______________________________________

7. Student’s description of competency areas covered this quarter:
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

3. Student’s description of areas for growth:
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

**Summary of Primary Activities This Quarter**

*(To be the completed by the Student)*

List the primary activities in which you were engaged during this (quarter) placement. Students are encouraged to think about activities that allowed them to engage in multiple levels of social work practice, including direct client interaction, social policy and social change efforts, research, community-level engagement, etc.

9. List Student’s primary daily/weekly responsibilities (e.g., conducting intakes/assessments, organizing community meetings, reviewing policy briefs, etc):
   ___________________________________________________________________________
   ___________________________________________________________________________
10. List any professional development opportunities (e.g., training sessions, seminars, in-services, etc.) you were expected to attend:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

11. List the long-term projects or products that have been assigned (e.g., developing models of intervention, collecting/analyzing data for an evaluation project, preparing a grant, etc):

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

12. List administrative/clerical expectations (e.g., securing client information, presentation handouts, locking up facility, etc.):

________________________________________________________________________________________
________________________________________________________________________________________
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________________________________________________________________________________________
TO BE COMPLETED BY FIELD INSTRUCTOR:
Please rate the extent to which you agree with the following statements, which consist of practice behaviors intended to operationalize the core competency:

FOR ADVANCED COMPETENCY CRITERIA DETAIL, See Appendix K

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>Strongly Agree</td>
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<tr>
<td>4</td>
<td>Agree</td>
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<tr>
<td>3</td>
<td>Somewhat Agree</td>
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<tr>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>N</td>
<td>No opportunity yet to evaluate</td>
</tr>
</tbody>
</table>

“The Student Can…”

Competency #1: Identify as a professional social worker and conduct oneself accordingly.

<table>
<thead>
<tr>
<th>Component</th>
<th>Rating</th>
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<tbody>
<tr>
<td>a. understand and identify the role of a social worker in cross-disciplinary settings</td>
<td>5 4 3 2 1 N</td>
</tr>
<tr>
<td>b. demonstrate professional use of self with clients/constituents and colleagues</td>
<td>5 4 3 2 1 N</td>
</tr>
<tr>
<td>c. demonstrate an ability to identify oneself as professional in relation to community</td>
<td>5 4 3 2 1 N</td>
</tr>
<tr>
<td>d. demonstrate a praxis-oriented (action and reflection) approach to personal and professional lifelong learning and development</td>
<td>5 4 3 2 1 N</td>
</tr>
</tbody>
</table>

1. Please provide one to three specific examples of the ways in which the student demonstrated Competency #1:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can…”

Competency #2: Apply social work ethical principles to guide professional practice.
a. recognize and manage personal biases as they affect the professional relationship in the service of the clients’/constituents’ interests

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</table>

b. identify and apply knowledge of relationship dynamics, including power differentials; and apply knowledge about histories of oppression and on-going marginalization experienced by communities that impact their ability to trust professionals, including social workers

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<th>3</th>
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</table>

c. demonstrate ability to foster trusting relationships with clients/communities as a necessary component in ethical decision-making

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<th>3</th>
<th>2</th>
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</table>

2. Please provide one to three specific examples of the ways in which the student demonstrated Competency #2:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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_____________________________________________________________________________________

“The Student Can…..”

Competency #3: Apply critical thinking to inform and communicate professional judgments.

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<th>N</th>
</tr>
</thead>
</table>

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

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<tr>
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<th>5</th>
<th>4</th>
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</table>

b. engage in critically reflexive practice, that is, understanding how power and privilege impact professional judgments and engagement

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<th>3</th>
<th>2</th>
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<th>N</th>
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</thead>
</table>

c. develop self-, other- and social awareness of individual, interpersonal and intergroup styles in communication and work with conflicts in diverse group settings

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<th>4</th>
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<th>2</th>
<th>1</th>
<th>N</th>
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</table>

3. Please provide one to three specific examples of the ways in which the student demonstrated Competency #3:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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“The Student Can…..”

Competency #4: Engage diversity and difference in practice.
<table>
<thead>
<tr>
<th>Competency #4: Understand Diversity and Difference</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. understand the many forms of diversity and difference and how these influence the relationship with clients/constituents</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>c. demonstrate an understanding of intersectionality and multiple identities-positionality as foundation for engaging difference</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>d. demonstrate a critical understanding of the linkages of the global-local context of practice</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
</tbody>
</table>

4. Please provide one to three specific examples of the ways in which the student demonstrated Competency #4:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
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_____________________________________________________________________________________

“The Student Can….”

Competency #5: Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>Competency #5: Advance human rights and social and economic justice.</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>b. gain a complex understanding of the nature and consequences of globalization in economics, politics and culture</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>c. demonstrate a critical understanding of structural factors such as racism and violence which contribute to persistent disparities for marginalized populations and have traumatic impact upon them</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
</tbody>
</table>

5. Please provide one to three specific examples of the ways in which the student demonstrated Competency #5:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can…”

Competency #6: Engage in research-informed practice and practice-informed research.
<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Score 5</th>
<th>Score 4</th>
<th>Score 3</th>
<th>Score 2</th>
<th>Score 1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process</td>
<td>5 4 3 2 1 N</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>b. use best practices and evidence-based research to develop, implement, and evaluate interventions</td>
<td>5 4 3 2 1 N</td>
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<td></td>
<td></td>
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<tr>
<td>c. understand choices and strategies in organizing and implementing intergroup dialogues in different contexts—schools, human service organizations and community settings</td>
<td>5 4 3 2 1 N</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>d. engage and partner with diverse and marginalized community constituents to define, assess, plan and address community needs via participatory action research and practice</td>
<td>5 4 3 2 1 N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. utilize qualitative and quantitative research to understand the nature of communities and the best practices to improve their well-being</td>
<td>5 4 3 2 1 N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Please provide one to three specific examples of the ways in which the student demonstrated Competency #6:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can…”

Competency #7: Apply knowledge of human behavior and the social environment.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Score 5</th>
<th>Score 4</th>
<th>Score 3</th>
<th>Score 2</th>
<th>Score 1</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural)</td>
<td>5 4 3 2 1 N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. use bio/psycho/social/spiritual/structural theories in formulating assessments</td>
<td>5 4 3 2 1 N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Please provide one to three specific examples of the ways in which the student demonstrated Competency #7:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
“The Student Can…”

<table>
<thead>
<tr>
<th>Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. recognize the interrelationship between clients/constituents, practice, and organizational and public policy</td>
</tr>
<tr>
<td>b. demonstrate an understanding of the complex nature and consequences of the key structural and institutional forces and instruments of global governance and regulation globalization in economics, politics and culture</td>
</tr>
<tr>
<td>c. Identify advocacy methods and demonstrate active engagement in the policy arena on behalf of community interests toward improved social and economic well-being, especially for the most vulnerable populations</td>
</tr>
</tbody>
</table>

8. Please provide one to three specific examples of the ways in which the student demonstrated Competency #8:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can…”

<table>
<thead>
<tr>
<th>Competency #9: Respond to contexts that shape practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. work collaboratively with others to effect systemic change towards sustainability</td>
</tr>
<tr>
<td>b. demonstrate an understanding of how pressing global issues are being addressed by non-governmental organizations, non-profit organizations and citizen movements, nationally and globally</td>
</tr>
<tr>
<td>c. demonstrate a critical understanding of major approaches to community practice (community organizing, community empowerment, community development, community action and more)</td>
</tr>
</tbody>
</table>

9. Please provide one to three specific examples of the ways in which the student demonstrated Competency #9:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

217 | P a g e  2 0 1 4 - 2 0 1 5  F i e l d  E d u c a t i o n  M a n u a l
“The Student Can...”

