



DEPARTMENT OF  
SOCIAL WORK

University of Alaska Fairbanks

PRACTICUM  
FIELD MANUAL



Watercolor by Nikki Kinne

***A Guide to Practicum for Students, Agencies,  
Agency Field Instructors, and Supplemental Supervisors***

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Welcome to the UAF Social Work Program Senior Practicum!

To our students - I am so pleased you have chosen social work as a major and a career, and excited for you to be entering your senior and final year! To our agencies, agency field instructors, and supplemental supervisors - our program is so grateful for your commitment to our students and to the field.

This UAF Practicum Field Manual is meant to help you understand the program and our practicum requirements as well as expectations of students, agencies, agency field instructors, supplemental supplemental supervisor. Please read this manual carefully in order to plan for and maximize your educational experience in your practicum fieldwork or your experience with our students in your agency. This manual is also posted on our website at <http://www.uaf.edu/socwork/>. Updates to policies and procedures are published online and represent current policy for which students are accountable. Advising is an important component of the social work program.

I encourage all students and agencies to contact me if any questions or concerns arise during any part of the practicum process and experience. I strive

Sincerely,

A handwritten signature in black ink, appearing to read 'Christina Ireton'. The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Christina Ireton, LCSW

Field Director - Clinical Assistant Professor

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# UAF Social Work Field Practicum Overview

## Program Mission

*Rooted in core social work values, we educate generalist social work practitioners to promote the health and well-being of individuals, families, groups, organizations, and communities, emphasizing diversity and uniqueness of rural Alaska, as it interconnects with our global society. We are committed to creating a community of critical thinkers dedicated to becoming competent, culturally grounded, and environmentally conscious professionals engaged in lifelong learning and research that is inclusive of diverse ways of knowing.*

## Program Goals

We are committed to creating a community of critical thinkers dedicated to becoming competent, culturally grounded, and environmentally conscious professionals engaged in lifelong learning. We prepare students:

1. for generalist social work practice with individuals, families, groups, organizations and communities.
2. to integrate the values and ethics of the social work profession into generalist practice and to apply critical thinking to inform and communicate professional judgments.
3. to engage diversity in generalist practice to advance human rights and social, economic, and environmental justice.
4. to understand biopsychosocial-spiritual and cultural functioning applied across all client systems.
5. to conduct research and scholarship, with an emphasis on the circumpolar North that contributes to individual and community well-being.
6. to become global citizens who advocate for and promote environmental sustainability.

## Generalist Practice Definition

The social work curriculum prepares graduates for entry-level generalist social work practice through the mastery of the nine core competencies. The Program has adopted the definition of Generalist practice from the Council on Social Work Education as follows:

“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice.” (CSWE, 2015, p.11).

## Core Competencies and Practice Behaviors

The curriculum for the UAF Social Work Program is guided by nine core competencies. The competencies reflect the standards of the Council on Social Work Education (CSWE) and the UAF Social Work Program's Mission and Goals. The curriculum prepares students for generalist social work practice through mastery of these core competencies and practice behaviors.

<b>Competency 1:</b> Demonstrate Ethical and Professional Behavior	<b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations, and Communities
<b>Competency 2:</b> Engage Diversity and Difference in Practice	<b>Competency 7:</b> Assess Individuals, Families, Groups, Organizations, and Communities
<b>Competency 3:</b> Advance Human Rights and Social, Economic, and Environmental Justice	<b>Competency 8:</b> Intervene with Individuals, Families, Groups, Organizations, and Communities
<b>Competency 4:</b> Engage In Practice-informed Research and Research-informed Practice	<b>Competency 9:</b> Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
<b>Competency 5:</b> Engage in Policy Practice	

(CSWE, 2015)

### *Competency 1: Demonstrate Ethical and Professional Behavior*

- 1.1 Student will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 1.2 Student will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 1.3 Student will demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 1.4 Student will use technology ethically and appropriately to facilitate practice outcomes;
- 1.5 Student will use supervision and consultation to guide professional judgment and behavior.

### *Competency 2: Engage Diversity and Difference in Practice*

- 2.1 Student will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- 2.2 Student will present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 2.3 Student will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

### *Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice*

- 3.1 Student will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- 3.2 Student will engage in practices that advance social, economic, and environmental justice.

*Competency 4: Engage In Practice-informed Research and Research-informed Practice*

- 4.1 Student will use practice experience and theory to inform scientific inquiry and research;
- 4.2 Student will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- 4.3 Student will use and translate research evidence to inform and improve practice, policy, and service delivery.

*Competency 5: Engage in Policy Practice*

- 5.1 Student will identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 5.2 Student will assess how social welfare and economic policies impact the delivery of and access to social services;
- 5.3 Student will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

*Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.*

- 6.1 Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- 6.2 Students will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

*Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*

- 7.1 Students will collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 7.2 Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- 7.3 Students will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 7.4 Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

*Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities*

- 8.1 Students critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

8.2 Students will apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

8.3 Students will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

8.4 Students will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

8.5 Students will facilitate effective transitions and endings that advance mutually agreed-on goals.

#### *Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*

9.1 Students will select and use appropriate methods for evaluation of outcomes;

9.2 Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

9.3 Students will critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

9.4 Students will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Students should refer to the ***CSWE Educational Policy & Accreditation Standards (2015)*** for more detailed information about the core competencies, practice behaviors and the accreditation standards. You can find the complete guide online. See **Additional Resources** page for the link.

#### **Purpose of Field Education**

Field practicum is an integral part of the social work curriculum. Most students consider their practicum fieldwork to be the most valuable and significant part of their social work education. Students are given the opportunity to learn to think systemically and to develop skills of a professional social worker. The entire curriculum contributes to preparation for social work practice, but it is in the practicum that students face the real challenges and opportunities of professional responsibility and ethical practice.

Practicum is a form of community service that occurs under the direct supervision of a social worker in a social service agency. Agencies are specifically chosen to provide students the opportunity to engage in direct social work practice experiences with individuals, families, groups, organizations, and communities. It is important to note that practicum fieldwork is not meant to be on-the-job training or apprenticeship rather it is an educational process of guided experiential learning designed for a student's personal and professional growth as a social worker. The field practicum is designed to further the mission, goals and competencies of the social work program at UAF in accordance with Council of Social Work Education's guidelines.



## **Required Coursework and Field Education Hours**

Practicum requires the student to complete a minimum of 400 clock hours in the same community social service agency over the course of two semesters (200 hours per semester). The practicum sequence SWK 461 occurs in the fall semester and SWK 464 is scheduled for the spring semester. The total practicum is 12 credit hours, 6 credits per semester, which includes a classroom seminar and approximately 15 hours per week spent in the social service agency applying classroom learning.

Practicum students must concurrently enroll in a practice course sequence, SWK 460 in the fall and SWK 463 in the spring. These three credit courses provide content on interventions with individuals, families, groups, communities, and organizations that enhance the student's knowledge, skills, and experience in real work practice situations.

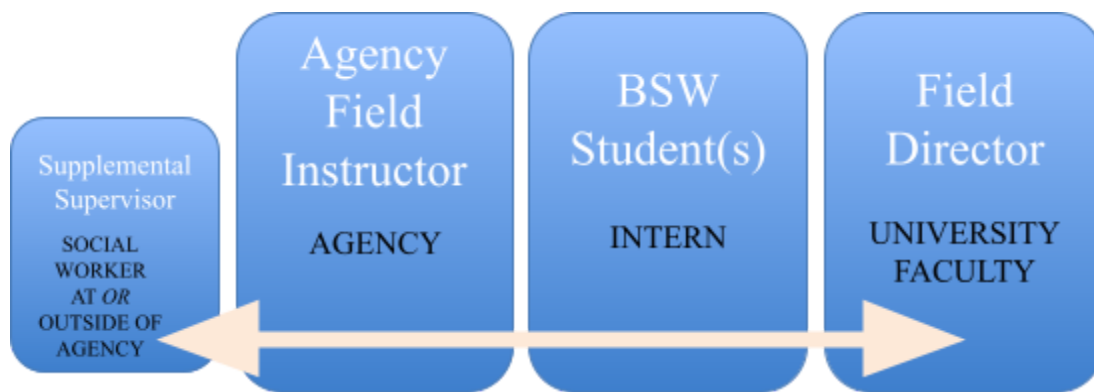
Students are required to develop **Learning Agreements** with their field instructors that specify student's learning activities within that agency. The learning agreement then serves as criteria for evaluation of the student's progress toward acquiring the CSWE Competencies and Practice Behaviors. The Agency Field Instructor and the Field Director approve the learning agreements. Students are expected to meet weekly for a minimum of one hour of **supervision** with their agency based Field Instructor. Please see the **Glossary of Terms** for an explanation of the roles various individuals play in the practicum experience.

Some students feel that the practice and practicum sequence is a heavy load, even for persons who do not work part-time or have family responsibilities. Students may find it necessary to reduce their hours of employment during the practicum year. In addition, the program strongly recommends that students should not take more than 15 credit hours of coursework each semester during the practicum year.

## Field Practicum Coordination

### Roles in Practicum

The Field Director assumes overall responsibility for the practicum portion of the social work program. The director develops evaluation tools, establishes criteria for selection of agencies, agency field instructors, and supplemental supervisors, as well as trainings for those listed. The Field Director also facilitates the senior intensive sessions each Fall. In addition to instructing practicum seminar, the Field Director is the student's primary contact for all placement needs and concerns.



**Field Director (FD)** – The Field Director is a UAF Social Work Department Faculty Member that assumes overall responsibility and oversight for the practicum portion of the program. The director develops evaluation tools, establishes criteria for selection of agencies, field instructors, and supplemental supervisors, and provides trainings for field instructors. They also facilitate the senior intensive sessions each Fall, teach practicum and practice courses that are concurrent with practicum, keep regular contact with students and agencies, handle any issues that arise, and conduct site visits each semester. The FD is the student's primary contact for all placement needs and concerns. Both agencies and students should keep the Field Director informed of anything practicum-related.

**Agency Field Instructor (AFI)** – The Agency Field Instructor is the person at the agency who oversees and evaluates the student. The AFI should have a social work degree and two years of related experience. If the agency does not have someone with a social work degree to oversee the student, then the FD will consider a worker that has a related degree and two years of experience to serve as the AFI, and the FD will additionally provide the student with a Supplemental Supervisor.

**Supplemental Supervisor (SS)** – A Supplemental Supervisor is someone with a social work degree who provides supplemental social work supervision for any student whose AFI does not have a social work degree. The SS may be within the agency, outside of the agency, or one of the program's faculty members. They provide an hour of weekly contact to discuss practicum

experiences and process things specifically through a social work lens. The SS does not replace the Agency Field Instructor.

## **Practicum Application and Placement Process**

*Assignment of Students to Practicum Placement:* Students submit the **Field Practicum Application** through **Tevera** at the end of the fall semester prior to their senior year. Assignment to a practicum site typically occurs in the spring semester, but it may take all summer to identify an appropriate placement match for the student. A student's previous experience, learning needs, interests, and goals are considered. A variety of approved practicum sites are available for students to choose from. Attempts are made to ensure that the student's placement will meet their learning expectations, and the requirements of the Social Work Department, while at the same time supporting and advancing the mission and goals of the community agency.

Fall Semester before the senior year students are provided applications for Field Practicum. Students are added to the online system we use to track practicum, called Tevera. Students will receive login information and directions on how to use Tevera. Applications are done through this site, and it is utilized throughout the student's practicum year. Once added, students have lifetime access to Tevera. **(See Appendix B – Field Practicum Application and Appendix R – Senior Practicum Checklist for Students, both of which are on Tevera as well).** The entire UAF Social Work Program faculty and staff meet as an admissions committee to review all applications and to make decisions and recommendations on which students will be accepted into practicum for the following academic year.

### **Practicum Admission Criteria**

In order to apply for practicum, students must have:

1. Junior status at time of application and review.
2. A minimum of 75 university credits, which then allows them to graduate by the end of the practicum year.
3. Completed all course work in the major except the senior level (400) practicum and practice courses.
4. Maintained a GPA of 3.0 in social work courses and a GPA of 2.5 overall.
5. Demonstrated a capacity to relate to others, and a commitment to social work values.
6. Met with their advisor to discuss readiness, and apply for practicum by the deadline.

Upon acceptance in the practicum, students receive a confirmation letter (via email) from the Field Director. Individual appointments are then scheduled between the Field Director and student to discuss the results of the admissions committee's review and the student's placement choices. The placement discussion takes into account employment, volunteer work, life experiences, interests, and goals. Placing a student in a particular agency with a particular supervisor is an intricate process. It involves an assessment of individual student strengths, needs, and student preferences for working with certain client populations, and a match with an

agency that can provide the necessary learning experiences.

### **Field Placement Preferences and Matching**

Students may not get their first choice of agency, or placement type. The faculty at UAF will do their best to locate a “best fit” placement for each student accepted into the field practicum. This decision will be based on the strengths of the student and the strengths of the agency. Students are directed not to shop around or contact agencies prior to the placement process. If students have an interest in an agency that is not currently approved they should contact the Field Director who will instigate the appropriate process.

The Field Director is tasked with determining if a social service agency is appropriate to assume responsibility of supervision of a social work practicum student. Each agency will be assessed by the availability of generalist practice opportunities, as well as the ability of the agency to support and supervise a practicum student. In some circumstances, students may be placed at agencies without a social work professional on-site. These situations will be assessed on a case-by-case basis. If an agency does not have a social worker on staff to provide the student with supervision, the department will assess the need for off-site field instruction.

The UAF Social Work Program cannot guarantee finding a placement for some students in certain circumstances. If a placement cannot be located for a student in their home community, creative placements may be explored. However, if the Field Director cannot locate and secure a placement for a student by the course drop deadline, the student will likely receive an incomplete (I) grade, or be asked to reapply to practicum the following year.

In the unlikely event that a match is not considered suitable, additional interviews are scheduled with other possible agencies. If personnel from three different agencies are unwilling to accept a student for placement, the student may be referred to the head of the Social Work Department to evaluate whether the student is ready for practicum. This also applies in the event that a student declines placement opportunities offered.

If an agency accepts a student but the program is unable to ensure the student will have adequate support, guidance, and mentoring from a MSW or BSW level field instructor, the program reserves the right to not move forward with placing a student at said agency.

***Field Setting/Agency Selection:*** Agencies that serve as a practicum placement either apply to the department or are recruited as needed. The process begins by reviewing an ***Agency Information Sheet*** that is submitted by agency directors. The information is evaluated by department faculty, based on the agency’s mission, learning opportunities, scope of services, funding sources, staffing, client population, and levels of supervision. Agencies are reviewed and selected based on the program’s mission, goals, and the agency requirements outlined in the ***CSWE Educational Policy and Accreditation Standards***. Agencies are evaluated based on their capacity to support and supervise a BSW practicum student, whether they have a social work practitioner on staff to provide on-site supervision, and the ability to provide a generalist social work experience. All approved Agency applications are kept on file with the program.