<table>
<thead>
<tr>
<th>Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGAGEMENT</strong></td>
</tr>
<tr>
<td>a. demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents</td>
</tr>
<tr>
<td>b. establish an engagement process that encourages clients/constituents to be active participants in the establishment of intervention goals and expected outcomes</td>
</tr>
<tr>
<td>c. demonstrate facilitative and co-leadership skills using intergroup dialogue principles for effective engagement across difference in the service of justice</td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
</tr>
<tr>
<td>d. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)</td>
</tr>
<tr>
<td>e. critically assess the discourse of community in social work theory and practice</td>
</tr>
<tr>
<td><strong>INTERVENTION</strong></td>
</tr>
<tr>
<td>f. collaborate effectively with other professionals/stakeholders to coordinate interventions</td>
</tr>
<tr>
<td>g. develop and apply skills in assessment and intervention with diverse populations in culturally responsive ways across varied contexts and across multi-levels of practice</td>
</tr>
<tr>
<td>h. use knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma across micro-, mezzo- and macro-levels of practice to guide intervention planning</td>
</tr>
<tr>
<td><strong>EVALUATION</strong></td>
</tr>
<tr>
<td>i. contribute to the theoretical knowledge base of the social work profession through practice-based research</td>
</tr>
<tr>
<td>j. demonstrate ability to critically examine and evaluate major paradigms informing mental health service delivery, including evidence-based practice, and their applicability within communities of color and marginalized communities</td>
</tr>
<tr>
<td>k. demonstrate effective group observation, group process skills and constructive alliance building skills and behaviors</td>
</tr>
</tbody>
</table>

10. Please provide one to three specific examples of the ways in which the student demonstrated Competency#10:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Brief Summary Comments
Practicum Instructor’s Overall Assessment of Student’s Progress this Quarter:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Priorities for Next Quarter
Practicum Instructor’s Statement of Priorities for Next Quarter:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Appendix N

Social Work 525   Practicum Contract
Children, Youth, and Multigenerational Practice (*Day*)
Multigenerational Practice with Children, Families and Elders (*EDP*)

*This document is for reference only. Please use and submit the online STAR version, accessible at star.ssw.washington.edu with prearranged user ID and password.*

**SPECIALIZATION:** CYMP (Day)_______  MPCFE (EDP)__________

| Student Name: __________________________ | e-mail: __________________________ |
| Agent Name: __________________________ | PI Phone#: ______________________ |
| Practicum Instructor (PI): _____________ | email: ___________________________ |
| Co-Practicum Instructor (if applicable) | e-mail: __________________________ |
| Task Supervisor (if applicable) __________ | e-mail: __________________________ |
| SSW Field Faculty Liaison: _____________ | e-mail: __________________________ |

**General Instructions:** The purpose of the practicum contract is to articulate an educational plan to be followed by both the Field Instructor(s) and student. This educational contract consists of: 1) Ten nationally standardized competencies which integrate MSW curriculum goals, coursework, and field work; 2) practice behaviors to be achieved and assessed under each competency; 3) site-specific individualized activities to support competency development and student learning goals; and 4) identified methods of measurement to insure that both student and field instructor know how progress towards competencies will be assessed. The Contract is due by the fourth week of the first quarter of practicum and must be accompanied by the signed Acknowledgement of Risk form.

The contract is negotiated between the student, PI, and any other agency personnel involved in student teaching. It provides the basis for evaluating the student’s professional development. Progress towards competencies is evaluated quarterly. The student must also provide the P.I. a copy of each course syllabus by the third week of each quarter to facilitate integration of theory and practice.

**Placement Schedule and Practicum Credit Plan**

**Please list the days and times the student will be in placement.** Students must obtain 720 total hours/18 credits by the end of Advanced Practicum. A typical Advanced placement for Day students is on Mondays, Tuesdays, and Wednesdays, 24 hours per week, 240 hours/6 credits per quarter, Fall, Winter, and Spring quarters. The number of hours and credits per quarter for Extended Degree Program (EDP) students may vary each quarter but must total 720 hours/18 credits over the course of the practicum. EDP students proposing to be in practicum over quarter breaks should add those hours to the following quarter’s registration. The formula for developing practicum plans is one credit = 40 hours in the field. Summer Quarter is 9 weeks long; other quarters are 10 weeks long.
1. Practicum Schedule
   Days: ___________________________ Time From: _______ to: ______   Start Date: ____________

2. Weekly Individual Instruction/Supervision Schedule:
   Day:_____________________________________________ Time: From_______ to ___________

2. Quarter/Credit Plan for Advanced Practicum: 18 Credits Total for Day and Extended Degree Program; please
   specify number of credits planned for each quarter. Register for SW 525 A (Day) or 525B (EDP)

   ___ Usual plan for Program as below ___ Day ___ EDP ___ Individualized plan as below

   Usual plan for Advanced Day Students: to achieve required 18 total practicum credits/720 hours:
   Fall Quarter: 24 hr/wk. x 10 weeks = 240 hours/6 credits; Winter Quarter: 24 hrs/wk = 6 Credits, Spring
   Quarter: 24 hrs/wk = 240 hours/6 credits: *Based on three 8hr practicum days per wk.

   (OR Develop Individual Plan, depending on student schedule and agency agreement)

   Usual Plan for Extended Degree Program Students: to achieve required 18 total credits/720 hrs:
   Summer Quarter: 16+ hrs/wk = 4 Credits; Fall Quarter 16+ hrs/wk = 5 Credits; Winter Quarter

   (OR Develop Individual Plan, depending on student schedule and agency agreement)

   Other: Please specify: 1st _______ Quarter ___________ hrs/wk = ______ Credits
       2nd _______ Quarter ___________ hrs/wk = ______ Credits
       3rd _______ Quarter ___________ hrs/wk = ______ Credits
       4th _______ Quarter ___________ hrs/wk = ______ Credits
       5th _______ Quarter ___________ hrs/wk = ______ Credits

1. Identify the areas of strength you bring to this practicum:

2. Identify areas for future growth and development:

3. Identify the methods by which you learn best (e.g., observation, extensive reading and
discussion, hands-on involvement in tasks, etc.):
Creating the Learning Contract

I. Advanced Practicum: The Advanced Curriculum and Advanced Practicum build on the Foundation/BASW generalist social work practice knowledge to prepare students for advanced practice in an area of concentration. The student in conjunction with the Field Instructor is required to develop an Educational Learning Contract to identify specific agency-related activities the student will carry out at the practicum site in order to achieve the required competencies and the concentration’s practice behaviors. The Contract serves as a guide for practicum instruction and supervision. At the end of each quarter, student and field instructor should review the plan, assess student progress, and identify new priorities in the quarterly Evaluation. Substantive changes to practicum focus require a new Contract.

II. After the student and Field Instructor determine potential activities to insure a strong Concentration experience, the activities should be applied to areas of Core Competencies below. Quarterly student Evaluations will address progress towards the following Competencies and Practice Behaviors: Some agency activities may facilitate competency growth in several domains. Identify two to three activities under each of the 10 competencies; new activities may need to be developed to insure broad social work education in required domains. Next, identify methods of assessing student progress (e.g., documentation, observation, reports, presentations, discussion in supervision, team feedback).

Several methods of assessment are recommended to insure adequate verification of student abilities.

**Required Competencies & Practice Behaviors for MSW Advanced Practicum in Children, Youth, and Multigenerational Practice / Multigenerational Practice with Children, Families, and Elders**

Competency #1: Identify as a professional social worker and conduct oneself accordingly.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

| a. understand and identify the role of a social worker in cross-disciplinary settings |
| b. understand and identify professional strengths, limitations and challenges |
| c. develop, and maintain relationships with clients/constituents within person-in-environment and strengths perspectives |
| d. demonstrate professional use of self with clients/constituents and colleagues |

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2. 
3. 

**Methods of Measurement (e.g., team feedback, reports, observation, presentation, discussion):**
Competency #2: Apply social work ethical principles to guide professional practice.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents’ interests</td>
</tr>
<tr>
<td>b.</td>
<td>apply ethical decision-making skills to their field of practice to promote human rights and social justice</td>
</tr>
<tr>
<td>c.</td>
<td>identify and apply knowledge of relationship dynamics, including power differentials</td>
</tr>
<tr>
<td>d.</td>
<td>use knowledge about ethical issues (e.g., competing values, client/constituent rights, legal parameters, and shifting societal mores) that affect the provision of services and relationships with clients/constituents</td>
</tr>
</tbody>
</table>

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2. 
3. 

**Methods of Measurement:**

---

Competency #3: Apply critical thinking to inform and communicate professional judgments.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>engage in reflective practice (e.g., regularly question and reflect on one’s own assumptions and consider how these might affect practice)</td>
</tr>
<tr>
<td>b.</td>
<td>understand and differentiate the strengths and limitations of multiple practice theories, frameworks, and methods and consider their relevance to clients/constituents</td>
</tr>
<tr>
<td>c.</td>
<td>identify and articulate clients'/constituents’ strengths and vulnerabilities</td>
</tr>
<tr>
<td>d.</td>
<td>utilize a multi-generational framework that is inclusive of children, youth, older adults and their families</td>
</tr>
</tbody>
</table>

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2. 
3. 

**Methods of Measurement:**

---

Competency #4: Engage diversity and difference in practice.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**
a. understand the many forms of diversity and difference and how these influence the relationship with clients/constituents
b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing
c. work effectively with diverse populations
d. identify practitioner and client/constituent differences, utilizing a strengths perspective

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1. 
2. 
3. 

Methods of Measurement:

Competency #5: Advance human rights and social and economic justice.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

<table>
<thead>
<tr>
<th>a. articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. use knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma on clients/constituents and their systems to guide intervention planning</td>
</tr>
<tr>
<td>c. critically analyze practice in relation to advancing human rights and social and economic justice</td>
</tr>
</tbody>
</table>

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1. 
2. 
3. 

Methods of Measurement:

Competency #6: Engage in research-informed practice and practice-informed research.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

<table>
<thead>
<tr>
<th>a. apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. use best practices and evidence-based research to develop, implement, and evaluate interventions</td>
</tr>
<tr>
<td>c. use best practices and evidence-based interventions with multiple generations</td>
</tr>
</tbody>
</table>

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1. 
Competency #7: Apply knowledge of human behavior and the social environment.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

| a. apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural) |
| b. apply a life course approach to human development in assessments and interventions with individuals, families, and communities |

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2. 
3. 

Methods of Measurement:

---

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

| a. recognize the interrelationship between clients/constituents, practice, and organizational and public policy |
| b. determine the factors that influence the development of legislation, policies, program services, and funding at all system levels |
| c. communicate to stakeholders the implication of policies and policy change in the lives of clients/constituents |
| d. apply advocacy skills that can be used to inform policymakers and influence policies that impact clients/constituents and services |

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2. 
3. 

Methods of Measurement:
Competency #9: Respond to contexts that shape practice.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>work collaboratively with others to effect systemic change towards sustainability</td>
</tr>
<tr>
<td>b.</td>
<td>analyze and respond to evolving contexts (e.g., cultural, technological, geographical, political, legal, economic, and environmental)</td>
</tr>
<tr>
<td>c.</td>
<td>assess the quality of clients’/constituents’ interactions within their social contexts</td>
</tr>
<tr>
<td>d.</td>
<td>identify how relational, organizational, and community systems may impact clients/constituents</td>
</tr>
</tbody>
</table>

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2. 
3. 

**Methods of Measurement:**

Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

**ENGAGEMENT**

<p>| | |</p>
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<tbody>
<tr>
<td>g.</td>
<td>demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents</td>
</tr>
<tr>
<td>h.</td>
<td>develop a culturally responsive relationship with clients/constituents</td>
</tr>
<tr>
<td>i.</td>
<td>establish an engagement process that encourages clients/constituents to be active participants in the establishment of intervention goals and expected outcomes</td>
</tr>
</tbody>
</table>

**ASSESSMENT**

<p>| | |</p>
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</thead>
<tbody>
<tr>
<td>j.</td>
<td>use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)</td>
</tr>
<tr>
<td>k.</td>
<td>understand and apply Human Behavior in Social Environment (HBSE) theories</td>
</tr>
</tbody>
</table>

**INTERVENTION**

<p>| | |</p>
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>l.</td>
<td>collaborate effectively with other professionals/stakeholders to coordinate interventions</td>
</tr>
<tr>
<td>m.</td>
<td>incorporate knowledge of practice theories and bio-psycho-social-spiritual-structural factors into the design of intervention strategies</td>
</tr>
<tr>
<td>n.</td>
<td>critically evaluate, and apply best practices and evidence-based interventions</td>
</tr>
</tbody>
</table>

**EVALUATION**

<p>| | |</p>
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</thead>
<tbody>
<tr>
<td>o.</td>
<td>contribute to the theoretical knowledge base of the social work profession through practice-based research</td>
</tr>
</tbody>
</table>
apply frameworks that address the multigenerational transmission of resilience, strengths, and loss in diverse multi-generational families and communities

Learning Activities to help student achieve practice behaviors and competency (at least 4 required)

1.

2.

3.

4.

5.

6.

Methods of Measurement:

Confidentiality Statement: Each of the parties to this educational contract recognizes the sensitivity of the client information acquired during client-provider interactions and therefore agree to maintain and protect the confidentiality of client information and records. Although the educational nature of the experience may necessitate discussion of client/provider interactions, under no circumstance will the identity of any individual client be disclosed beyond the student, Field Faculty, and practicum instructor relationship, and then only when necessary.

We attest that we have jointly negotiated and agreed to this practicum learning contract:

Practicum Instructor Signature: ________________________________ Date: ________
Year MSW Received: ________

Co-Practicum Instructor Signature (if applicable): ___________________________ Date: ________
Year MSW Received: ________

Task Supervisor Signature (if applicable): ______________________________ Date: ________

Student Signature: __________________________________________ Date: ________

UW SSW Field Faculty Approval: __________________________________ Date: ________
Appendix O

Children, Youth and Multigenerational Practice (Day)
Multigenerational Practice with Children, Families, and Elders (EDP)
SocW 525 MSW Advanced Field Education:
Quarterly Evaluation of Student Learning and Competency

(Note: This document is reference only; please complete and submit online: star.ssw.washington.edu)

Student: ______________________________ E-Mail: ______________________________
Student ID Number: _______________________________________________________
Field Instructor: _________________________ E-Mail: _____________________________
Agency: ________________________________________________
Phone #: ________________________________________________
SSW Field Faculty: ________________________________________________
Year Student Entered Program: ___________________________________________
Course Number: ________________________________________________
Total Number of Field Credits Registered for this quarter: ____________________

_____ The attached evaluation for the quarter indicated above is complete and I/we recommend that this
student receive: _______ Credit OR _______ No Credit

Total Number of Clock Hours Completed this Quarter ______

Please note that Field Instructors who submit this form must have an MSW plus two years post-
master’s experience. Please sign after you have recommended CREDIT OR NO CREDIT and filled in the
number of hours above.