***Agency Field Instructor Selection:*** Field instructors are identified and selected concurrently with the assessment and selection of the agency. Interested instructors are asked to complete a ***Field Instructor Qualifications Form***. The instructor's commitment to social work education, ability and experience to mentor students, credentials, to include either an accredited BSW or MSW degree with two years post-graduation experience (licensure is not a requirement), and professionalism are considered for approval. After review and verification of the field instructors qualifications, the Field Director meets with the potential field instructor, either in person or over the phone, to discuss any questions or concerns. The Field Director assesses the potential agency field instructor's ability to provide quality instruction, support, and oversight to a student in placement. All approved Agency Field Instructor applications are kept on file with the Field Director. If a potential field instructor does not meet the minimum qualifications to be a field instructor, such as not having a CSWE accredited social work degree, a discussion occurs on whether the potential field instructor possesses the field knowledge to support that student in placement. For example, if they have not earned a BSW or MSW but have practiced in the field for many years, they may still be accepted; the department then identifies an off-site supplemental supervisor with the appropriate social work qualifications.

### **Agency Field Instructor Role and Responsibilities**

Agency-based field instruction occurs under the direction of the Agency Field Instructor who is an agency-based social worker approved by the Social Work Program and the Field Director.

The Field Director, Agency Field Instructors, Supplemental Supervisors, students, other program faculty, and administrators work together in this educational process. Information regarding student needs and progress may be shared among these individuals as necessary to optimize student learning. Agency Field Instructor responsibilities include:

1. Completing the required Agency Field Instructor training their first year as an AFI (or with any new training developed) and completing a brief orientation subsequent years.
2. Directing the student's field practicum education and professional development in the agency setting.
3. Providing an ***orientation*** to the agency and any necessary specialized educational content to serve the agency's clients and enhance the student's understanding and compliance with agency policies and procedures.
4. Helping the student develop a ***Learning Agreement***, which outlines learning activities and plans specific to the agency setting to help the student achieve the competencies and practice behaviors. The Learning Agreement is designed to enhance student learning, professional development, and provides linkages to classroom learning.
5. Providing ***regular supervision (minimum one hour of dedicated time each week)*** to assess student's progress, make adjustments to the learning agreement as necessary (See the supervision section for additional information).
6. Complete required forms and paperwork in ***Tevera*** which includes the Learning Agreement, mid-semester check-ins, timesheets, and site visits.
7. Completing a formal ***assessment*** of the student at the end of each semester (***FFPAI SWEAP Field Practicum Placement Assessment Instrument – See Appendix H***). A link

will be sent to complete this. This assessment is a tool for Agency Field Instructors to evaluate the student's competency.

### **Supplemental Supervision**

If the approved Agency Field Instructor is not a social worker, the Field Director may work with an agency to identify an appropriate **Supplemental Supervisor**. Supplemental Supervisors are selected based on the same qualifications as Agency Field Instructors and provide additional support to students placed in agencies that don't currently have a social worker available to provide supervision. Students who are identified as needing a Supplemental Supervisor will meet with this identified supervisor for one hour weekly to discuss progress in placement through a social work lens. A faculty member may be identified as the Supplemental Supervisor if one cannot otherwise be identified.

The specific responsibilities of the Supplemental Supervisor include:

- Regular meetings with the student throughout each semester
- Review and sign student's learning agreement
- Assist in completing the student's skills evaluation
- Attend site visits
- Contact the program if any issues or concerns arise with the student's learning.

### **Field Placement Student Interviews with Agencies**

Once the student and Field Director agree upon agencies to contact, the Field Director contacts the agency, giving the name of the interested student. Students will have signed a **Student FERPA Release for Practicum** form (**See Appendix E**) for the Field Director to release their name to the potential placement agency. If the agency expresses interest in accepting a practicum placement, the Field Director requests the student contact the agency. The student then contacts the agency and schedules an interview.

The interview allows both the student and the agency the opportunity to clarify expectations and determine mutual suitability. If both the agency and student agree to the placement, the student, Agency Field Instructor, agency director, and Field Director work to finalize the placement. Some agencies have an extensive background check and onboarding process and students must agree to comply with those requirements to move forward with finalizing the placement. If students are unable to complete the agency requirements, or the student is deemed unsuitable for placement, the matching process begins again. Once the agency agrees to accept the student and the student accepts the placement, the agency must sign the **Field Work Affiliation Agreement (See Appendix D)**. This written agreement describes general responsibilities of each party involved in the practicum experience.

### **Field Practicum Placement at Place of Employment**

Field placement at a student's place of employment is not ideal. However, due to circumstances for some students in some communities, we will consider practicum at place of employment

when the following criteria can be met:

1. The student's employment agency meets all Program field agency selection criteria.
2. The agency provides evidence of an acceptable change of assignment that allows the students to engage in direct social work practice that is different from their current responsibilities.
3. The student's employment supervisor provides in writing that the student will be allowed to complete the required hours for field in their new assignment for practicum.
4. The employment supervisor provides in writing that the student will have a different supervisor for their field practicum.
5. The proposed Agency Field Instructor meets all UAF Agency Field Instructor selection criteria, and accepts the roles and responsibilities of the student for the duration of the field placement.

The Field Director will have final authority to determine the appropriateness of all placements. For students interested in requesting this, they should first contact the Field Director to discuss and then will need to complete a request form (*See Appendix L – Proposal for Practicum at Place of Employment*).

### **Paid Practicum Placements and other Employment Guidelines**

Students generally are not paid for their practicum placements and are advised not to take an employment offer from their practicum agency during their practicum year. Requests for exceptions to this are discussed on a case by case basis, and the typical exceptions are:

1. Stipends that may be offered for specific agencies.
2. Place of employment placements.
3. An employment offer at the practicum agency given before the end of practicum, but begins near or at the completion of practicum.

### **Options to the Two-Semester Practicum**

We recognize that in some instances it may be difficult to find a placement in your home community. The program will work with students to determine an appropriate placement, which could include block, remote or hybrid options.

- **Block placements** involve students completing their required 400 hours in one semester, typically doing it this full time. If students are approved for this option, the semester opposite to the one in which the required hours are being completed, the student is expected to volunteer at an agency a minimal amount to remain involved in the field and practicing skills and enrolling in and complete the practicum class for both semesters.
- **Remote** options may include placement at an agency outside of the student's community, however the placement opportunities can be done within their home community.

- **Hybrid** options may include a mix of in-person hours and remote hours with an agency outside of the student's community.

Each request is reviewed to evaluate the student's educational needs and will only be approved if the exception can ensure educational integrity. The individual student's professional growth and development opportunities must be equal to or greater than other placement options. Special requests are not guaranteed and must be approved by the Field Director and department.

## **Out of State Placements and International Placements**

### ***Out of State Placements***

The mission of the University of Alaska Social Work Department includes an emphasis on the diversity and uniqueness of rural Alaska. Our specialized funding is targeted at educating social work students in Alaska. Due to the priorities in our mission and funding we are currently unable to financially support out-of-state or international practicum placements without additional funding.

**Out of State Fee:** Students living outside of Alaska, either in the United States or Internationally, will be assessed a practicum fee in their final year of our program. Out of state practicum students will pay a \$2,000 fee to offset the cost of developing and monitoring placements outside of Alaska as well as the cost of **one** in-person visit to the out of state practicum site, which is a program requirement (see below). This fee is split and assessed in two sections, \$1000 in Fall semester through SWK 461 Practicum in Social Work I, and \$1000 in Spring semester through SWK 464 Practicum in Social Work II.

### ***Required In-Person Practicum Site Visit***

As mentioned in the out of state fee section above, **one** in-person visit is required for all students who reside and complete practicum at a site outside of Alaska. This visit is done once during the final academic year in which the student is in practicum, and is completed by a faculty or staff member of the UAF Social Work Department.

### ***Application to Practicum by Out of State/International Students***

All out of state and international students will be required to apply for admission into practicum. Application for admission is due in December of the previous academic year. Admission into practicum does not guarantee that the Field Director will be able to secure a practicum out of state or internationally. We will attempt to identify appropriate placements for out of state and international students, but despite our best efforts, we may not be able to place students outside Alaska. All placements are made at the discretion of the Field Director. All potential placements must meet the department and accreditation criteria for placement and be approved by the Field Director.

### ***International Placement Requests***

Students expressing an interest in an international placement for practicum need to consider the following information. The mission of the UAF Social Work Program is focused on the



diversity and uniqueness of rural Alaska. While students are welcome to research possible international placement for field, the program has no resources to support international placements at this time. The UAF Social Work Program reserves the right to not approve an international placement request at any time.

In order to be considered for an international placement students must complete the following:

1. Apply and be accepted to UAF Study Abroad
2. Apply and be accepted into a CSWE accredited university exchange program willing to assist with the international placement
3. Provide substantial documentation regarding appropriate field instruction
4. Provide UAF Social Work Program with course descriptions for the practice/practicum series from the institution of their choice in order to ensure courses will be transferable into the UAF system.
5. Indicate intent in writing of seeking international placement one year (1) Prior to Practicum application deadline.

#### **Student Professional Liability Insurance**

All students will be reasonably insured against negligent acts or omissions that may occur in the performance of their assigned duties in practicum. The University of Alaska through a policy designated by UA Risk Management Office provides Professional Liability Insurance. Students are required to submit the ***Malpractice Insurance Representation Form*** upon applying for practicum.

For more information on student coverage please visit:

<https://www.uaf.edu/safety/risk-management.php>

## Getting Started in Practicum

### Orientation to Practicum

**Agency Field Instructor Training:** Once approved to become an Agency Field Instructor, the Field Director provides a comprehensive training for all new Agency Field Instructors before the start of the Fall semester, and an annual update for returning field instructors. In this required training, topics such as the competencies, Code of Ethics, learning agreement and other student assignments, how to provide ongoing supervision, use of our database and forms, etc. are covered. Supplemental Supervisors are also offered this training. **Note: Agency Field Instructors are required to attend the training and Supplemental Supervisors are encouraged. This is a self-paced, online training that offers seven (7) approved Continuing Education Credits (two (2) of those being ethics approved) by the State of Alaska Board of Social Work Examiners with a scheduled synchronous meeting to answer additional questions.**

**Senior Intensive and Student Support:** Immediately before the start of the Fall semester for practicum students, an orientation to practicum and review of practice skills is provided through **Senior Intensive**. Senior Intensive is a requirement to attend, and is typically provided virtually. Students also have assigned and required prep work to complete prior to Senior Intensive.

The Field Director also works directly with the students in each section of the practicum seminar (SWK 461/SWK 464). Students are assisted in all areas of practicum beginning with placement planning and including the development of the Learning Agreement, answering practicum related questions, and resolving problems or concerns. The Field Director makes regular agency site visits (minimum of one each semester) and with the recommendation of the Agency Field Instructor, assigns the final grade.

### What should students expect to be doing when they begin?

The first semester should focus on things such as learning about the agency and shadowing workers and learning about their community. The second semester, the student will gradually take on more responsibility, which could include completing intakes/assessments, having some form of a caseload or an assigned client, and independent responsibilities. Refer to the **Recommended Agency Orientation Form – Appendix S**.

**An example of appropriate activities during the beginning of placement/first semester include:**

- Attending the agency's standard "new employee" orientation, if there is one.
- Reading over policies and procedures.
- Reading over paperwork and forms commonly used in the agency
- Shadowing various workers during intakes or other tasks, and completing intakes.
- Sit in on and observe client groups.
- Attending committee, coalition, or other meetings.

- Shadow intakes/assessments and take notes. Complete “mock” charting based on the intake to practice their communication and documentation skills.

***Activities that are not appropriate at the start of placement include:***

- Directing students to complete services such as intakes or assessments with clients without appropriate training, shadowing opportunities, and supervision.
- Allowing the student to provide services to clients without supervision.
- Allowing students to do home visits alone.
- Leaving the student unattended without specific and appropriate tasks/activities to complete, or a staff member to work with/shadow.
- Directing or allowing students to provide services that are only within an MSW (or beyond BSW) scope anytime during their placement.

**Grading and Evaluation of Practicum**

Prior to the student’s practicum placement, the Learning Agreement, Field Practicum Placement Assessment Instrument (SWEAP) and course syllabi for the semester are distributed to students and to Agency Field Instructors/s. They are intended to assist the student and the instructor to plan and develop learning experiences for the semester and to facilitate the ongoing performance evaluation process. The Field Director works closely with the Agency Field Instructor and the Student to identify activities and opportunities to enhance the student’s demonstration of the CSWE Competencies and Practice Behaviors.

As part of the ongoing performance evaluation, instructors submit a mid-semester evaluation of student growth and progress, address strengths, and highlight areas for improvement and change if necessary. For final evaluations at the end of each semester Agency Field Instructors are provided an electronic link to the field assessment instrument.

At the completion of each 200 clock hour semester the Agency Field Instructor and student participate in an evaluation conference completing the ***Field Practicum Placement Assessment Instrument*** (See Appendix H – SWEAP Field Practicum Placement Assessment Instrument). The student is expected to indicate their participation by signing the evaluation and adding written comments if so desired. The signature does not signify acceptance of the evaluation. The assessment instrument is submitted to the Field Director on the last day of each semester. The Agency Field Instructor is asked to evaluate professionalism and make a grade recommendation. The Field Director has the responsibility to assign the final grade that includes student participation in the concurrently held seminar (SWK 461 and SWK 464).

If a field instructor expects to recommend a grade of not passing, the Field Director must be notified as early as possible so a process for resolution can be initiated. Students who do not meet the minimum expected competencies and practice behaviors within the required number of clock hours may receive a failing grade. Students must receive a grade of “C” or better to continue in the subsequent practicum.

**See below for further details of each grading areas.**

**Timesheets:** Students are directed to keep track of their hours, and are required to turn in a timesheet monthly, completed and signed on Tevera by both the student and their Agency Field Instructor/. Students can count time spent in practicum and time spent at applicable trainings towards their practicum hours. There is a maximum of 20 hours of training that can be used towards practicum hours or students should have special permission of the Field Director to count additional training hours. Additionally, students may not count time spent on classwork, attending class, time at senior intensive sessions, or completing pre-placement requirements such as background checks, etc., towards their practicum hours. Students must complete 200 hours per semester (400 hours total).

**Daily Breaks:** Depending on the student's schedule at practicum, we ask that they are encouraged to take breaks as appropriate, such as a lunch break. We want students to begin practicing good self-care, and taking breaks can be an important part of that. In addition, students may not complete practicum hours during holiday breaks without prior approval.

**School Breaks:** Students may not complete hours during school breaks or holidays without reason and prior approval by the Field Director. This includes fall break, winter break between semesters, and spring break.

**The Learning Agreement:** This is completed in the fall and is used for the entire academic year. It is a living document that directs students during their practicum. It is completed through our database, where most forms are housed. The **Agency Field Instructor and the student should complete this together**, coming up with tasks/activities that will demonstrate the student's competency in the nine competency areas identified by the CSWE, as well as identify how these activities will be evaluated to show competency. The competencies are listed above on page 3.

**Mid-Semester Check in:** Around mid-semester, the Agency Field Instructor will need to complete a mid-semester check-in form on Tevera regarding how the student is doing so far in placement, and to address any concerns. The check-in questions include:

- o Student's adjustment to the practicum setting
- o Student's progress towards educational goals
- o Student's strengths
- o Area of concerns
- o Additional questions you may have for the FD

**Evaluation of Student Skills/Competencies:** Agency Field Instructors and their assigned student will be sent an individualized link for the **Field Practicum Placement Assessment Instrument (also known as the FPPAI SWEAP Skills Evaluation)** at the end of each semester. This is an individualized link connected to the student. Agency Field Instructors should complete the areas on the link, evaluating the student's competencies thus far in placement and then again at the

end of placement in the Spring semester. This should be done with the student and/or reviewed with the student prior to the end of semester site visit. This form should, under no circumstances, be completed by the student. Both the Agency Field Instructors/s and student electronically sign the evaluation. ***See Appendix H for example forms of this evaluation.***

**Site Visits:** The Field Director will schedule multiple site visits with the agency field instructor, if applicable, and the student together. **Initial site visits** happen shortly before the fall mid-semester to check in and see if there are any questions or concerns coming, how placement is going thus far, and ensure the learning agreement is complete and applicable for the student's placement.

At the end of each semester, the Field Director will schedule a **final site visit** to discuss how the student has done in practicum, and address any concerns. During the Fall final site visit, the Spring semester will be discussed. For students living in Fairbanks, these site visits will be in person if possible. While some out of area students may receive in-person site visits during the academic year, most will occur over the Zoom distance-based platform with all parties participating.

## Student Safety

The University of Alaska Fairbanks (UAF) affirms the commitment to a safe and healthy educational and work environment in which educational programs, employment, research activities, study abroad programs and other off-campus activities are free of sexual or gender-based discrimination (Title IX) by providing an environment in which students and employees can learn and work safely (<https://uaf.edu/titleix/>).

It is imperative that practicum agencies are able to outline ways in which the safety of their employees, volunteers, and students is maintained. Safety for students in practicum is vital, and the program will assess potential safety risks initially based on agency policies and procedures. Agencies are asked to complete a **Safety in Practicum form** with the student which requires agencies to identify policies, procedures and other ways they ensure the safety of their employees, volunteers, clients and students. Areas of Safety and Policies that are considered:

- Engaging with clients/clients in crisis
- Health safety mitigation
- Completing home visits
- Working with clients in the community
- Building safety (i.e. evacuation plans)
- Discrimination
- Violence, harassment, abuse

Students are additionally provided with education around safety in practicum through their seminar course. Regular check-ins by the Field Director with the student and the agency field instructor also allows for continued assessment of safety concerns. If concerns arise, students are asked to immediately contact the Field Director to discuss and evaluate risks.

If a practicum site is deemed unsafe for the student to participate in, students may be asked to stop attending while the Field Director works with the agency to remedy the concerns. If it is not possible, the Field Director may relocate the student to a more appropriate practicum site to complete their hours. In some situations, relocating or changing practicum sites may not be possible and the student may be asked to delay their completion of practicum.

Students and agencies are provided with the UAF Title IX Reference & Resource Guide (see appendix – ), which provides several important definitions as well as the contact information of resources for those reporting instances of sexual or gender-based discrimination. Additionally, they are provided with the UAF Department of Equity and Compliance Policies and Regulations (<https://www.uaf.edu/equity/policies/index.php>).

## Field Supervision

Field Supervision is a vital part of learning and student growth in the field. It is important for students and their Field Instructors to carve out this dedicated time at least once a week. Below, you'll find some guidance on how instructors can provide beneficial supervision and how students can best utilize supervision.

### Goal of Supervision

The goal of field supervision is to guide students through their practicum. Agency Field Instructors and Supplemental Supervisors should be providing this welcoming, open space each week and as needed for students. **See Appendix T for the suggested Supervision Agenda Form.** It provides students with a safe space to do the following:

- Process their practicum experiences (including their thoughts, feelings, potential triggers as well as their own values and biases recognized)
- Identify skills practiced and provide feedback to the student
- Discuss and process ethical dilemmas
- On-going connection between their activities in practicum and their learning agreement
- Mark off and evaluate completed tasks on the learning agreement
- In addition, the field instructor, whether at their placement or if provided by an Supplemental Supervisor with a social work degree, assists students in processing their placement through a social work lens, ensuring they are connecting their activities to the nine CSWE Competencies, and being able to apply theory and the NASW Code of Ethics.

### Types of Supervision

- **Formal:** We ask that Agency Field Instructors set aside at least one hour per week during the student's regularly scheduled practicum hours to meet with the student one on one. This allows students to discuss and/or process their practicum experience since the previous week's meeting. The student's reflection assignment is beneficial for them to bring to this meeting.
- **Ad hoc Supervision or "teachable moments":** Students may have something happen in which talking about and processing it cannot wait until your next supervision time together. Students should be able to "check in" with you to do so.
- **Group Supervision:** If you have multiple interns at your agency, it can be appropriate and beneficial to provide some of their supervision as group supervision. This provides an opportunity for students to discover their shared experiences and feelings, and allows them to practice giving feedback to one another as well.

***How can everyone get the most out of supervision?*** First, students should come prepared to weekly supervision meetings by:

- o Bringing a copy of the learning agreement
- o Having a list of their activities completed from the week
- o Be prepared to discuss goals and activities for the upcoming week
- o Being ready to discuss feelings experienced during practicum
- o Bringing any issues or questions
- o Be open to feedback! Practicum is about learning
- o Being ready to take notes about the supervision session

**During supervision, students should:**

- Reflect on tasks/activities of the week
- Explore feelings/emotions
- Use critical thinking skills
- Keep focus on their activities in connection with their learning agreement and CSWE core competencies
- Apply the NASW Code of Ethics
- Is open to feedback and willing to make changes/improve

**During supervision, Agency Field Instructors and Supplemental Supervisors should:**

- Provide Feedback: Constructive, honest, and direct.
- Focus on the student's strengths and challenges.
- Keep focus on the student's learning agreement and CSWE core competencies and help the student to connect their activities to specific skills, competencies, and theory.
- Apply and help students apply the NASW Code of Ethics
- Communicate with anyone else in the agency that is working with the student, and/or the Supplemental Supervisor if applicable.



# Student Rights and Responsibilities

## Student Conduct Expectations and Criteria for Student Evaluation

The goal of the University of Alaska Social Work Department is to prepare students for the professional practice of social work. The faculty has the responsibility for determining whether students have demonstrated the required level of academic performance, professional behavior, and ethical behavior sufficient to interact positively with all client systems. Faculty therefore also have the responsibility to identify students who are not meeting acceptable standards of academic, professional, and ethical conduct and seek, when possible, a way to remedy problems that are identified. The following information is provided to clarify and clearly state the expectations of students in this program.

Students must maintain good academic and honor code standing. If a social work student's performance or actions violate university standards and ethics in the classroom, or the practicum, they may be dismissed from the program.

All students attending UAF are subject to the university's code of conduct. These standards, including the academic honor code, are outlined in the current UAF Catalog, the current Course Schedule, and can be accessed via the UAF website. Students are expected to read the codes of conduct and understand that when they accept enrollment in the university they agree to abide by the student code of conduct.

Because social workers often work with vulnerable people in emotionally sensitive situations, the faculty holds reasonable expectations for student behavior and performance beyond university regulations. The National Association of Social Workers (NASW) Code of Ethics serves as a baseline for appropriate behavior. It is reviewed in the introductory class, distributed in SWK 103, SWK 220, SWK 460, and referred to throughout the curriculum.

The following are the **professional behavior expectations** of the UAF social work program. All students are expected to exhibit the following ethical standards of behavior.

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner. Participate in group activities and assignments at a comparable level to peers. Complete work in a timely fashion and according to directions provided. Come to class prepared, with readings and other homework complete.
2. **Respect:** Treat all your peers, your instructors, and all those with whom you come in contact, with dignity and respect at all times. Listen while others are speaking. Give feedback to peers in a constructive manner. Approach conflict with peers or instructors in a cooperative manner. Use positive and nonjudgmental language. Turn off any electronic devices that might disrupt the classroom environment or at the direction of an instructor.
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor or client in an agency as strictly confidential. Maintain any information that is

shared in class, dyads or smaller groups within that unit. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about personal issues or struggles, they may consult with their instructor to receive a referral for counseling.) Understand never to use names of clients or disclose other identifying information in the classroom.

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities. Come to class with books, handouts, syllabus, and writing implements. Seek out appropriate support when having difficulties to ensure success in completing course requirements. Take responsibility for the quality of completed tests and assignments. Strive to work toward greater awareness of personal issues that may impede your effectiveness in class or with clients.
5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities. Academically commit yourself to learning the rules of citing other's work properly. Do your own work and take credit only for your own work. Acknowledge areas where improvement is needed. Accept and benefit from constructive feedback.
6. **Diversity:** Strive to become more open to people, ideas, and beliefs that may be unfamiliar. Embrace diversity. Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, etc. Use person first descriptions and respect identified pronouns. Exhibit a willingness to serve diverse groups of persons. Demonstrate an understanding of how values and culture interact.
7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also when creating client records. Demonstrate assertive communication with peers and instructors. Practice positive, constructive, respectful and professional communication skills with peers and instructors paying attention to body language, empathy, and active listening.
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk. Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for groups and individuals. Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo and macro levels.

### **Criteria for Student Performance Evaluation and Review**

As student's progress through the social work program they will be evaluated on a regular basis by the faculty and staff. In addition to the UAF Student Code of Conduct, the NASW Code of Ethics, and the aforementioned professional behaviors, a student's performance evaluation will include the following behaviors:

1. Active substance abuse.
2. Lying, cheating, or any form of plagiarism in coursework or fieldwork.
3. Impaired performance in the classroom or field. Behaviors include, but are not limited

to, being actively suicidal, inability to focus or communicate, distortion in thought processes, or otherwise unable to develop appropriate work relationships in the social work context even though appropriate ADA accommodations may have been provided.

4. Non-disclosure of a felony conviction, or the department becomes aware that the student has been convicted of a crime considered a Barrier Crime in 7AAC10.905 (the Alaska Administrative Code.) See link: <http://www.hss.state.ak.us/dph/CL/bgcheck/assets/BarrierCrimeMatrix.pdf>. Some crimes have a barrier that would permanently preclude a student from admission to practicum. Other crimes have a shorter time frame, and the department may determine that a student must wait a specific period of time before admission to the field practicum will be granted. Each situation will be evaluated on a case-by-case basis, however any Barrier Crime conviction may result in termination from the major and permanent denial of practicum admission, regardless of the statute time frames.
5. Inadequate interpersonal relationship skills necessary for social work practice, to include the inability to form positive working relationships with faculty, peers, supervisors, and clients.
6. Inadequate written or verbal communication skills, which impede the ability to work with faculty, peers, supervisors, and clients.
7. Excessive absences from class, or field, which are considered predictive of poor professional performance.
8. Persistent inability to meet deadline dates on assignments and projects, suggesting an inability to be dependable and responsible in serving clients.
9. Failure to pass a required course in social work with a "C" or higher.
10. Termination from a practicum placement related to student performance or violation of the NASW Code of Ethics.

### **Termination from the Major**

The aforementioned behaviors affect the student's ability to make appropriate progress toward graduation and developing competence in professional social work practice. Once any concerning behavior is identified the faculty and staff will engage in the following process to support the student through addressing the concerns.

The UAF Social Work Department reserves the right to accelerate and adapt this process for serious, or egregious, situations (e.g. Students actively intoxicated in class or UAF sponsored event, threats of violence to faculty, peers, clients, violations of client confidentiality, etc.)

#### *Evaluation of Student Performance: Process and Procedure*

1. If a student's conduct comes into question, the student's faculty advisor is alerted so that the matter can be remedied quickly. The adviser will work with the student informally to address the concern.
2. If unsuccessful, the social work faculty as a group will meet with the student and attempt to work out a solution (eg. Student may be referred to a support service offered through

UAF, or in the community, the student may be encouraged to consider a different degree program, etc.)

3. If there appears, as is usually the case, a potential for corrective action, the student will be informed, personally and in writing, of the changes requested or actions to be taken within a specific time period. All corrective action will be documented on an **Individual Performance Plan** (Appendix O)
4. If a student's inappropriate behavior warrants a University level intervention, the situation will be referred to the Center for Student Rights and Responsibilities for disciplinary action. That recommendation will be taken into consideration by the social work department, as well.
5. Should it become necessary to dismiss the student from the major, the faculty will indicate reasons in a written statement presented to the student.
6. In termination or corrective action, the student has the right to appeal. The student must make the appeal in writing within three working days and include a statement indicating why the faculty action should be rescinded or modified. The faculty will meet within three working days to reconsider or affirm their actions and then notify the student of the decision on appeal.
7. Should the student wish to continue the process, an appeal may be made at levels beyond the department, (i.e., Dean of the college, Provost of the university). Formal hearings can be requested and convened at any level. Students are not penalized for appeals. For more information about appeals go to <https://uaf.edu/csrr/appeals.php> for more Information.
8. If the student does have to leave the major, the faculty advisor will assist in the transfer to another major.

### **Grade Appeal**

The Grade Appeals Policy, passed by the UAF Faculty Senate, exists for students to seek review of final grades “alleged to be arbitrary and capricious.” The procedures are designed to provide a means for students to seek review of final course grades alleged to be arbitrary and capricious. Before taking formal action, a student must attempt to resolve the issue informally with the instructor of the course. A student who files a written request for review under the outlined procedures shall be expected to abide by the final disposition of the review, as provided below, and may not seek further review of the matter under any other procedure within the university. For a copy of the complete procedures, please visit the following UAF Website: <https://uaf.edu/csrr/grade-appeals/>

## Additional Resources

### Professional Social Work Licensing

Bachelor of Social Work graduates of the University of Alaska Fairbanks are eligible to apply for licensure through the State of Alaska Division of Corporations, Business and Professional Licensing. Successful applicants must pass an exam to receive a Baccalaureate Social Work License (LBSW) from the Board of Social Work Examiners. For more information on Alaska social work licensing, see **Appendix N – Alaska State Licensure Information/Resources**.

Students outside of the State of Alaska should look into their specific state statutes and regulations regarding social work licensure. In states that have a BSW level licensure with eligibility being a BSW from an accredited program, students graduating from this program will meet that as our program is accredited by the CSWE.

### Additional Links

- Alaska Board of Social Work:  
<https://www.commerce.alaska.gov/web/cbpl/professionallicensing/socialworkexaminers.aspx>
- Council of Social Work Education (CSWE) EPAS 2015:  
[https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\\_Web\\_FINAL.pdf.aspx](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx)
- NASW Code of Ethics 2021:  
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
- UAF Code of Conduct: <https://www.uaf.edu/csrr/student-conduct/>
- ASWB Licensing and Regulation:  
<https://www.aswb.org/licensees/about-licensing-and-regulation/>
- ASWB List of Licensing State Boards Information:  
<http://aswbsocialworkregulations.org/licensingWebsitesReportBuilder.jsp>

### References

Council on Social Work Education. (2015). *Educational policy and accreditation standards*.