1. ___Field Instructor’s Signature: ______________________ Date _____ Year MSW received: _____
2. ___Field Instructor’s Signature: ______________________ Date _____ Year MSW received: _____

_____ I have read the evaluation and discussed it with my Field Instructor. I understand that it will not be
used for reference purposes.

Student Signature: ______________________________________________________ Date: ________

Social Work Field Faculty Grade Assignment: _____ Credit _____ No Credit

Signature: __________________________________________ Date: __________

STUDENT NAME: __________________________ AGENCY NAME: __________________________

Requirements for Credit:

- **All sections of this narrative evaluation** must be completed by students and field instructors. The student must demonstrate satisfactory progression in practicum, according to the Competencies and Practice Behaviors to receive credit.
- **All immunizations must be completed or in process** for a student to receive clearance from Hall Health (myshots@uw.edu), required to receive credit hours for practicum.

1. How often do you meet for supervision sessions with this student (example: 1 hour per week, 2 hours per week, 5 hour per week, etc.)?

2. Student’s description of competency areas covered this quarter:
   
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Student’s description of areas for growth:

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

Summary of Primary Activities This Quarter

(To be the completed by the Student)

List the primary activities in which you were engaged during this (quarter) placement. Students are encouraged to think about activities that allowed them to engage in multiple levels of social work practice, including direct client interaction, social policy and social change efforts, research, community-level engagement, etc.

1. List Student’s primary daily/weekly responsibilities (e.g., conducting intakes/assessments, organizing community meetings, reviewing policy briefs, etc):

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
2. List any professional development opportunities (e.g., training sessions, seminars, in-services, etc.) you were expected to attend:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. List the long-term projects or products that have been assigned (e.g., developing models of intervention, collecting/analyzing data for an evaluation project, preparing a grant, etc):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. List administrative/clerical expectations (e.g., securing client information, presentation handouts, locking up facility, etc.):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
TO BE COMPLETED BY FIELD INSTRUCTOR:
Please rate the extent to which you agree with the following statements, which consist of practice behaviors intended to operationalize the core competency:
**FOR ADVANCED COMPETENCY CRITERIA DETAIL, See Appendix K**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Competency #1: Identify as a professional social worker and conduct oneself accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Agree</td>
<td>Exceeds competency expected of an Advanced MSW student: Consistently able to apply, articulate, evaluate SW practice skills</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td>Competent at Advanced MSW student level: Able to apply SW knowledge, values, and skills in practice</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat Agree</td>
<td>Achievement of competency in process: Building SW Practice Knowledge, Values and Skills</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>Area of concern/Identifying Problems</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
<td>Student unable to demonstrate effective learning in this area</td>
</tr>
<tr>
<td>N</td>
<td>No opportunity yet to evaluate</td>
<td>Will be addressed in subsequent quarters</td>
</tr>
</tbody>
</table>

“The Student Can…”

<table>
<thead>
<tr>
<th></th>
<th>a. understand and identify the role of a social worker in cross-disciplinary settings</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. understand and identify professional strengths, limitations and challenges</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>c. develop, and maintain relationships with clients/constituents within person-in-environment and strengths perspectives</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>d. demonstrate professional use of self with clients/constituents and colleagues</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
</tbody>
</table>

1. Please provide one to three specific examples of the ways in which the student demonstrated competency number one:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can…”

<table>
<thead>
<tr>
<th></th>
<th>Competency #2: Apply social work ethical principles to guide professional practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a. recognize and manage personal biases as they affect the professional relationship in the service of the clients’/constituents’ interests</td>
</tr>
<tr>
<td></td>
<td>b. apply ethical decision-making skills to their field of practice to promote human rights and social justice</td>
</tr>
<tr>
<td></td>
<td>c. identify and apply knowledge of relationship dynamics, including power differentials</td>
</tr>
</tbody>
</table>
d. use knowledge about ethical issues (e.g., competing values, client/constituent rights, legal parameters, and shifting societal mores) that affect the provision of services and relationships with clients/constituents

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>N</th>
</tr>
</thead>
</table>

2. Please provide one to three specific examples of the ways in which the student demonstrated competency #2:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can….”

| Competency #3: Apply critical thinking to inform and communicate professional judgments. |
|-----------------------------------------------|---|---|---|---|---|
| a. engage in reflective practice (e.g., regularly question and reflect on one’s own assumptions and consider how these might affect practice) | 5 | 4 | 3 | 2 | 1 | N |
| b. understand and differentiate the strengths and limitations of multiple practice theories, frameworks, and methods and consider their relevance to clients/constituents | 5 | 4 | 3 | 2 | 1 | N |
| c. identify and articulate clients’/constituents’ strengths and vulnerabilities | 5 | 4 | 3 | 2 | 1 | N |
| d. utilize a multi-generational framework that is inclusive of children, youth, older adults and their families | 5 | 4 | 3 | 2 | 1 | N |

3. Please provide one to three specific examples of the ways in which the student demonstrated competency #3:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can….”

| Competency #4: Engage diversity and difference in practice. |
|-----------------------------------------------------------|---|---|---|---|---|
| a. understand the many forms of diversity and difference and how these influence the relationship with clients/constituents | 5 | 4 | 3 | 2 | 1 | N |
| b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing | 5 | 4 | 3 | 2 | 1 | N |
| c. work effectively with diverse populations | 5 | 4 | 3 | 2 | 1 | N |
| d. identify practitioner and client/constituent differences, utilizing a strengths perspective | 5 | 4 | 3 | 2 | 1 | N |
4. Please provide one to three specific examples of the ways in which the student demonstrated competency #4:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can….”

Competency #5: Advance human rights and social and economic justice.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems</td>
<td>5 4 3 2 1 N</td>
</tr>
<tr>
<td>b.</td>
<td>use knowledge of the effects of oppression, discrimination, structural social inequality, and historical trauma on clients/constituents and their systems to guide intervention planning</td>
<td>5 4 3 2 1 N</td>
</tr>
<tr>
<td>c.</td>
<td>critically analyze practice in relation to advancing human rights and social and economic justice</td>
<td>5 4 3 2 1 N</td>
</tr>
</tbody>
</table>

5. Please provide one to three specific examples of the ways in which the student demonstrated competency#6:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can…”

Competency #6: Engage in research-informed practice and practice-informed research.