Retrieved from:

[https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS\\_Web\\_FINAL.pdf.aspx](https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx)

Sweitzer, Frederick H., & King, Mary A. (1999). *The Successful Internship, Transformation & Empowerment*. Pacific Grove, CA: Brooks/Cole Publishers.

## Appendix List

Please review the attached Appendices, which include:

- A. Glossary of Terms for Practicum Manual
- B. Field Practicum Application\*
- C. Malpractice Insurance Representation Form\*
- D. Field Affiliate Agreement Template Form
- E. UAF Title IX Reference & Resource Guide
- F. UAF Goals & Expectations
- G. Student FERPA Release for Practicum\*
- H. UAF Learning Agreement Form\*
- I. Timesheet Form\*
- J. FFP AI Evaluation Sample Form (Skills Assessment – done online)
- K. Potential Field Placement Agencies (not all-inclusive)
- L. Agency Information Sheet\*
- M. Agency Field Instructor Qualifications Form\*
- N. Proposal for Practicum at Placement of Employment\*
- O. Proposal for Exception to Two-Semester Placement
- P. Alaska State Licensure Information/Resources
- Q. Individualized Performance Plan
- R. Interviewing with an Agency
- S. Practicum Process Handout
- T. Student Checklist for Practicum\*
- U. Agency Orientation Form\*
- V. Weekly Supervision Agenda Form\*
- W. Confirmation of Placement Form\*
- X. Student Agreement\*

***\*indicates a form that is completed online through our database Tevera***

## Appendix A

### Glossary of Terms

**Agency Field Instructor**– An identified staff member at a field practicum agency who has supervision responsibilities for the Practicum student while they are in their placement. The social work program makes every effort to use field instructors who hold a CSWE-accredited baccalaureate or master’s social work degree. Where agencies cannot meet this expectation, the program will locate a Supplemental Supervisor to provide additional supervision to ensure that there is reinforcement of the social work perspective.

**Field Director** – This position provides educational and administrative leadership for the field education component for the entire UAF Social Work program. The Field Director is the primary contact for anything related to Practicum.

**Field Education/Field Practicum/Internship/Fieldwork**– This is experiential learning in generalist social work practice that occurs when a student works in a social service agency, under supervision, for a minimum of 400 hours over the course of an academic year. A student will earn 12 credits for successful completion of 400 hours in their agency in addition to meeting the assignment required in the two-semester practicum sequence.

**Intern/Practicum Student** – This is the term that refers to the student who is completing degree requirements in social work through the process of field education/field practicum/internship.

**Placement or Site** – This term refers to the agency where the student intern is engaging in the generalist practice of social work under the direction and supervision of a field instructor/field supervisor.

**Practicum/Field Seminar** – This class/seminar is held every week during the fall and spring semesters. The seminar offers an opportunity to network with peers who are placed at other agencies, exchange ideas, offer collegial support, engage in mutual problem solving discussions, and further integrate theory and agency practice. Seminar is less formal than the regular classroom and the basic assumption is that each student has something to contribute.

**Supplemental Supervisor** – In situations where a social worker is not available at an agency site, the University may supplement the social work supervision of the student by identifying a Supplemental Supervisor. Supplemental Supervisors are selected based on the same qualification as Agency Field Instructors and provide additional support to student placed in agencies that don’t currently have someone with a social work degree available to provide supervision.

*This form is completed through Tevera*

**APPENDIX B**



## APPLICATION FOR FIELD PRACTICUM

This application is used by the social work faculty to determine eligibility for practicum placement. **Please read all of the directions on this application carefully and completely! Your application will not be accepted if it is not completed and/or does not follow the directions.** If you have any questions, contact the Field Director, Christina Ireton, by email or phone.

**Practicum Application Dates:**

- COMPLETED applications must be received by the given due date to be considered for practicum during the **following** Academic Year.
- Completed applications are reviewed by the department between fall and spring semester.
- Students will be notified of acceptance/denial via email by mid-January.

**Application Checklist:**

You are expected to mark off (an X beside each box is acceptable) this checklist and sign/initial in the box below, agreeing that you have completed each of these.

**Before submitting this application, confirm that you have:**

- Met with your advisor.
- Reviewed your Degree Works.
- Reviewed the handbook, practicum process handout, and practicum info PowerPoint.
- Attended a senior practicum information session.
- If applicable, reviewed the barrier crimes link.
- Have a SWK GPA of 3.0, and an overall GPA of 2.5
- Completed Social Work 103 and 220 prior to entering into the practicum.
- Will be within 12 credits of graduation after completing the practicum year.
- Thoroughly read all application directions and answered all questions.

**Your submitted application includes (in this order or as separate documents):**

- 1. Practicum Checklist and Application (typed)
- 2. Autobiographical Statement (See question 14)
- 3. Malpractice Insurance Representation Form
- 4. Practicum Manual Agreement Form

<b>Student name (typed or printed)</b>	
<b>Student initials or signature and date: (typed is OK)</b>	



***This form is completed through Tevera***

**Student Information:**

Name:	
Preferred Name:	
Preferred Gender Pronouns:	
UAF Student ID:	
Address:	
Telephone number:	
UA (required to use) Email:	
Declared Minor (required):	
Advisor:	

**Directions:** Look at this application as you would a job application. Your responses should reflect a thoughtful, professional and concise yet thorough response. **Your answers should be typed in complete sentences in the space below each question, with proper spelling and grammar. Handwritten applications and/or answers submitted on a separate sheet will **not** be accepted. Do not skip any of the questions, or your application will not be accepted.**

1. Have you met with your advisor to discuss whether or not you are ready to apply to practicum? If not, you need to meet with your advisor prior to completing and submitting this application.
2. For your application to be considered, you must complete all of the pre-requisites to enter into practicum. *This includes SWK 103, SWK 220, the majority of your general and social work coursework, and be within 12 credits of graduation after completing your practicum year. A grade of "C-" or better is required in each social work course. Grades in the major of less than "C-" must be repeated.* As of summer, 2021 prior to entering practicum, will you:
  - a. Have completed the pre-requisites for practicum? **If not, you must explain why and your plan to complete them.**
  - b. Be within 12 credits of graduating after completing the practicum/practice year? **If not, you must explain why and your plan to complete them.**
3. Describe your speaking and writing abilities.
4. Describe the type of practicum setting that interests you, either field of practice (child welfare, aging, criminal justice, etc.), or specific agencies. Please **rank** your preferences.
5. What types of client groups or client problems do you feel you are best suited to work with? Explain your response.
6. Describe any situations, client groups, or client issues that might create a challenge for you to work with (i.e. values, skills, over identification with).

***This form is completed through Tevera***

7. What kind of agency structure do you prefer: A well-defined structure in which roles are clearly defined, or a more open structure that offers a choice of roles and tasks? Explain your response.
8. All people have strengths and resources, as well as limitations and barriers that affect how they reach their life goals. Answer the following:
  - List three strengths and resources you possess that will help you become a good social worker. State how they will help you.
  - List three personal limitations or barriers that you face which may hinder you in becoming a good social worker. State how they may hinder you and what you are doing, or plan to do, to overcome these limitations.
9. Indicate anything regarding your personal situation that could affect a potential placement, including, but not limited to, childcare, health, transportation, schedule, history as a client at a particular agency, substantiated Child Protective Services report of harm, etc.
10. Do you expect to be employed next year? If so, where at and about how many hours a week?
  - If you are currently employed, have you talked with your place of employment regarding the practicum year and developed a plan in completing the required practicum hours? Explain your response.
11. What work or volunteer experience have you had that may be related to human service work?
12. Have you ever been convicted of a violation of any local, state, federal, Canadian or international law? If yes, please explain. If yes, have you reviewed the barrier crimes link? This does not necessarily exclude you from the practicum.
13. Are you presently addicted to or using in excess, alcohol, narcotics, barbiturates, or any habit-forming drugs? If yes, please explain.

**14. Autobiographical Statement**

**Attach a typed, double spaced, two-page Autobiographical Statement to your application.** Include information about current family and family of origin, community or culture to which you belong, or grew up in, include your educational and employment background. Include any other items of information that could help us assist you in choosing an agency that will best further your educational and professional objectives. If you have applied for practicum previously and been unable to complete it, please address what is different now.

**APPENDIX C**

*\*This form is completed through Tevera*

**UNIVERSITY OF ALASKA FAIRBANKS  
SOCIAL WORK DEPARTMENT  
MALPRACTICE INSURANCE REPRESENTATION**

**If you answer “Yes” to any of the following questions please attach all documentation pertinent to the situation you are describing.**

(1) Have you ever been convicted of or charged with a crime in any state or county, the disposition of which was other than acquittal or dismissal?

\_\_\_\_ YES                      \_\_\_\_ NO

If yes, please give full particulars in order for this application to be considered.

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(2) Have you ever been required by any licensing board or professional ethics body to surrender your license or been found guilty of a violation of ethics codes, professional misconduct, unprofessional conduct, incompetence or negligence in any state or country?

\_\_\_\_ YES                      \_\_\_\_ NO

If yes, please give full particulars, and copies of charges, correspondence and any findings in order for this application to be considered.

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(3) Are there any complaints, charges or investigations pending against you by any licensing board or professional ethics body for violation of ethics codes, professional misconduct, unprofessional conduct, incompetence or negligence in any state or country?

\_\_\_\_ YES                      \_\_\_\_ NO

If yes, please give full particulars, and copies of charges, correspondence and any findings in order for this application to be considered.

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(4) Have you ever had any insurance company or Lloyd’s decline, cancel, refuse to renew or accept on special terms any professional liability insurance?

\_\_\_\_ YES                      \_\_\_\_ NO

If yes, please give full particulars in order for this application to be considered.

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(5) Has any professional liability claim or suit ever been made against you, your predecessors in business or against any past or present partner(s)?

\_\_\_\_ YES                      \_\_\_\_ NO

If yes, please give full particulars, and copies of charges, correspondence and any findings in order for this application to be considered.

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(6) Are there any circumstances of which you are aware of that may result in any professional liability claim or suit being made against you, your predecessors in business or against any past or present partner(s)?

\_\_\_\_ YES                      \_\_\_\_ NO

If yes, please give full particulars in order for this application to be considered.

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(7) Have you ever been engaged in any sexual misconduct with any current or former student or current or former patients or any current or patient's spouse or any person with a direct relationship to the patient or former patient (for example a guardian, blood relative of the patient or spouse or any person sharing the patient's domicile)? Sexual misconduct means any actual or alleged erotic physical contact or attempt thereat or proposal thereof.

\_\_\_\_ YES                      \_\_\_\_ NO

If yes, please give full particulars in order for this application to be considered.

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I have read and do hereby certify that the information contained herein is correct, and that I meet the eligibility criteria for admission to the practicum.

Printed name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

*This document will not be accepted until electronically or hand signed.*

## APPENDIX D

AFFILIATION AGREEMENT  
BETWEEN  
UNIVERSITY OF ALASKA FAIRBANKS  
SOCIAL WORK DEPARTMENT  
AND  
(AFFILIATE NAME)

(AFFILIATE NAME) (hereinafter the Affiliate) agrees to permit the University of Alaska Fairbanks College of Liberal Arts (hereinafter UAF) to place students properly enrolled in UAF's Social Work Program in its facility for a supervised, social work practicum experience subject to the following provisions.

### A. UAF'S RESPONSIBILITIES

1. UAF will conduct its program in conformity with all applicable state and federal laws and regulations.
2. UAF will select and place eligible students for a supervised, social work practicum experience.
3. UAF will provide student expectations and assignments to the Affiliate at least two weeks prior to each practicum placement.
4. UAF will inform the Affiliate of the purposes of the program and the educational level of and types of performance expected from students.
5. UAF will provide a qualified instructor to act as liaison with the student and the Affiliate placement supervisor. The qualified instructor will meet with the Affiliate placement supervisor once per semester to review each student's progress toward accomplishing course objectives and will solicit the assistance of the Affiliate in evaluating each student's progress.
6. UAF will require participating students to:
  - o Abide by the rules of dress and conduct and other reasonable regulations of the Affiliate and to exercise the highest degree of care when using the Affiliate's supplies and equipment.
  - o Contact the Affiliate field instructor if unable to work at scheduled times.
  - o Assume responsibility for any necessary make-up work resulting from absences.
  - o Follow the guidelines in the UAF practicum syllabus and the Social Work Program Policies and Information.
  - o Take responsibility for working within the Affiliate's policies and procedures.
  - o Maintain confidentiality in accordance with the Affiliate's practices and the Social Work Program Policies and Information and professional ethics.

### B. AFFILIATE'S RESPONSIBILITIES

1. Affiliate will accept a mutually agreed-upon number of students for a minimum of 400 placement hours required, as outlined by the Social Work Program.

2. Affiliate will establish a timetable for each student based on a mutually acceptable schedule between the student and the Affiliate.
3. Affiliate will provide the necessary logistical support for the student during the supervised, social work practicum experience.
4. Affiliate will provide a BSW or MSW level field instructor or work with the UAF Social Work Department to identify a way to supplement social work supervision outside the Affiliate.
5. The field instructor will assist the student in developing a Learning Agreement based on the CSWE Competencies and Practice Behaviors.
6. The field instructor will complete training and orientation provided on an annual basis by the UAF Social Work Program.
7. The field instructor will meet with the student at least one hour per week concerning the student's learning experiences.
8. The field instructor will provide a written final evaluation to the student at the end of each semester.
9. The field instructor will participate in site visits with the student and UAF faculty each semester.
10. Upon reasonable and proper notice, the Affiliate will allow legitimate educational accrediting bodies to examine the facility in conjunction with their review of UAF's programs.
11. Affiliate shall inform students of site-specific safety hazards including emergency action plans and shall assist students in becoming familiar with agency policies, procedures, and expectations.
12. Affiliate shall complete a background check for any UAF student that will come in contact with a minor.
13. Affiliate shall retain all records pertaining to each student for three years from the end of the student's relationship with Affiliate.

C. GENERAL PROVISIONS

1. There will be no monetary reimbursement from either party to the other for the mutual benefits received under this agreement, nor will any student be reimbursed for services performed incidental to this agreement.
2. Neither Party shall do, or permit anything to be done, which in any manner shall subject the other party to any liability as a result of this agreement. Both Parties shall be solely responsible for the supervision, acts, and omissions of their employees, subcontractors, and agents, if any. Each Party is responsible for its own negligence or wrongful actions according to applicable law. Neither Party shall have a contractual obligation to indemnify or hold harmless the other party.
3. Students placed with the Affiliate are covered for professional liability through a blanket University of Alaska policy through the Statewide Office of Risk Management. This coverage is only in place during academic semesters unless otherwise arranged with Risk Management. The University of Alaska understands that the Affiliate does not provide Workers' Compensation or General Liability insurance coverage for students' placement with the Affiliate, and the

University of Alaska waives any requirement that the Affiliate carry such policies to cover students placed with the Affiliate.