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process</td>
<td>5 4 3 2 1 N</td>
</tr>
<tr>
<td>b.</td>
<td>use best practices and evidence-based research to develop, implement, and evaluate interventions</td>
<td>5 4 3 2 1 N</td>
</tr>
<tr>
<td>c.</td>
<td>use best practices and evidence-based interventions with multiple generations</td>
<td>5 4 3 2 1 N</td>
</tr>
</tbody>
</table>

6. Please provide one to three specific examples of the ways in which the student demonstrated competency #6:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can…”

### Competency #7: Apply knowledge of human behavior and the social environment.

| a. apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural) | 5 | 4 | 3 | 2 | 1 | N |
| b. apply a life course approach to human development in assessments and interventions with individuals, families, and communities | 5 | 4 | 3 | 2 | 1 | N |

7. Please provide one to three specific examples of the ways in which the student demonstrated Competency #7:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can…”

### Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

| a. recognize the interrelationship between clients/constituents, practice, and organizational and public policy | 5 | 4 | 3 | 2 | 1 | N |
| b. determine the factors that influence the development of legislation, policies, program services, and funding at all system levels | 5 | 4 | 3 | 2 | 1 | N |
| c. communicate to stakeholders the implication of policies and policy change in the lives of clients/constituents | 5 | 4 | 3 | 2 | 1 | N |
| d. apply advocacy skills that can be used to inform policymakers and influence policies that impact clients/constituents and services | 5 | 4 | 3 | 2 | 1 | N |

8. Please provide one to three specific examples of the ways in which the student demonstrated Competency #8:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can…”

### Competency #9: Respond to contexts that shape practice.

| a. work collaboratively with others to effect systemic change towards sustainability | 5 | 4 | 3 | 2 | 1 | N |
b. analyze and respond to evolving contexts (e.g., cultural, technological, geographical, political, legal, economic, and environmental)  

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</table>

c. assess the quality of clients’/constituents’ interactions within their social contexts

d. identify how relational, organizational, and community systems may impact clients/constituents  

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</table>

9. Please provide one to three specific examples of the ways in which the student demonstrated Competency #9:
_____________________________________________________________________________________
_____________________________________________________________________________________
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“The Student Can…”

Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

<table>
<thead>
<tr>
<th>ENGAGEMENT</th>
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</thead>
</table>
| a. demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents  

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</table>
| b. develop a culturally responsive relationship with clients/constituents  

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</table>
| c. establish an engagement process that encourages clients/constituents to be active participants in the establishment of intervention goals and expected outcomes  

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<tbody>
<tr>
<td>ASSESSMENT</td>
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</table>
| d. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)  

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| e. understand and apply HBSE theories  

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</thead>
<tbody>
<tr>
<td>INTERVENTION</td>
<td></td>
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</tbody>
</table>
| f. collaborate effectively with other professionals/stakeholders to coordinate interventions  

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</table>
| g. incorporate knowledge of practice theories and bio-psycho-social-spiritual-structural factors into the design of intervention strategies  

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</tr>
</thead>
</table>
| h. critically evaluate, and apply best practices and evidence-based interventions  

<table>
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<tr>
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<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>EVALUATION</td>
<td></td>
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</tbody>
</table>
| i. contribute to the theoretical knowledge base of the social work profession through practice-based research  

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<th>2</th>
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<th>N</th>
</tr>
</thead>
</table>
j. apply frameworks that address the multigenerational transmission of resilience, strengths, and loss in diverse multi-generational families and communities

| 5 | 4 | 3 | 2 | 1 | N |

10. Please provide one to three specific examples of the ways in which the student demonstrated Competency #10:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Brief Summary Comments
Practicum Instructor’s Overall Assessment of Student’s Progress this Quarter:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Priorities for Next Quarter
Practicum Instructors Statement of Priorities for Next Quarter:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Appendix P

Social Work 525 Practicum Contract
Advanced Health-Mental Health Practice (Day) ________
Integrative Health and Mental Health Practice (EDP) ________

This document is reference only. Please use and submit the online STAR version
(star.ssw.washington.edu)

Specialization: Health Practice __________ Mental Health Practice __________

Student Name: ________________________________ e-mail: ________________________________
Agency Name: ________________________ PI Phone# ________________________
Practicum Instructor (PI): ________________________ email: ________________________
Co-Practicum Instructor (if applicable) ________________________ e-mail: ________________________
Task Supervisor (if applicable) ________________________ e-mail: ________________________
SSW Field Faculty Liaison: ________________________ e-mail: ________________________

General Instructions: The purpose of the practicum contract is to articulate an educational plan to be followed by both the Field Instructor(s) and student. This educational contract consists of: 1) Ten nationally standardized competencies which integrate MSW curriculum goals, coursework, and field work; 2) practice behaviors to be achieved and assessed under each competency; 3) site-specific individualized activities to support competency development and student learning goals; and 4) identified methods of measurement to insure that both student and field instructor know how progress towards competencies will be assessed. The Contract is due by the fourth week of the first quarter of practicum and must be accompanied by the signed Acknowledgement of Risk form.

The contract is negotiated between the student, PI, and any other agency personnel involved in student teaching. It provides the basis for evaluating the student’s professional development. Progress towards competencies is evaluated quarterly. The student must also provide the P.I. a copy of each course syllabus by the third week of each quarter to facilitate integration of theory and practice.

Placement Schedule and Practicum Credit Plan

Please list the days and times the student will be in placement. Students must obtain 720 total hours/18 credits by the end of Advanced Practicum. A typical Advanced placement for Day students is on Mondays, Tuesdays, and Wednesdays, 24 hours per week, 240 hours/6 credits per quarter, Fall, Winter, and Spring quarters. The number of hours and credits per quarter for Extended Degree Program (EDP) students may vary each quarter but must total 720 hours over the course of the practicum. EDP students proposing to be in practicum over quarter breaks should add those hours to the following quarter’s registration. The formula for developing practicum plans is one credit = 40 hours in the field. Summer Quarter is 9 weeks long; other quarters are 10 weeks long.
10. Practicum Schedule
   Days: ___________________________ Time From: ______ to: ______ Start Date: ____________

11. Weekly Individual Instruction/Supervision Schedule:
   Day:_____________________________________________ Time: From_______ to ___________

12. Quarter/Credit Plan for Advanced Practicum: 18 Credits Total for Day and Extended Degree Program; please specify number of credits planned for each quarter. Register for SW 525 A (Day) or B (EDP).

   Usual plan for **Advanced Day Students**: to achieve 18 total practicum credits/720 hours required:
   Fall Quarter: 24 hr/wk. x 10 weeks = 240 hours/6 credits; Winter Quarter: 24 hrs/wk = 6 Credits,
   Spring Quarter: 24 hrs/wk = 240 hours/6 credits. *Based on three 8hr practicum days per wk.*

   ____ Model plan for Program as below ___Day ___EDP ___ Individualized plan as below

   Usual Plan for **Extended Degree Program Students**: to achieve 18 total credits/720 hrs required:
   Summer Quarter: 16+ hrs/wk = 4 Credits; Fall Quarter 16+ hrs/wk = 5 Credits; Winter Quarter
   16+ hrs/wk = 5 Credits; Spring Qtr.: 16+ hrs/wk = 4 credits. *The model credit plan requires being
   (OR Develop Individual Plan, depending on student schedule and agency agreement)

   Other: Please specify: 1st _______ Quarter _____________ hrs/wk = ______ Credits
   2nd _______ Quarter _____________ hrs/wk = ______ Credits
   3rd _______ Quarter _____________ hrs/wk = ______ Credits
   4th _______ Quarter _____________ hrs/wk = ______ Credits
   5th _______ Quarter _____________ hrs/wk = ______ Credits

1. Identify the areas of strength you bring to this practicum:

2. Identify areas for future growth and development:

3. Identify the methods by which you learn best (e.g., observation, extensive reading and
discussion, hands-on involvement in tasks, etc.):
Creating the Learning Contract

I. Advanced Practicum: The Advanced Curriculum and Advanced Practicum build on the Foundation/BASW generalist social work practice knowledge to prepare students for advanced practice in an area of concentration. The student in conjunction with the Field Instructor is required to develop an Educational Learning Contract to identify specific agency-related activities the student will carry out at the practicum site in order to achieve the required competencies and the concentration’s practice behaviors. The Contract serves as a guide for practicum instruction and supervision. At the end of each quarter, student and field instructor should review the plan, assess student progress, and identify new priorities in the quarterly Evaluation. Substantive changes to practicum focus require a new Contract.

II. After the student and Field Instructor determine potential activities to insure a strong Concentration experience, the activities should be applied to areas of Core Competencies below. Quarterly student Evaluations will address progress towards the following Competencies and Practice Behaviors: Some agency activities may facilitate competency growth in several domains. Identify two to three activities under each of the 10 competencies; new activities may need to be developed to insure broad social work education in required domains. Next, identify methods of assessing student progress (e.g., documentation, observation, reports, presentations, discussion in supervision, team feedback). Several methods of assessment are recommended to insure adequate verification of student abilities.

Required Competencies & Practice Behaviors for MSW Advanced Practicum in Health/Mental Health

Competency #1: Identify as a professional social worker and conduct oneself accordingly.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

| a. understand and identify the role of a social worker in cross-disciplinary settings |
| b. demonstrate professional use of self with clients/constituents and colleagues |
| c. understand and identify professional strengths, limitations and challenges |

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1. 
2. 
3. 

Methods of Measurement (e.g., team feedback, reports, observation, presentation, discussion):

Competency #2: Apply social work ethical principles to guide professional practice.
**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

| a. recognize and manage personal biases as they affect the professional relationship in the service of the clients’/constituents’ interests |
| b. use knowledge about ethical issues, (e.g., competing values, client/constituent rights, legal parameters, and shifting societal mores) that affect the provision of services and relationships with clients/constituents |

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2. 
3. 

**Methods of Measurement:**

**Competency #3: Apply critical thinking to inform and communicate professional judgments.**

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

| a. engage in reflective practice (e.g., regularly question and reflect on one’s own assumptions and consider how these might affect practice) |
| b. identify and articulate clients’/constituents’ strengths and vulnerabilities |
| c. effectively communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format |

**Agency-specific Learning Activities to help student achieve above practice behaviors and competency:**

1. 
2. 
3. 

**Methods of Measurement:**

**Competency #4: Engage diversity and difference in practice.**

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

| a. understand the many forms of diversity and difference and how these influence the relationship with clients/constituents |
| b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing |
| c. identify practitioner and client/constituent differences, utilizing a strengths perspective |
d. affirm and respect one’s own and others’ social/cultural identities as they interface with choices regarding health/mental health, illness, and treatment

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1.

2.

3.

Methods of Measurement:

Competency #5: Advance human rights and social and economic justice.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

| a. articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems |
| b. critically analyze practice in relation to advancing human rights and social and economic justice |
| c. develop skills to advocate at multiple levels for social and economic justice to address mental health parity and reduce health disparities for diverse populations |

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1.

2.

3.

Methods of Measurement:

Competency #6: Engage in research-informed practice and practice-informed research.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

| a. apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process |
| b. use best practices and evidence-based research to develop, implement, and evaluate interventions |

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1.
Methods of Measurement:

Competency #7: Apply knowledge of human behavior and the social environment.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

<table>
<thead>
<tr>
<th>a. apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural)</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. use bio/psycho/social/spiritual/ structural theories in formulating assessments</td>
</tr>
</tbody>
</table>

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1. 
2. 
3. 

Methods of Measurement:

Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Practice Behaviors (demonstrable outcomes to be evaluated quarterly):

<table>
<thead>
<tr>
<th>a. recognize the interrelationship between clients/constituents, practice, and organizational and public policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. define from a social justice perspective, the strengths and weaknesses of the current state of health care and health- mental health policy in the United States</td>
</tr>
<tr>
<td>c. utilize knowledge of Medicaid and Medicare eligibility requirements to help clients in health/mental health systems</td>
</tr>
</tbody>
</table>

Agency-specific Learning Activities to help student achieve above practice behaviors and competency:

1. 
2. 
3. 

Methods of Measurement:
Competency #9: Respond to contexts that shape practice.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>work collaboratively with others to effect systemic change towards sustainability</td>
</tr>
<tr>
<td>b.</td>
<td>identify how relational, organizational, and community systems may impact clients/constituents</td>
</tr>
<tr>
<td>c.</td>
<td>understand the institutional context of practice in Health and Mental Health settings (e.g. Medical terminology, interprofessional collaboration, MH tier system etc.)</td>
</tr>
</tbody>
</table>

**Agency-specific Learning Activities to achieve above practice behaviors and competency:**

1. 
2. 
3. 

**Methods of Measurement:**

---

Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Practice Behaviors (demonstrable outcomes to be evaluated quarterly):**

**ENGAGEMENT**

<p>| | |</p>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents</td>
</tr>
<tr>
<td>b.</td>
<td>develop a culturally responsive relationship with clients/constituents</td>
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</table>

**ASSESSMENT**

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>c.</td>
<td>use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural)</td>
</tr>
<tr>
<td>d.</td>
<td>understand and critically apply diagnostic classification systems</td>
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</table>

**INTERVENTION**

<p>| | |</p>
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<tbody>
<tr>
<td>e.</td>
<td>collaborate effectively with other professionals /stakeholders to coordinate interventions</td>
</tr>
<tr>
<td>f.</td>
<td>develop skills in interventions that apply to specific Health and MH settings (e.g. Crisis interventions, brief treatment, etc.)</td>
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**EVALUATION**

<p>| | |</p>
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<tbody>
<tr>
<td>g.</td>
<td>contribute to the theoretical knowledge base of the social work profession through practice-based research</td>
</tr>
</tbody>
</table>

**Learning Activities to help student achieve practice behaviors and competency (at least 4 required)**

1. 
2. 
3. 
Methods of Measurement:

Confidentiality Statement: Each of the parties to this educational contract recognize the sensitivity of the client information acquired during client-provider interactions and therefore agree to maintain and protect the confidentiality of client information and records. Although the educational nature of the experience may necessitate discussion of client/provider interactions, under no circumstance will the identity of any individual client be disclosed beyond the student, Field Faculty, and practicum instructor relationship, and then only when necessary.

We attest that we have jointly negotiated and agreed to this practicum learning contract:

Practicum Instructor Signature: _______________________________ Date: ________
Year MSW Received: ______

Co-Practicum Instructor Signature (if applicable): ___________________________ Date: ________
Year MSW Received: ______

Task Supervisor Signature (if applicable): _______________________________ Date: ________

Student Signature: _________________________________________________ Date: ________

UW SSW Field Faculty Approval: _____________________________________ Date__________-
## Health-Mental Health Practice (Day)

Integrative Health Mental Health Practice (EDP)

SocW 525 MSW Advanced Field Education:

Quarterly Evaluation of Student Learning and Competency

<table>
<thead>
<tr>
<th>Specialization:</th>
<th>H/MH</th>
<th>H</th>
<th>MH</th>
<th>IHMH</th>
</tr>
</thead>
</table>

### Student Information

- **Student:** ________________________________
- **E-Mail:** __________________________________
- **Student ID Number:** ___________________________
- **Field Instructor:** ____________________________
- **E-Mail:** __________________________________
- **Agency:** ____________________________________
- **Phone #:** ___________________________________
- **SSW Field Faculty:** ____________________________
- **Year Student Entered Program:** ____________________
- **Course Number:** ________________________________
- **Total Number of Field Credits Registered for this quarter:** ______________

### Evaluation

The attached evaluation for the quarter indicated above is complete and I/we recommend that this student receive:

- **Credit** OR **No Credit**

### Clock Hours

**Total Number of Clock Hours Completed this Quarter** ______________

Please note that Field Instructors who submit this form must have an **MSW plus two years post-master’s experience.** Please sign after you have recommended CREDIT OR NO CREDIT and filled in the number of hours above.