4. The University of Alaska is an affirmative action/equal opportunity employer and educational institution and prohibits illegal discrimination against any individual. The University of Alaska and the Affiliate subscribe to the policy of equal opportunity and will not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University of Alaska's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Both institutions shall abide by these principles in the administration of this agreement and neither institution shall impose criteria which would violate the principles of non-discrimination. Both parties agree to comply with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, and related regulations, and further shall comply with all applicable federal and state laws, rules, regulations, and Executive Orders. The University is required to follow Board of Regents' Policy and University Regulation regarding harassment and discrimination reporting and investigation, regardless of where the alleged conduct occurs; Affiliate agrees to cooperate with any related processes, including interim measures and investigation. Contact information, applicable laws, and complaint procedures are included on the University of Alaska's statement of nondiscrimination available at <https://www.alaska.edu/nondiscrimination>. See attached UAF Title IX Reference and Resource Guide.
5. All communications between UAF and the Affiliate shall adhere to the client and student confidentiality requirements of each of the parties. All obligations of UAF and the Affiliate regarding confidentiality and disclosure of information contained in this agreement shall survive the termination of this agreement and remain binding upon their successors and assigns.
6. All confidential information in the possession of the Affiliate which becomes available to a student or UAF by virtue of this agreement or the relationship created by the agreement shall be held in strict confidence by the student and UAF in compliance with (1) 45 C.F.R. Parts 160 and 164 under the Health Insurance Portability and Accountability Act (HIPAA) regarding individually identifiable health information; (2) 42 C.F.R. Part 2 regarding substance abuse treatment records; and (3) state law requirements relating to the privacy, security and administration of health information and other personally identifiable information, including but not limited to the Alaska Personal Information Protection Act. Such confidential disclosures that are made or become available to a student or UAF are made in reliance on this agreement.
7. Personally identifiable information from students' education records shall be disclosed only in accordance with the Family Educational Rights and Privacy Act (FERPA). The Affiliate and its officers, employees and agents may use information from education records only for the purposes for which the disclosure was made. The Affiliate and its officers, employees and agents shall not disclose information from education records to any other party without first having received written consent of the student and having obtained assurances that the other party will fully comply with the provisions of FERPA and that no further disclosure by such party shall be permitted. Affiliate shall, within one day of discovery, report to the University of Alaska any use or disclosure of information from education records that is not authorized under FERPA.



- 8. This agreement shall become effective on the latest date of signature appearing below, and shall remain in effect for five (5) years unless terminated prior to this date in accordance with the provisions of paragraph C-9.
- 9. This agreement may be terminated by either party by providing written notice to the other party at least 30 days prior to the date of the proposed termination. In the event of termination, the parties will make good faith efforts to allow currently placed students to complete their placements.

The parties, by and through their duly authorized representative, indicate their willingness to be bound by the foregoing provisions by affixing their respective signatures below:

\_\_\_\_\_  
Retchenda George-Bettisworth                      Date  
Clinical Associate Professor/Chair  
Social Work Program  
College of Liberal Arts  
University of Alaska Fairbanks

\_\_\_\_\_  
Ellen D. S. Lopez                                      Date  
Dean  
College of Liberal Arts  
University of Alaska Fairbanks

\_\_\_\_\_  
(Affiliate's Name)                                      Date  
(Position Title)  
(Program/Department Name)  
(University/Agency)  
Address:

\_\_\_\_\_  
Anupma Prakash                                      Date  
Provost and Executive Vice Chancellor  
University of Alaska Fairbanks

\_\_\_\_\_  
Julie Queen    Date

## APPENDIX E

Vice Chancellor for Administrative Services  
University of Alaska Fairbanks



P.O. Box 756480, Fairbanks, Alaska 99775-6480

### UAF TITLE IX REFERENCE & RESOURCE GUIDE Placement in Off-Campus Educational Programs and Research Activities

#### DOCUMENT PURPOSE

The University of Alaska Fairbanks (UAF) affirms the commitment to a safe and healthy educational and work environment in which educational programs, employment, research activities, study abroad programs and other off-campus activities are free of sexual or gender-based discrimination (Title IX) by providing an environment in which students and employees can learn and work safely. Thus, efforts must be made to:

- I. Provide the safest environment possible at all times and in all locations and,
- II. Have reporting and responsive mechanisms in place and clearly communicated.

This reference guide has been created to accompany UAF students, employees and affiliates into off-campus activities with resources for reporting sexual or gender-based discrimination. This document provides several important definitions as well as the contact information of resources for those reporting instances of sexual or gender-based discrimination.

#### DEFINITIONS:

For detailed information on University of Alaska's Board of Regents Policy & Regulations 01.04 Sexual and Gender-Based Discrimination, go to: <http://alaska.edu/bor/policy-regulations/>

Sexual and gender-based discrimination can be committed by individuals of any gender, can occur between individuals of the same gender or different genders, can occur between individuals involved in intimate or sexual relationships, or can occur between strangers or acquaintances. Discrimination refers to being adversely treated or affected, either intentionally or unintentionally, in a manner that unlawfully differentiates or makes distinctions on the basis of an individual's sex or gender.

This includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, unwanted and repetitive messages of a sexual or gender-based nature, unsolicited and unwelcome transmission of images of a lewd or sexual nature, or other verbal or physical conduct of a sexual nature that inhibits an individual's ability to learn or work.

- **Sexual Contact** includes contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch themselves with or on any of these body parts; or any other intentional bodily contact of a sexual nature. Sexual contact includes contact through clothing. Sexual contact does not include normal caretaker responsibilities.
- **Sexual Misconduct** includes rape, sexual assault, sexual battery, sexual exploitations, and other forms of non-consensual sexual activity.
- **Coercion** is the use of pressure to compel another person to engage in any sexual activity against that person's

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will. Coercion may include express or implied threats of physical, emotional, or other harm. Coercion invalidates consent.

- **Consent** is the voluntary, informed, un-coerced agreement through words or actions freely given, that a reasonable person would interpret as a willingness to participate in mutually agreed-upon sexual acts. Consensual sexual activity happens when each partner willingly and affirmatively chooses to participate. A person who is incapacitated cannot consent.
- **Dating Violence** is behavior(s) used to exert power and control over a dating partner. Examples of power and control may come in the form of emotional, verbal, financial, physical, or electronic media abuse.
- **Domestic Violence** is a pattern of coercive, controlling behavior in which one intimate partner uses physical violence, coercion, threats, intimidation and emotional, psychological, electronic media or economic abuse to control and change the behavior of the other partner.
- **Force** is the unwelcome use or threat (whether express or implied) of physical violence to compel another person to engage in any sexual activity against that person's will. Force invalidates consent.
- **Incapacitation** is when individuals are in a state or condition in which they are unable to make sound decisions. This can be due to sleep, age, unconsciousness, alcohol, drug use, or mental and/or other disability. For example, someone who is unable to articulate what, how, when, where, and/or with whom the person desires a sexual act to take place is incapacitated.
- **Stalking** is repetitive and/or menacing pursuit, following, or interference with the peace and/or safety of an individual(s).
- **Retaliation** is adverse action or harassment against individuals who report sexual or gender-based discrimination, including sexual harassment or sexual assault, or who participate in the university's investigation and handling of such reports in any way.
- **Title IX Violation** is the collective term used for incidents involving discrimination, harassment, sexual harassment, sexual misconduct, stalking, dating violence, domestic violence, and/or retaliation and is covered under UA's Sexual and Gender-Based Discrimination Policy 01.04.
- **Hostile environment** is when discrimination under this sex and gender-based discrimination policy is sufficiently serious (i.e., severe, pervasive, or persistent) and is both subjectively and objectively offensive so as to deny or limit a person's ability to participate in or benefit from the university's programs, or to interfere with a university employee's ability to perform the employee's job.
- **Confidential Employee:** Any University employee who is a licensed medical, clinical or mental-health professional (e.g., physicians, nurses, physicians' assistants, psychologists, psychiatrists, professional counselors and social workers, and those performing services under their supervision), *when acting in his or her professional role* in the provision of services to a client who is a University student and (2) any University employee providing administrative, operational and/or related support for such health care providers in their performance of such services. Student employees, with the exception of those working in Residence Life, are not designated responsible employees at the University of Alaska.
- **Responsible Employee:** All University employees are required to report sexual misconduct to the Title IX office within 24 hours. Student employees working in Residence Life facilities are responsible employees.  
<http://www.alaska.edu/titleIXcompliance/responsible-employee/>

### WHERE DOES THIS APPLY?

The rules of University of Alaska (UA) apply at all University owned or operated sites, University sanctioned events, clinical sites and during all academic or research related travel. If you experience or observe sexual or gender-based misconduct by any individual (UA student, employee, affiliate, unaffiliated or unfamiliar individual), we encourage you to report this to an instructor or internship coordinator. If you feel uncomfortable reporting misconduct to these individuals, there are additional contacts and resources listed in this document. You can contact as many or as few as you feel comfortable and necessary. University of Alaska takes immediate, effective, and appropriate action to respond to reported acts of gender discrimination, sexual harassment and sexual violence. As a UA student, employee and affiliate, you have many rights related to Title IX Regulations.

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**YOUR RIGHTS UNDER TITLE IX:**

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

**REPORTING OPTIONS:**

**Emergency Situation**

- If you are on the UAF campus: call **911**
- If you are in the United States, but not on a UAF campus: call **911**
- If outside of the United States, call your campus police dispatch who will connect you directly with the party you wish to contact: 001-907-474-7721.
- Prior to traveling outside of the United States, familiarize yourself with emergency reporting protocols and numbers of that country. Have contact information readily available if the need arises.

**Non-emergency Situation**

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

***Confidential or Anonymous Reporting Options:***

If you are on a University of Alaska Fairbanks campus:

- UAF Resource and Advocacy Center 474-6360, <http://uaf.edu/rac/>
- Students only: UAF Student Health and Counseling 474- 7043, <http://www.uaf.edu/chc/>
- Employees only: Employee Assistance Program Counselors (800) 697-0353 or <http://www.alaska.edu/benefits/employee-assistance-progr/>
- Online reporting UAF Title IX Office at: <http://www.uaf.edu/titleix/>
- Online reporting UA Confidential Hotline: [www.alaska.ethicspoint.com](http://www.alaska.ethicspoint.com) or 1-855-251-5719

***Non-Confidential Reporting Options:***

***UAF Title IX Office (responsible employee):*** (Online report can be anonymous)

***Department of Equity and Compliance, Title IX coordinator Margo Griffith***

Online Report: <http://www.uaf.edu/titleix/>

Phone: (907) 474-7300

Office Location: 355 Duckering Building, Fairbanks, AK 99775

***Name of Department Contact (responsible employee):***

Social Work Department

Name: Christina Ireton, LCSW, Field Director – Clinical Assistant Professor

Phone: 907-474-6513

Email: [cmireton@alaska.edu](mailto:cmireton@alaska.edu)

Office Location: Gruening 614A

**Center for Student Rights and Responsibilities (responsible employee):**

Phone: (907) 474-7317

Email: [uaf-studentrights@alaska.edu](mailto:uaf-studentrights@alaska.edu)

Office Location: 110 Eielson Building, Fairbanks, AK 99775

Website: <https://uaf.edu/csrr/>

**ADDITIONAL RESOURCES:**

Familiarize yourself with your location of travel prior to departure.

National and International Resources

- **U.S. Department of State:**
  - *Students Abroad:* <https://travel.state.gov/content/studentsabroad.html>  
Information on countries, locations of embassies/consulates, safety and security information
  - *Female Traveler:* <https://travel.state.gov/content/passports/en/go/Women.html>
  - *LGBTI Travel:* <https://travel.state.gov/content/passports/en/go/lgbt.html>
- **Cellular Abroad Travel Blog:** <http://www.cellularabroad.com/blog/>
- **United Nations:** Statistics on gender based violence <https://unstats.un.org/unsd/gender/vaw/>
- **International Domestic Violence and Abuse Agencies List:** <http://www.hotpeachpages.net/>  
An international inventory of hotlines, shelters, refuges, crisis centers and women's organizations, searchable by country, plus an index of domestic violence resources in over 70 languages.
- **International Crime Victim Compensation Program:** <http://ovc.ncjrs.gov/findvictimservices/search.asp>
- **RAINN Sexual Assault Resources:**
  - **International:** <https://rainn.org/get-help/sexual-assault-and-rape-international-resources>
  - **National:** Provides confidential, one-on-one, crisis support 24/7, Phone: 800-656-4673, <https://rainn.org/get-help/national-sexual-assault-hotline/>
- **National Domestic Violence Hotline:** Available 24/7 for anyone experiencing domestic violence, seeking resources or information, or questioning unhealthy aspects of their relationship. Phone: 1-800-799-7233, Phone (TTY): 1-800-787-3224, <http://www.thehotline.org/>

**IMPORTANT NOTES:**

***Privacy, Confidentiality and Responsible Employees***

Given the personal nature Title IX violations, many victims are understandably reluctant to come forward. As such, it is particularly important that they understand how to report and how that report will be handled. Reports made to the confidential resources are confidential and can be anonymous. Except in rare, extreme circumstances, nothing will be shared with anyone outside of these offices without explicit permission. Information shared with other UAF offices is kept as private as possible, but some information will be shared with the Title IX coordinator, who is expected to be made aware of all reported Title IX violations. Reports of sexual and/or gender-based discrimination must be reported by employees to the Title IX office within 24 hours unless the employee is designated as a confidential resource.

***Amnesty Protections for Reporters***

The University strongly encourages all individuals to report incidents violating University of Alaska's Sexual and Gender-Based Discrimination policy regardless of whether the consumption of drugs or alcohol was involved. Therefore, students who act responsibly by reporting information about violations of Title IX policy to the appropriate authorities will not face University disciplinary action for their own possible drug or alcohol consumption in connection with the reported incident as detailed in the amnesty policy. Title IX also protects against retaliation, defined as adverse employment, academic or other actions against anyone reporting or participating in an investigation of Title IX allegations.

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## APPENDIX F

### **UAF GOALS AND EXPECTATIONS Off-Campus Educational and Research Activities**

#### **UNIVERSITY OF ALASKA FAIRBANKS GOALS:**

Provide a safe environment for students, faculty, and staff regardless of location. Ensure that students, faculty, and staff have appropriate access to resources to address and assist with the resolution of interpersonal conflicts of any nature, including but not limited to sexual or gender-based discrimination (Title IX). Enable rapid communication between the involved parties, the department, and other offices on campus with relevant expertise in the event of any such conflict.

#### **EXPECTATIONS FOR PARTICIPANTS IN OFF-CAMPUS ACTIVITIES:**

Students, employees and affiliates who participate in any University of Alaska (UA) program are expected to uphold the highest standards of professional conduct while involved in an off-campus educational or research activity. Furthermore, employees are obligated to remain in compliance with UA's Employee Conduct expectations and/or appropriate Union Collective Bargaining Agreement. Students are obligated to remain in compliance with UA's Student Code of Conduct.

All participants in off-campus educational and research activities are also expected to be aware, respect, and comply with the customs, cultural norms, expectations, and laws of the country that they are working in. Not only does this ensure a safe environment, it also ensures good relations between the local community and those attending or leading the off-campus educational and research activities. All participants are also expected to follow the UA Sexual and Gender-based Discrimination policies.

Given their position of authority, faculty and staff managing, accompanying or supporting students and others during off-campus educational or research activities are expected to maintain a safe working and learning environment by communicating, prior to travel/ commencement of the activity, the reporting and safety resources available to participants for reporting incidents, resolving any issues, remaining alert for evidence of misconduct, and setting a professional tone throughout the activity.

Faculty and staff not designated as confidential resources are required to report incidents to the Title IX office at their home campus within 24 hours. Informing a supervisor who is present on site is one appropriate action, but the reporter should be aware that additional reporting may be necessary to appropriately resolve the situation. Confirm that the report was submitted to the Title IX Office.

#### **EXPECTATIONS FOR AN INTERNSHIP/ PROJECT COORDINATOR OR DEPARTMENT:**

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

#### **EXPECTATIONS FOR A THIRD PARTY EDUCATIONAL PROVIDER:**

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

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## APPENDIX G

### FERPA Release for Practicum

**Student name:** \_\_\_\_\_ **Student ID number:** \_\_\_\_\_  
(please print)

I give permission for the University of Alaska to release my education records, including my criminal background check, immunization records, first aid/CPR certification and any other personally identifiable information to:

\_\_\_\_\_ (name of practicum site) and

\_\_\_\_\_ (name of practicum site)

and to any other facilities where I may participate in practicum courses.

The purpose of this release is to convey information relative to my participation in practicum course(s).

I understand that under the Family Educational and Privacy Rights Act, 20 USC 1232g I have the right not to consent to the release of my education records.

This consent shall remain in effect until revoked by me, in writing, and delivered to University of Alaska Fairbanks – CLA – Social Work Department, but any such revocation shall not affect disclosures made prior to receipt of my written revocation.

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**





**APPENDIX H**

**UAF Social Work Program  
Practicum Learning Agreement Form**

**INSTRUCTIONS:** Before completing this, please see the detailed instructions and example that has been provided to you. Be sure to fill out ALL areas of the learning agreement. First, fill out the student information, practicum schedule, and supervision areas. Below that in the learning agreement boxes, student practice behaviors/learning goals have been outlined in the left-hand column. Students, in consultation with their Agency Field Instructor (AFI) (AND Supplemental Supervisor if you have one) are to select learning activities that will help them reach these practice behaviors along with how it will be evaluated. The column to the right of your learning activity should be initialed and dated by your Agency Field Instructor showing you've completed the task and when it was completed.

Academic Year (i.e. 2020 – 2021)	
Student's Name	
Phone number	
Email address	
Placement Agency Name	
Placement Agency Address	
Agency Field Instructor (AFI)	
AFI Phone number	
AFI Email address	
Supplemental Supervisor (SS) (if applicable)	
SS Phone number	
SS email	

**PRACTICUM SCHEDULE:**

<b>(Days of the Week and Hours – ONLY include your Practicum Schedule)</b>						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

**PLAN FOR SUPERVISION:** The Agency Field Instructor and the student must meet for a minimum of one (1) hour each week. The planned weekly supervision is on (mark with an X and include time):

\_S \_M \_T \_W \_TR \_F \_S TIME: \_\_\_\_

**SUPPLEMENTAL SUPERVISION:** If a student has an Supplemental Supervisor, they must meet for an additional minimum of one (1) hour each week. If applicable, the planned weekly supplemental supervision is on (mark with an X and include time):

\_S \_M \_T \_W \_TR \_F \_S TIME: \_\_\_\_

**Learning Agreement Competencies, Practice Behaviors, and Learning Activities**

All learning activities need completed by the end of the academic year. By the end of the first semester, the first set of competencies (1-5) are what are typically focused on and are expected to be mostly completed, however tasks in any area can be completed either semester.

**NOTE:** This learning agreement is for the entire academic year, so you need to think about tasks for the spring as well. Students need ONE task for each practice behavior, but may put more than one. Practice behaviors that are prefilled with a task, those are an identified, required task that students will complete this academic year and can also fulfil the task for that practice behavior. An additional task may be identified, but is not required in those specific areas.

**Definitions:**

**The Competencies and Practice Behaviors** – a broad and general statement of intended outcome set by the CSWE . These are based on the CSWE Competencies and Practice Behaviors. *Example: 1.2 Student will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations*

**Learning Objective and Learning Activities** – a statement of desired outcome that is written in a way that allows measurement (to demonstrate..., to obtain..., to collect...etc.) This can be paired with particular activities. *Examples: Student will read sections 1-3 of the policy manual and discuss in weekly supervision to demonstrate my understanding of that particular policy, or Student will complete an intake assessment to obtain the ability to engage a client in conversation about themselves.*

**Learning Activity:** What will the student do to demonstrate this practice behavior?

**Evaluation Method:** How will that be evaluated? Some examples are: Complete a one-page summary of what was learned, observation by AFI, write up case note and go over with AFI, complete a presentation for the agency staff, obtain engage skills by..., etc.

<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>		
<b>CSWE Required Practice Behaviors</b>	<b>Learning Activity &amp; Evaluation Method to Demonstrate Behavior</b>	<b>AFI initial and date when completed</b>
1.1 Student will make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;	<input type="checkbox"/> Student will demonstrate ability to apply the Code of Ethics by interviewing a worker about an ethical dilemma they have faced and how they handled it, and write up an ethical dilemma paper to be turned in for practice class. <input type="checkbox"/> _____	
1.2 Student will use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;	<input type="checkbox"/> Student will complete weekly journals demonstrating ability to connect competencies, skills, theory and the code of ethics to the practicum setting. These will be reviewed by practicum faculty and student will receive/apply feedback. <input type="checkbox"/> _____	
1.3 Student will demonstrate professional demeanor in behavior; appearance; and oral,		

written, and electronic communication;		
1.4 Student will use technology ethically and appropriately to facilitate practice outcomes; and		
1.5 Student will use supervision and consultation to guide professional judgment and behavior.	<input type="checkbox"/> Student will meet weekly with AFI, demonstrating appropriate use of supervision by coming to meeting on time, with a prepared agenda. AFI will observe and provide feedback.  <input type="checkbox"/> _____	

<b>Competency 2: Engage Diversity and Difference in Practice</b>		
<b>CSWE Required Practice Behaviors</b>	<b>Learning Activity &amp; Evaluation Method to Demonstrate Behavior</b>	<b>AFI initial and date when completed</b>
2.1 Student will apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;		
2.2 Student will present themselves as learners and engage clients and constituencies as experts of their own experiences; and	<input type="checkbox"/> Student will interview their AFI regarding the agency structure and overview, then complete an infographic on the agency and a presentation to classmates.  <input type="checkbox"/> _____	
2.3 Student will apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	<input type="checkbox"/> Student will complete weekly journals, engage in regular supervision as well as seminar to discuss own feelings, values, and bias - demonstrating self-awareness by identifying handling of those aspects.  <input type="checkbox"/> _____	

<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>		
<b>CSWE Required Practice Behaviors</b>	<b>Learning Activity &amp; Evaluation Method to Demonstrate Behavior</b>	<b>AFI initial and date when completed</b>
3.1 Student will apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and		
3.2 Student will engage in practices that advance social,		

economic, and environmental justice		
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<b>Competency 4: Engage in Practice-informed Research and Research-informed Practice</b>		
<b>CSWE Required Practice Behaviors</b>	<b>Learning Activity &amp; Evaluation Method to Demonstrate Behavior</b>	<b>AFI initial and date when completed</b>
4.1 Student will use practice experience and theory to inform scientific inquiry and research;		
4.2 Student will apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and	<input type="checkbox"/> Student will learn about resources in their community, identifying gaps and overlaps in resources, demonstrating ability to critically think by creating a community resource guide for clients.  <input type="checkbox"/> _____	
4.3 Student will use and translate research evidence to inform and improve practice, policy, and service delivery.		

<b>Competency 5: Engage in Policy Practice</b>		
<b>CSWE Required Practice Behaviors</b>	<b>Learning Activity &amp; Evaluation Method to Demonstrate Behavior</b>	<b>AFI initial and date when completed</b>
5.1 Student will identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;		
5.2 Student will assess how social welfare and economic policies impact the delivery of and access to social services;		
5.3 Student will apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.		

<b>Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>CSWE Required Practice Behaviors</b>	<b>Learning Activity &amp; Evaluation Method to Demonstrate Behavior</b>	<b>AFI initial and date when completed</b>
6.1 Students will apply knowledge of human behavior		

and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and		
6.2 Students will use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.		

<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>		
<b>CSWE Required Practice Behaviors</b>	<b>Learning Activity &amp; Evaluation Method to Demonstrate Behavior</b>	<b>AFI initial and date when completed</b>
7.1 Students will collect and organize data, and apply critical thinking to interpret information from clients and constituencies;		
7.2 Students will apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;		
7.3 Students will develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and		
7.4 Students will select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.		

<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>CSWE Required Practice Behaviors</b>	<b>Learning Activity &amp; Evaluation Method to Demonstrate Behavior</b>	<b>AFI initial and date when completed</b>
8.1 Students critically choose and implement interventions to achieve practice goals and		

enhance capacities of clients and constituencies;		
8.2 Students will apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;		
8.3 Students will use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;		
8.4 Students will negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and		
8.5 Students will facilitate effective transitions and endings that advance mutually agreed-on goals.		

<b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b>		
<b>CSWE Required Practice Behaviors</b>	<b>Learning Activity &amp; Evaluation Method to Demonstrate Behavior</b>	<b>AFI initial and date when completed</b>
9.1 Students will select and use appropriate methods for evaluation of outcomes;		
9.2 Students will apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;		
9.3 Students will critically analyze, monitor, and evaluate intervention and program processes and outcomes; and		
9.4 Students will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.		

Signatures below indicate agreement to the learning activities laid out. Students are expected to complete a learning activity in each practice behavior area with the support of their practicum agency.

---

Student Signature

Date

---

Agency Field Instructor Signature

Date

---

Supplemental Supervisor (if applicable)

Date

---

UAF Field Director Signature

Date

*\*This form is completed through Tevera*

**APPENDIX I**



**UAF Social Work Practicum Timesheet**

**Directions:** Mark the number of hours worked and what you did. Do not include your class time, time spent on coursework, or your schedule outside of practicum. It is the students' responsibility to keep track of their hours and keep copies of timesheets. You should break down your hours by activity as well (i.e. if you worked on orientation for 2 hours, then direct service for 6 hours, enter those separately).

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Time worked:** (from – to) \_\_\_\_\_

**Activity:** (drop down)

- Senior intensive
- Training (breakdown)
  - Agency orientation time
  - Webinar/Conference
  - Other \_\_\_\_\_
- Field seminar
- Weekly journaling
- Supervision (breakdown)
  - Individual
  - Group
  - Supplemental Supervisor
- Direct hours (breakdown)
  - Individual
  - Group
  - Families
  - Macro

- Please check this box if these were remote hours (i.e. done at home with approval)
- AK-CAST scholars* – mark number of victims served in this activity. If none, put 0.

**Signatures:**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Agency Signature

\_\_\_\_\_  
Field Director Signature





BSW FIELD PRACTICUM PLACEMENT ASSESSMENT INSTRUMENT @ MIDPOINT

## Confidentiality Statement

The information you provide to SWEAP is valuable to the social work program that sent you this survey and educators nationally. Your feedback informs program improvement efforts.

Information collected through this instrument will be combined with similar information from social work programs around the country and maintained in a confidential database by SWEAP. Returning this survey indicates that you consent to have your data collected. Your participation to improve Social Work education is appreciated and voluntary.

Thank You.

Student's Name

## Field Practicum Supervisor Education

Please indicate your education background (Mark all that apply)

<input type="checkbox"/>	BA or BS in Human Services field
<input type="checkbox"/>	BA or BS in Social Work
<input type="checkbox"/>	BS
<input type="checkbox"/>	MA in Liberal Arts field
<input type="checkbox"/>	MA in Human Services field
<input type="checkbox"/>	MSW or MA/MS in Social Work
<input type="checkbox"/>	MS
<input type="checkbox"/>	PhD in Human Services field
<input type="checkbox"/>	PhD or DSW in Social Work
<input type="checkbox"/>	Other

Please base your assessment of how well the Field/Practicum Student demonstrates their ability related to the performance of the practice behavior using the rating scale below. Please select your answer. Thank you.

Scale	Performance Measure	Description	Definition
5	Mastered Performance	The intern/student shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Mastered:</b> "somebody highly skilled at something." <b>Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.</b>
4	Superior Performance	The intern/student shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Superior:</b> "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competent Performance	The intern/student shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	<b>Competent:</b> "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included, but at the beginning or rudimentary level.
2	Inadequate Performance	The intern/student shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	<b>Inadequate:</b> "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern/student has not demonstrated application of the knowledge, values and skills related to the performance of the practice behavior.	<b>Lacking:</b> "missing, not present or available." Lacking performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.

**Competency 1 – Demonstrate Ethical and Professional Behavior**

Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern demonstrates professional demeanor in <b>behavior</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern demonstrates professional demeanor in <b>appearance</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern demonstrates professional demeanor in <b>oral</b> communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern demonstrates professional demeanor in <b>written</b> communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern demonstrates professional demeanor in <b>electronic</b> communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern uses technology ethically and appropriately to facilitate practice outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern uses supervision and consultation to guide professional judgment and behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

[Show the scoring guide](#)

## Competency 2 – Engage Diversity and Difference in Practice

Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the <b>micro</b> level	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the <b>mezzo</b> level	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the <b>macro</b> level	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern presents themselves as learners to clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern engages clients and constituencies as experts of their own experiences	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

Comments

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### Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice

Intern applies their understanding of social justice to advocate for human rights at the individual and system levels	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern engages in practices that advances <b>social</b> justice	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern engages in practices that advances <b>economic</b> justice	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern engages in practices that advances <b>environmental</b> justice	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

Comments

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### Competency 4 – Engage In Practice–informed Research and Research–informed Practice

Intern uses theory to inform scientific inquiry and research	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern uses practice experience to inform scientific inquiry and research	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern applies critical thinking to engage in analysis of <i>quantitative</i> research methods and research findings	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern applies critical thinking to engage in analysis of <i>qualitative</i> research methods and research findings	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

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### Competency 5 – Engage in Policy Practice

Intern Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern assesses how social welfare and economic policies impact the delivery of and access to social services	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice	1	2	3	4	5
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

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### Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

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### Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities

Intern collects and organizes data, and apply critical thinking to interpret information from clients and constituencies

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

1	2	3	4	5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

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### Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities

Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern facilitate effective transitions and endings that advance mutually agreed-on goals	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

Comments

[Show the scoring guide](#)

### Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Intern selects and uses appropriate methods for evaluation of outcomes	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies evaluation findings to improve practice effectiveness at the <b>micro</b> level	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies evaluation findings to improve practice effectiveness at the <b>mezzo</b> level	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
Intern applies evaluation findings to improve practice effectiveness at the <b>macro</b> level	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

Comments

[Show the scoring guide](#)

## Signatures

### Field Practicum Supervisor Signature

By typing your name below, you are "signing" this assessment.