1. **Field Instructor’s Signature:** ____________________________ **Date** _____ **Year MSW received:** _____
2. **Field Instructor’s Signature:** ____________________________ **Date** _____ **Year MSW received:** _____

---

I have read the evaluation and discussed it with my Field Instructor. I understand that it will not be used for reference purposes.

**Student Signature:** ____________________________ **Date:** __________
Social Work Field Faculty Grade Assignment: _______ Credit _______ No Credit

Signature: ________________________________ Date: _____________

STUDENT NAME: ______________________ AGENCY NAME: ______________________

Requirements for Credit:

- All sections of this narrative evaluation must be completed by students and field instructors. The student must demonstrate satisfactory progression in practicum, according to the Competencies and Practice Behaviors to receive credit.
- All immunizations must be completed or in process for a student to receive clearance from Hall Health (myshots@uw.edu), required to receive credit hours for practicum.

3. How often do you meet for supervision sessions with this student (example: 1 hour per week, 2 hours per week, 5 hour per week, etc.)? ______________________________

4. Student’s description of competency areas covered this quarter:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

3. Student’s description of areas for growth:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Summary of Primary Activities This Quarter

(To be the completed by the Student)

List the primary activities in which you were engaged during this (quarter) placement. Students are encouraged to think about activities that allowed them to engage in multiple levels of social work practice, including direct client interaction, social policy and social change efforts, research, community-level engagement, etc.

5. List Student’s primary daily/weekly responsibilities (e.g., conducting intakes/assessments, organizing community meetings, reviewing policy briefs, etc):

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
6. List any professional development opportunities (e.g., training sessions, seminars, in-services, etc.) you were expected to attend:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. List the long-term projects or products that have been assigned (e.g., developing models of intervention, collecting/analyzing data for an evaluation project, preparing a grant, etc):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. List administrative/clerical expectations (e.g., securing client information, presentation handouts, locking up facility, etc.):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
TO BE COMPLETED BY FIELD INSTRUCTOR:
Please rate the extent to which you agree with the following statements, which consist of practice behaviors intended to operationalize the core competency:

*FOR ADVANCED COMPETENCY CRITERIA DETAIL, SEE APPENDIX K*

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No opportunity yet to evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Strongly Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Exceeds competency expected of an Advanced MSW student: Consistently able to apply, articulate, evaluate SW practice skills</td>
</tr>
<tr>
<td>4</td>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Competent at Advanced MSW student level: Able to apply SW knowledge, values, and skills in practice</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Achievement of competency in process: Building SW Practice Knowledge, Values and Skills</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Area of concern/Identifying Problems</td>
</tr>
<tr>
<td>1</td>
<td>Strongly Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Student unable to demonstrate effective learning in this area</td>
</tr>
<tr>
<td>N</td>
<td>No opportunity yet to evaluate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Will be addressed in subsequent quarters</td>
</tr>
</tbody>
</table>

“The Student Can…”

**Competency #1: Identify as a professional social worker and conduct oneself accordingly.**

<table>
<thead>
<tr>
<th></th>
<th>a. understand and identify the role of a social worker in cross-disciplinary settings</th>
<th>b. demonstrate professional use of self with clients/constituents and colleagues</th>
<th>c. understand and identify professional strengths, limitations and challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4 3 2 1 N</td>
<td>5 4 3 2 1 N</td>
<td>5 4 3 2 1 N</td>
</tr>
</tbody>
</table>

1. Please provide one to three specific examples of the ways in which the student demonstrated Competency #1:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can…”

**Competency #2: Apply social work ethical principles to guide professional practice.**

<table>
<thead>
<tr>
<th></th>
<th>a. recognize and manage personal biases as they affect the professional relationship in the service of the clients'/constituents’ interests</th>
<th>b. use knowledge about ethical issues, (e.g., competing values, client/constituent rights, legal parameters, and shifting societal mores) that affect the provision of services and relationships with clients/constituents</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4 3 2 1 N</td>
<td>5 4 3 2 1 N</td>
</tr>
</tbody>
</table>

2. Please provide one to three specific examples of the ways in which the student demonstrated Competency #2:
“The Student Can….”

### Competency #3: Apply critical thinking to inform and communicate professional judgments.

<table>
<thead>
<tr>
<th>Competency</th>
<th>a. engage in reflective practice (e.g., regularly question and reflect on one’s own assumptions and consider how these might affect practice)</th>
<th>b. identify and articulate clients’/constituents’ strengths and vulnerabilities</th>
<th>c. effectively communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Please provide one to three specific examples of the ways in which the student demonstrated Competency #3:</td>
<td>5 4 3 2 1 N</td>
<td>5 4 3 2 1 N</td>
<td>5 4 3 2 1 N</td>
</tr>
</tbody>
</table>

“The Student Can….”

### Competency #4: Engage diversity and difference in practice.

<table>
<thead>
<tr>
<th>Competency</th>
<th>a. understand the many forms of diversity and difference and how these influence the relationship with clients/constituents</th>
<th>b. research and apply knowledge of diverse populations to enhance client/constituent wellbeing</th>
<th>c. identify practitioner and client/constituent differences, utilizing a strengths perspective</th>
<th>d. affirm and respect one’s own and others’ social/cultural identities as they interface with choices regarding health/mental health, illness, and treatment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Please provide one to three specific examples of the ways in which the student demonstrated Competency #4:</td>
<td>5 4 3 2 1 N</td>
<td>5 4 3 2 1 N</td>
<td>5 4 3 2 1 N</td>
<td>5 4 3 2 1 N</td>
</tr>
</tbody>
</table>
“The Student Can....”

**Competency #5: Advance human rights and social and economic justice.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>articulate the potentially challenging effects of economic, social, cultural and global factors on client/constituent systems</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>b.</td>
<td>critically analyze practice in relation to advancing human rights and social and economic justice</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>c.</td>
<td>develop skills to advocate at multiple levels for social and economic justice to address mental health parity and reduce health disparities for diverse populations</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
</tbody>
</table>

5. **Please provide one to three specific examples of the ways in which the student demonstrated Competency #5:**

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can...”

**Competency #6: Engage in research-informed practice and practice-informed research.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>apply critical thinking to evidence-based interventions, best practices, and the evidence-based research process</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>b.</td>
<td>use best practices and evidence-based research to develop, implement, and evaluate interventions</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
</tbody>
</table>

6. **Please provide one to three specific examples of the ways in which the student demonstrated Competency #6:**

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can...”