### Student Signature

By typing your name below, you are "signing" this assessment.

**THANK YOU FOR TAKING THE TIME TO ANSWER THE QUESTIONS.**

[Submit And Finalize My Responses Above](#)

[Save My Choices Above](#)



## APPENDIX K

### POTENTIAL AGENCIES LIST

This list is not all-inclusive, and placements at these agencies is not guaranteed nor are they limited to this list. Use this list as an example of potential types of agencies students might be placed at. Students are placed in the community in which they live, whether in Alaska or in the lower 48.

#### **Interior Alaska**

Access Alaska  
Adult Protective Services  
Big Brothers Big Sisters  
Division of Juvenile Justice  
Fairbanks Memorial Hospital (Foundation Health Partners)  
Fairbanks Native Association – Ralph Perdue Center  
Fairbanks Youth Advocates - The Door Youth Homeless Shelter  
Fairbanks Veterans Center  
Fairbanks Youth Facility  
Fairbanks Rescue Mission  
Fairbanks North Star Borough School District  
Office of Children’s Services  
Resource Center for Parents & Children/Stevie’s Place CAC

#### **Southcentral**

**(including Anchorage and the Valley)**  
Alaska Native Justice Center  
Alaska Resilience Initiative  
Alaska Behavioral Health (Anchorage and Fairbanks)  
AWARE, Inc.  
Covenant House  
Fisher House (JBER)  
Standing Together Against Rape  
Big Brothers Big Sisters  
Office of Children’s Services  
Providence Hospital  
Kenaitze Indian Tribe  
Southcentral Foundation  
Cook Inlet Tribal Council

#### **Peninsula**

Haven House (Homer/Kenai)  
Kenai Peninsula Borough School District  
Seaview Community Services (Seward)

#### **Southeast (including Juneau)**

Bartlett Hospital  
Juneau Alliance for Mental Health, Inc. (JAMHI)  
Housing First  
Big Brothers Big Sisters  
Catholic Community Service  
SEARHC, Southeast Alaska Regional Health Corporation  
Catholic Community Services  
Sitka Tribes of Alaska  
Youth Advocates of Sitka

#### **Kodiak**

Kodiak Women's Resource & Crisis Center  
Kodiak Area Native Association  
Kodiak Youth Services  
Kodiak Rescue Mission

#### **Alaska - Statewide**

Bristol Bay Area Health Corporation (Dillingham)  
Ketchikan Indian Community Social Services  
Maniilaq Family Resources (Kotzebue)  
North Slope Health Corporation (Utqiagvik)  
Norton Sound Health Cooperation (Nome)  
Petersburg Mental Health Services (Petersburg)  
Yukon-Kuskokwim Health Corp (Bethel)  
Kuskokwim Campus RHS/HUMS programs (Bethel)  
Lower Kuskokwim School District (Bethel)

*\*This form is completed through Tevera*

**APPENDIX L**

**University of Alaska Fairbanks  
Social Work Department  
Practicum Agency Information Sheet**

**AGENCY INFORMATION**

**DATE:** \_\_\_\_\_

Agency Name: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Director: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Mission of Agency: \_\_\_\_\_

Is your agency:  Public  Private/Non-private  Private/for Profit  Non-Profit

Services Provided (check all that apply):

Specific Populations Served (check all that apply):

Homeless

Substance Use

Agency Hours and Days of Operation: \_\_\_\_\_

Can the agency accommodate students who need evening or weekend hours? YES/NO

Practicum Site (if different from above): \_\_\_\_\_

Hours and Days Social Work Staff are Present: \_\_\_\_\_

Please list primary staff persons who will be utilized as learning resources: (This includes staff who the student may shadow, but not identified as the AFI, as well as those identified as an AFI. Please identify persons previously approved or proposed as agency field instructors with an asterisk\*)

<u>Name</u>	<u>Position</u>	<u>Hrs/Week</u>	<u>Degree/License #</u>	<u>Approved or proposed field instructor YES/NO</u>
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**II. STUDENT INFORMATION** (Please indicate the number of students your agency would like to train)

1. Total number of students: \_\_\_\_\_
2. Is a vehicle required to complete practicum experience? Yes \_\_\_\_\_ No \_\_\_\_\_  
Are students reimbursed for mileage if personal vehicle used? Yes \_\_\_\_\_ No \_\_\_\_\_

**III. AGENCY OPPORTUNITIES/RESOURCES**

1. Check the agency resources available to social work students:

- |                       |                             |
|-----------------------|-----------------------------|
| _____ Office space    | _____ Telephone             |
| _____ Desk            | _____ Filing cabinet        |
| _____ Mailbox         | _____ Secretarial services  |
| _____ Agency vehicle  | _____ Travel reimbursement  |
| _____ Office supplies | _____ Other (Specify) _____ |
| _____ Computer        |                             |

Comments: \_\_\_\_\_

2. Does your agency have student stipends available? Yes \_\_\_\_\_ No \_\_\_\_\_:  
If yes, list the number available: \_\_\_\_\_ Amount per stipend: \_\_\_\_\_

What criteria will you use for awarding the stipend?

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2. Check the following learning experiences available to students:

- |                             |                               |
|-----------------------------|-------------------------------|
| _____ Individual Clients    | _____ DSM IV Diagnosis        |
| _____ Couples               | _____ Crisis Intervention     |
| _____ Families              | _____ Staff Development       |
| _____ Small Groups          | _____ Supervision             |
| _____ Team Relationships    | _____ Research/Evaluation     |
| _____ Teaching              | _____ Community Practice      |
| _____ Fund Raising          | _____ Organizational Practice |
| _____ Program Development   | _____ Consultation            |
| _____ Policy Development    | _____ Grant Writing           |
| _____ Collaboration         | _____ Legislative Activities  |
| _____ Other (Specify) _____ |                               |

3. Briefly describe models and strategies used in social work intervention with individuals, females, couples, groups, communities and organizations at your agency:

a. Individuals: \_\_\_\_\_

Issues/Populations Served: \_\_\_\_\_

b. Families and/or Couples: \_\_\_\_\_

Issues/Populations Served: \_\_\_\_\_

c. Groups: \_\_\_\_\_

Issues/Populations Served: \_\_\_\_\_

d. Communities: \_\_\_\_\_

Issues/Populations Served: \_\_\_\_\_

e. Organizations: \_\_\_\_\_

Issues/Populations Served: \_\_\_\_\_

**IV. STUDENT SUPERVISION AND TRAINING**

Check the types of supervisory and educational experiences available, and describe the amount of time, frequency, and nature of student involvement.

1. \_\_\_\_\_ Individual Supervision (one hour per week is required):

\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_ Group Supervision: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_ In-Service Training: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



*\*This form is completed through Tevera*

**APPENDIX M**

**UNIVERSITY OF ALASKA FAIRBANKS  
SOCIAL WORK DEPARTMENT  
FIELD INSTRUCTOR QUALIFICATIONS FORM**

***Please also upload resume.***

Alaska State Social Work Licensure # \_\_\_\_\_

OR other license # \_\_\_\_\_

Expiration Date: \_\_\_\_\_

LCSW/MSW \_\_\_\_\_

Other discipline: \_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

City/State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Have you previously supervised UAF social work students? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, when did you last supervise? \_\_\_\_\_

**Field Instructor UNDERGRADUATE DEGREE AND GRADUATE DEGREES**

	<u>INSTITUTION</u>	<u>DEGREE</u>	<u>YEAR &amp; MONTH OF COMPLETION</u>	<u>DEGREE OR SPECIALIZATION</u>
A.	_____	_____	_____	_____
B.	_____	_____	_____	_____
C.	_____	_____	_____	_____

**I. Social Work or other similar Practice: (paid employment and consultation)**

A. Agency: \_\_\_\_\_

B. Address: \_\_\_\_\_

\_\_\_\_\_ Zip \_\_\_\_\_ Phone: \_\_\_\_\_

C. Position Title: \_\_\_\_\_

D. Employment from (Date): \_\_\_\_\_

E. Area of practice expertise: \_\_\_\_\_

F. Current Employment Statue: Full Time \_\_\_\_\_ Part Time \_\_\_\_\_ # of Hours  
Per Week in Agency \_\_\_\_\_

*\*This form is completed through Tevera*

G. Responsibility for supervision of staff: Yes \_\_\_\_\_ No \_\_\_\_\_ # \_\_\_\_\_

H. Name and title of immediate supervisor: \_\_\_\_\_

I. Name of agency administrator/director: \_\_\_\_\_

J. PREVIOUS SOCIAL WORK POSITION(S):  
Position Agency Dates

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**II. OTHER FIELD/ACADEMIC APPOINTMENTS OR TEACHING EXPERIENCE**

INSTITUTION                      APPOINTMENT/EXPERIENCE                      DATES

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**III. PROFESSIONAL ORGANIZATIONS:** (memberships, participation, and leadership positions). **PUBLICATIONS OR PRESENTATIONS or LOCAL AND NATIONAL RECOGNITION, HONORS AND AWARDS.**

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**IV. NARRATIVE:**

A. What learning experiences do you feel you can provide a B.S.W. student?:

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B. Please identify your strengths and limitations which might affect your ability to provide students with supervision and education experiences.

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C. Which of your skills and experiences will be most helpful to you in this teaching role?

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*\*This form is completed through Tevera*

D. How will you utilize other agency staff members to support and enhance the student's learning experience?

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Has your license to practice Social Work/Counseling in ANY jurisdiction been limited, suspended or revoked? \_\_\_\_\_

Have you ever been convicted of a felony? \_\_\_\_\_

If yes to either question, please prepare a short written explanation.

## APPENDIX N

*\*This form is completed through Tevera*

### UNIVERSITY OF ALASKA FAIRBANKS SOCIAL WORK

#### PROPOSAL FOR PRACTICUM AT PLACE OF EMPLOYMENT

This form is to request a social work practicum placement be completed at a current place of employment. Please complete the following information and return to the Field Director. Decisions are made by the social work department based on the information provided.

Name \_\_\_\_\_ Date \_\_\_\_\_

Telephone \_\_\_\_\_ (Home) \_\_\_\_\_ (Work)

Agency Name: \_\_\_\_\_

Agency Address: \_\_\_\_\_

Proposed Field Instructor \_\_\_\_\_

Field Instructor Telephone \_\_\_\_\_

Employment Supervisor \_\_\_\_\_

Employment Supervisor Telephone \_\_\_\_\_

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#### CRITERIA FOR PRACTICUM AT PLACE OF EMPLOYMENT:

1. Practicum roles and tasks must be:
  - different from regular employment
  - new learning
  - appropriate to bachelor level social work
  - if possible, student should be provided a separate office space to complete their internship hours versus their current work.
  
2. Field Instructor must be approved by social work department in accordance with University of Alaska Fairbanks Social Work Department and Council of Social Work Education.
  - have a BSW, MSW or other approved degree
  - two years post graduation experience
  - commitment to social work education and the time requirements

- be a person other than the student's employment supervisor
3. Agency, student and Field Director (UAF) **must meet** to plan, negotiate and agree on proposal before approval can be given.
  4. Student will negotiate with Proposed Field Instructor, and Field Director (UAF) specific outcomes from the experience.

**Please complete the following:**

1. Current employment responsibilities-specific roles, tasks and activities:
2. Proposed practicum roles and tasks-specifically those that will produce **new** learning.
3. Does the proposed field instructor meet the qualifications listed above? Please explain.
4. Discuss ways in which the agency and the student will set boundaries between the student's work as an employee and their work as an intern.

**Schedule Information - Complete the following schedule information:**

Work Schedule	Practicum Schedule:
Monday _____	Monday _____
Tuesday _____	Tuesday _____
Wednesday _____	Wednesday _____
Thursday _____	Thursday _____
Friday _____	Friday _____
Practicum Start Date: _____	Practicum Ending Date: _____
Total Number of Practicum Hours: _____	
Number of Practicum hours that overlap, if any, with paid employment: _____	

Please submit with completed signatures (signatures can be done by entering a signature through Word, saving as a PDF and entering a signature, utilizing Docusign, or by printing then hand signing and scanning). If the POE placement is approved by the social work department, the Field Director will sign on appropriate line.

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Student

Date

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Employment Supervisor

Date

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Proposed Field Instructor

Date

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Field Director (UAF)

Date

## APPENDIX O

### University of Alaska Fairbanks Social Work Program

#### PROPOSAL FOR EXCEPTION TO TWO-SEMESTER PRACTICUM (Request for a Block Placement or Three Semester Placement)

Note: You should reach out to the Field Director who will request that you complete this form if needed. Please complete the following information and return to the Field Director. A decision by the Field Director and Department Head will be made based on the information provided.

Name \_\_\_\_\_ Date \_\_\_\_\_

Telephone \_\_\_\_\_ (home) \_\_\_\_\_ (other)

E-mail address \_\_\_\_\_

Reason for Exception Request:

Agency Name \_\_\_\_\_

Agency Address \_\_\_\_\_

Field Instructor Name \_\_\_\_\_

Field Instructor Telephone \_\_\_\_\_

Field Instructor E-mail address \_\_\_\_\_

#### CRITERIA FOR EXCEPTION TO TWO-SEMESTER PRACTICUM

1. Practicum student must identify a reasonable rationale for being unable to complete the practicum sequence in two semesters.
2. Agency and Field instructor must identify a willingness to have the student continue in their field placement through the summer.
3. Agency Field Instructor, Student and Field Director must meet to plan, negotiate and agree on this exception before approval can be given. It is the student's responsibility to initiate the request for an exception.
4. Student must enroll in SWK 466 Practicum III in order to complete hours during the summer months.

## APPENDIX P

### Social Work Licensing Resources Alaska

#### Acronyms:

CE or CEU: Continuing Education Units  
ASWB: Association of Social Work Boards  
LBSW: Licensed Bachelorette Social Worker  
LMSW: Licensed Master Social Worker  
LCSW: Licensed Clinical Social Worker

#### Alaska Social Work Licensing Links:

- **Main Board of AK Link** (with correct application fees):  
<https://www.commerce.alaska.gov/web/cbpl/ProfessionalLicensing/SocialWorkExaminers/ApplicationsForms.aspx>
- **LMSW Application Form** (includes temporary LMSW):  
<https://www.commerce.alaska.gov/web/portals/5/pub/csw4384.pdf>
- **LCSW Application Form:**  
<https://www.commerce.alaska.gov/web/portals/5/pub/csw4089.pdf>
- **Alaska Social Work Statutes (updated March 2020):**  
<https://www.commerce.alaska.gov/web/Portals/5/pub/SocialWorkStatutes.pdf>
- **ASWB Link:** <https://www.aswb.org/>

#### Fees Explained:

- The fees can change annually with the new state fiscal year. It is best to check the site for the correct current fee. Do not rely on the price indicated on the application form.
- **Application fee:** This is the fee paid at the time you turn in your application for any licensing level. Fees can be paid by check or with a faxed in credit card payment form. This is paid to the State of Alaska.
- **Temporary License fee:** LMSW and LBSW applicants can apply for a temporary license (good for one year only and non-renewable) to order for applicants to be able to work as an LMSW while waiting to sit for and pass their licensing exam. You must apply for this at the same time as your LMSW, and pay the temporary licenses fee with your application fee. The temporary license is not applicable to LCSW level applicants. Fees can be paid by check or with a faxed in credit card payment form. This is paid to the State of Alaska.
- **Licensing fee:** The licensing fee is what you pay biannually to hold your license at any level. You do not have to pay this fee when you initially apply, but do need to pay the fee to the State of Alaska by check or with a faxed in credit card payment form when you pass the licensing exam.
- **Licensing exam fee:** The fee for the test is separate from the licensing and application fee, and is paid to ASWB. You pay this when you are approved by the board to sit for you exam, and you sign up for an exam time on the ASWB website.