**Competency #7: Apply knowledge of human behavior and the social environment.**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>apply the theories of human behavior and the social environment (e.g., biological, developmental, psychological, social, cultural, spiritual, systems, and/or structural)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
<tr>
<td>b.</td>
<td>use bio/psycho/social/spiritual/ structural theories in formulating assessments</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N</td>
</tr>
</tbody>
</table>

7. **Please provide one to three specific examples of the ways in which the student demonstrated Competency #7:**

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
“The Student Can…”

### Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

| a. recognize the interrelationship between clients/constituents, practice, and organizational and public policy | 5 | 4 | 3 | 2 | 1 | N |
| b. define from a social justice perspective, the strengths and weaknesses of the current state of health care and health- mental health policy in the United States | 5 | 4 | 3 | 2 | 1 | N |
| c. utilize knowledge of Medicaid and Medicare eligibility requirements to help clients in health/ mental health systems | 5 | 4 | 3 | 2 | 1 | N |

8. Please provide one to three specific examples of the ways in which the student demonstrated Competency #8:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

“The Student Can…”

### Competency #9: Respond to contexts that shape practice.

| a. work collaboratively with others to effect systemic change towards sustainability | 5 | 4 | 3 | 2 | 1 | N |
| b. identify how relational, organizational, and community systems may impact clients/constituents | 5 | 4 | 3 | 2 | 1 | N |
| c. understand the institutional context of practice in Health and Mental Health settings (eg. Medical terminology, interprofessional collaboration, MH tier system etc.) | 5 | 4 | 3 | 2 | 1 | N |

9. Please provide one to three specific examples of the ways in which the student demonstrated Competency #9:

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
### Competency #10: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

#### ENGAGEMENT

| a. demonstrate skills (e.g., leadership, critical thinking, and interpersonal skills) required for effectively engaging and intervening with clients/constituents | 5 | 4 | 3 | 2 | 1 | N |
| b. develop a culturally responsive relationship with clients/constituents | 5 | 4 | 3 | 2 | 1 | N |

#### ASSESSMENT

| c. use multidimensional assessment (e.g., bio/psycho/social/spiritual/structural) | 5 | 4 | 3 | 2 | 1 | N |
| d. understand and critically apply diagnostic classification systems | 5 | 4 | 3 | 2 | 1 | N |

#### INTERVENTION

| e. collaborate effectively with other professionals /stakeholders to coordinate interventions | 5 | 4 | 3 | 2 | 1 | N |
| f. develop skills in interventions that apply to specific Health and MH settings (e.g. Crisis interventions, brief treatment, etc.) | 5 | 4 | 3 | 2 | 1 | N |

#### EVALUATION

| g. contribute to the theoretical knowledge base of the social work profession through practice-based research | 5 | 4 | 3 | 2 | 1 | N |

### 10. Please provide one to three specific examples of the ways in which the student demonstrated Competency #10:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

### Brief Summary Comments

#### Practicum Instructor’s Overall Assessment of Student’s Progress this Quarter:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

### Priorities for Next Quarter

#### Practicum Instructors Statement of Priorities for Next Quarter:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
APPENDIX R

Criteria for Competency Ratings for Advanced MSW Students
For use with Advanced Practicum Evaluations

N = No opportunity to implement this activity or evaluate as yet: NOT APPLICABLE AT THIS TIME
- Plan focus of learning in this area in subsequent quarter(s).
- Contact Practicum Liaison for assistance in determining agency-specific activities to meet required objectives.
- Must provide rationale in writing on evaluation if agency unable to provide learning opportunities over the year

1 = Student UNABLE TO DEMONSTRATE LEARNING IN THIS AREA
- Student demonstrates no understanding of practice concepts.
- Has not demonstrated the willingness or ability to transfer advanced classroom knowledge to practice on any level.
- Student unable to demonstrate effective learning despite focused assistance and coaching.

2. = Area of concern. IDENTIFYING PROBLEMS
- Unable to practice according to ethical, theoretical, or agency standards,
- Poor motivation, attitude, communication, attendance, or other aspect of required Essential Abilities (see Practicum Manual)
- Poor awareness of values, knowledge, and skills that build social work competencies;
- Unresponsive to supervisor, focused instruction, clear expectations and boundaries, guidelines, or learning priorities;
- Unable to understand or accept rationale for need for change or consequences of behavior (including possible termination);
- Unable to articulate cultural or other factors in communication and behavior, relationship or placement concerns.

3 = Achievement of competency in process: BUILDING KNOWLEDGE AND SKILLS
- Developing sensitivity and understanding of client and systems problems and practice solutions.
- Able and willing to obtain and utilize information and feedback from others.
- Building knowledge base; able to recognize, recall, and describe components of client needs and agency practice.
- Can identify and discuss social work concepts used in addressing complex issues;
- Able to discuss classroom learning as related to practice setting; learning to apply course content to field;
- Building comprehension of values, knowledge and skills related to human behavior in the social environment,
- Learning to conduct assessments and interventions according to agency standards;
- Articulates growing self-awareness regarding own cognitive and affective responses to practice and learning.
- Uses supervision to address questions & concerns and to learn multiple practice approaches and perspectives.

4 = Competent at Advanced MSW student level: APPLYING KNOWLEDGE AND SKILLS EFFECTIVELY
- Demonstrates mastery of knowledge and skills in area of social work concentration; able to interpret theory to others;
- Uses knowledge in skillful, disciplined way, to assess clients or communities, analyze need, and implement services;
• Able to plan, implement, and evaluate assessments and interventions, analyzing complex needs and factors in decisions;
• Able to synthesize complex, abstract information and incorporate research knowledge into practice and evaluation;
• Demonstrates ability to work effectively with other professionals, clients, administrators, and community members;
• Demonstrates advanced knowledge and skills in cultural sensitivity, awareness, and competence in practice;
• Demonstrates self-awareness in practice, understanding of strengths and limitations; committed to continuous learning;
• Displays excellent verbal and nonverbal communication skills; able to teach others effectively;
• Demonstrates professional behavior and incorporates ethical standards into practice;
• Demonstrates effective judgment and skills in autonomous practice, using supervision to plan and review practice.

5=Exceeds competency expected of an Advanced MSW student: DEMONSTRATES MASTERY OF ADVANCED SKILLS:
• Consistently demonstrates mastery in application of knowledge, values and skills at professional MSW level of practice;
• Demonstrates initiative, complex problem-solving skills, and a mastery of ethical and professional standards of practice;
• Consistently creates, plans and produces interventions to meet both routine and emerging needs of clients and agency;
• Demonstrates synthesis of abstract, theoretical concepts by developing tools or curriculums, teaching or training others;
• Consistently practices autonomous use of skills, able to articulate rationale for decisions, underlying constructs and action;
• Seeks and utilizes feedback to improve practice; consistently uses supervision as needed to increase effectiveness
Appendix S

Acknowledgment of Risk and Consent for Treatment for Practicum Participants

Section 1 (To be completed by practicum participant)

I acknowledge that there are certain risks inherent in my participation in this practicum, including, but not limited to risks arising from:

• Driving to and from the practicum site, or while in the course of practicum activities;
• Unpredictable or violent behavior of certain client populations served by the practicum site;
• Exposure to infectious diseases, including tuberculosis or other airborne pathogens, and hepatitis, HIV or other bloodborne pathogens.

I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks beyond the control of University faculty and staff. I agree that it is my responsibility to understand and follow the Practicum Site’s policies and procedures designed to identify and control risks, including safety and security procedures and bloodborne pathogen policies, and to obtain any immunizations which the Practicum Site may recommend or the University require. I represent that I am otherwise capable, with or without accommodation, to participate in this practicum.

Should I require emergency medical treatment as a result of accident or illness arising during the practicum, I consent to such treatment. I acknowledge that the University of Washington does not provide health and accident insurance for practicum participants and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I acknowledge that I have been given the option to purchase field trip and students’ health insurance through the University. I will notify my field instructor if I have medical conditions about which emergency personnel should be informed.

Name of Practicum Site: ________________________________________________________________

Printed Name of Student: ______________________________________________________________

____________________________________________________________________________________

Signature of Student ___________________________ Date ___________________________

Section 2 (General Information)

• To request disability accommodations for this practicum, please contact Disabled Resources for Students at least 10 days in advance of the practicum start date by calling (206)543-8924 (voice); (206) 543-8925 (TTY); or (206) 616-8379 (FAX); or email uwdss@uw.edu

• To purchase optional field trip insurance, please call (206) 543-3419. To purchase student health insurance, call (206) 543-6202.

• All 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 practicum. 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 practicum placement.