**Continuing Education (CE or CEU) Requirements:**

- All social workers holding a license in the state of Alaska must complete 45 hours of continuing education each licensing period. Hours must include:
  - For first licensing period, the requirement includes a minimum of:
    - Three hours in professional ethics
    - Three hours in telehealth
    - Six hours in substance abuse
    - Six hours in cross-cultural education related to Alaska Natives
  - After first licensing period, the requirement includes a minimum of:
    - Three hours of professional ethics
    - Six hours in substance abuse
    - Three hours in telehealth
    - Six hours in cross-cultural education, three of which must be Alaska Native-related
- Social workers are responsible for keeping track of their continuing education hours and ensuring they are approved by the Alaska board. CEs that have been approved by any social work board in the US are accepted by the Alaska board.

**General Licensing info (applies to all licensing levels):**

- The licensing period is biannual on even years. For example:
  - Begins July 1<sup>st</sup>, 2016 – ends June 30<sup>th</sup>, 2018.
  - Begins July 1<sup>st</sup>, 2018 – ends June 30<sup>th</sup>, 2020.
- Licensing fees must be paid bi-annually and continuing education requirements must be completed to maintain license.
- Social workers are responsible for knowing the state statutes and any changes.
- Note that the board in Alaska only meets every 3 months and they will not review applications until they are complete (often times references and transcripts hold up the process). Depending on the timing of the application being completed, they will review applications between meetings.
- It is recommended to send mail certified and check often with the board on applications and paperwork sent to ensure it have been received and gets into the correct file.
- Once a license is obtained, the social worker holding the license must display the license in their workplace.
- Licensed or not, social workers must uphold the NASW Code of Ethics, regardless of their workplace guidelines. Not upholding the Code of Ethics can ultimately result in their license being revoked or the inability to apply for a license.

**Additional BSW licensing info:**

- To apply for an LBSW, a person must have a BSW from an accredited university and three professional references.
- The process is submit application, approval by the board, pay for and sit for the exam, and will have license once the exam is passed.

- Continuing education requirements are the same at this level.
- One-year temporary licenses are also available at a BSW level.

**Additional LMSW licensing info:**

- To apply for an LMSW by examination, a person must have an MSW from an accredited university and three professional references.
- To apply for a temporary license, a person must also apply for a license by examination or by credentials (if they have a license in another state already). A temporary license is only issued once, for a period of one year. It cannot be renewed or issued for a second time.
- To apply for an LMSW by credentials, a person must have 1,500 hours of licensed work within the past 5 years while holding a similar license as the LMSW, 45 hours of CE's in the past 5 years (with additional specific CE requirements), and provide three professional references.

**Additional LCSW licensing info:**

- For LCSW, temporary licenses are not granted. To apply by examination, a person must have 3,000 hours postgraduate clinical experience in no less than 2 years with 100 hours of clinical supervision by an LCSW or an approved LPC and three professional references. Clinical supervision that takes place by an LCSW working outside of the person's workplace must be approved by both the person's supervisor in writing and the board in writing.
- For LCSW application by credentials, a person must have sat and passed an approved clinical level exam in the past two years, 1500 hours of work as a licensed social worker in the past five years while holding a similar license being applied for, 45 hours of CE's in the past 5 years (with additional specific CE requirements), and provide three professional references.

**The best contact for questions regarding licensure is:**

Occupational Licensing Examiner – Medical, Social Work  
Phone: (907) 465-2551



## APPENDIX Q

### Individualized Performance Plan

Student Name:

Other meeting participants and role of each:

Meeting date:

#### Background

The faculty member who initiated the plan will provide a summary of concerns, any prior efforts to address concerns and outcomes of those efforts. Additional documentation may be attached.

#### PLAN

Action	Desired Outcome	Person(s) Responsible	Review (e.g., weekly; by date)	Assessment (NP; IP; A)*

\*NP = No Progress, IP = In Progress, A = Achieved  
 Attach additional sheet if necessary

Proposed Final Review Date:

Optional (use additional sheet if necessary)  
 Faculty and/or Field Instructor Statement

Student Statement

Final Review Date:

Outcome: (Successful: Yes/No – if “No,” indicate further action to be taken)

Faculty Summary of the Performance Plan Process. Faculty member should provide a (a) brief rationale for the decision, (b) brief assessment of the student’s progress through the performance plan process, and (c) any recommendations for maintaining success.

---

Student signature date

---

Advisor/Liaison signature date

---

Other signature (specify role) date

## APPENDIX R

### Interviewing with an Agency

Prepare a resume to present when you interview at the agency.

Dress appropriately. You are interviewing for a social work position.

Be respectful of the field supervisor's time. Arrive on time or a few minutes early. Allow time to find the agency and park. Spend a few minutes gathering yourself and your thoughts.

1. Prepare for questions the agency might ask:
  - a. Why are you interested in this agency/program?
  - b. What strengths do you bring to this specific work?
  - c. Why do you want to be a social worker?
  - d. What would you hope to learn here?
  - e. How do you like to use supervisory conferences?
  - f. What experiences with diverse populations have you had?
  - g. Describe your learning-or work style?
  - h. How do you handle stress?
  - i. Do you have any personal experience with the issues we work with here (domestic violence, child abuse, alcoholism, etc.)?
  - j. How many hours and what specific days will you commit to being here?
2. Plan the questions you may want to ask during the interview.
  - a. What do you expect from a student?
  - b. What would a typical day be like?
  - c. What would a supervisory session with you be like?
  - d. What kind of orientation will I receive?
  - e. What hours do you expect a student to have?
  - f. Are there meetings that I am required to attend?
  - g. Will I need a car: if yes, who pays for mileage and insurance?
  - h. Is there other staff I would work with: If so, may I meet them?

Expect the unexpected. Some questions may surprise you. It is appropriate for you to say, "Let me think about that" or "I don't know how to answer."

Sometimes people want to see how you handle a stressful situation. Others may want to know what personal issues may get in the way of working with their clients. Do not be surprised if you are asked scenario questions. Answer as best

you can, and admit what you don't know.

Technically this is not a job interview, so there are not the same guidelines regarding "illegal" questions, for example about your marital status, or disabilities. If you feel the question was inappropriate, you may ask how that fits with this experience.

**If you have personal issues that may affect your work with clients, talk with the field coordinator about how to prepare for your interview. You are not required to discuss personal issues, but you do need to be honest with yourself and your potential field supervisor.**

After the interview—reflect on your experience. What are your reactions to the agency, the field supervisor, and about the possibility of learning in that environment?

Follow up. It is always appropriate to send a thank you note. Even though you may not complete your placement at that agency, it is very possible that in the future you may be working with them or even applying for a job there.

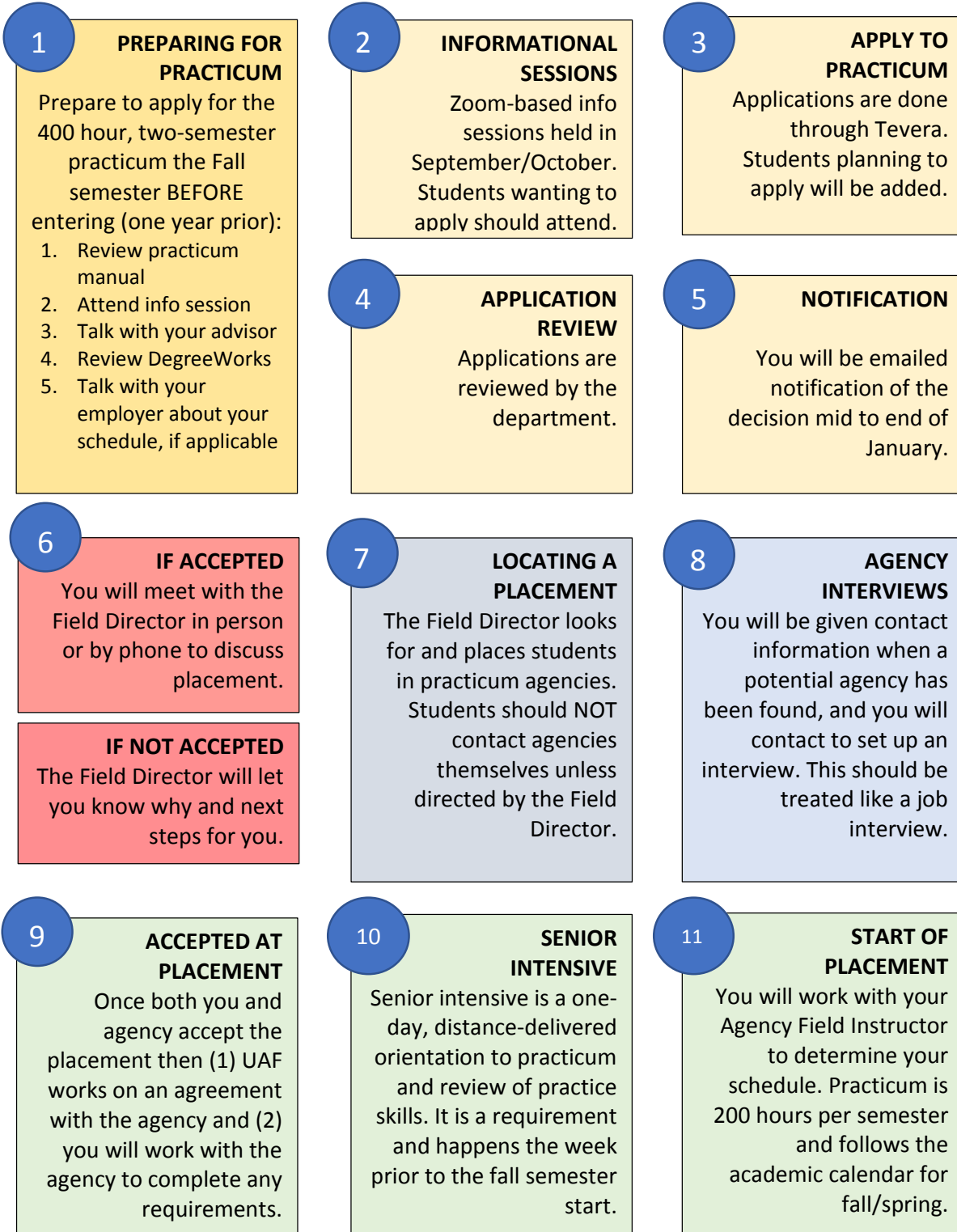
If either you or the potential instructor feel this placement will not work for you don't panic. We just schedule another appointment and discuss other options. Remember you did list other options. You will find a placement and have a successful practicum.

If you and the agency accept your placement, contact the practicum office for the additional paper work.



## APPENDIX S

### UAF SOCIAL WORK DEPARTMENT PRACTICUM PROCESS FOR STUDENTS



**APPENDIX T**

*\*This form is also on Tevera*

**UAF Social Work Department  
Senior Practicum - Checklist for Students**

Attend info session the fall semester prior to the year you want to enter practicum.
Meet with advisor to discuss readiness to enter practicum.
You'll receive an invite to your Tevera account. Follow your invite link, and review "application to practicum". Tevera is where you will complete all forms (including your application) for practicum.
Read the Practicum Manual available on our website and by request via email.
Complete and turn in all application pieces by the deadline <ul style="list-style-type: none"> <li>○ The Malpractice form must be completed and SIGNED.</li> <li>○ The student agreement form (that you have read the Manual) must be completed and SIGNED.</li> </ul>
After receiving you an acceptance letter by email, contact the Field Director to set up a meeting. Prepare for this meeting by: <ul style="list-style-type: none"> <li>○ Deciding what top three populations and/or issues you'd like to work with in your practicum. Make note of places you cannot be placed due to potential conflicts.</li> <li>○ Disclosing anything that may prevent placement or limit placement options.</li> <li>○ Researching potential agencies you may be interested in that are in your area. <b>*Note – you should NOT be contacting agencies, only researching them.</b></li> </ul>
Update your contact information and check your email often. The Field Director will communicate primarily by email and only to your UA with you regarding your practicum.
At the direction of the Field Director, you will be told who to contact at an agency to set up an interview. <b>*Note – you should NOT contact agencies with being directed to do so by the Field Director.</b>
Complete an interview at the agency. Prepare for this by: <ul style="list-style-type: none"> <li>○ Reviewing the interview handout in the Practicum Manual</li> <li>○ Researching the agency online</li> <li>○ Coming up with questions you have about the agency and placement opportunities. Be prepared to talk about yourself, your experience, and what your interests in placement are.</li> <li>○ Dress as if it is a job interview. Bring your resume if you have one. Arrive on time. Be professional.</li> </ul>
After you are accepted at an agency, you should: <ul style="list-style-type: none"> <li>○ Confirm the placement with the Field Director</li> <li>○ Set up a meeting with your Field Instructor/Site Supervisor (at the agency) to discuss your schedule and opportunities you will have in placement.</li> <li>○ Check with the agency to complete any additional requirements you need before starting your placement. This may include an agency orientation, background paperwork, etc. <b>DO NOT DELAY DOING THIS!</b> Check in with them again before the start of the semester.</li> </ul>
Attend Senior Intensive <ul style="list-style-type: none"> <li>○ This is one day long, distance delivered, the week before fall classes start. It provides an orientation to practicum and a review of practice skills. This prepares you for your Practice I class and practicum. It is <b>MANDATORY</b>.</li> <li>○ Complete all prep material for senior intensive.</li> </ul>
Complete, Sign and turn in FERPA form on Tevera.

Start practicum the first week of the fall semester!

APPENDIX U

*\*This form is completed through Tevera*



**Social Work Practicum  
Agency Orientation Checklist**

Objective: To orient the student to the workings of the practicum placement and begin a successful relationship between the student and agency field instructor. Below are recommended tasks for getting the student started at the agency.

***Student and AFI, please initial and date when completed.***

- Develop a written orientation schedule and make a checklist of tasks students should complete during orientation.
- Establish a schedule and beginning tasks for student after orientation.
- Schedule weekly supervisory meetings (required by CSWE). Discuss this process together, review the form provided and discuss roles in preparing for supervision
- If applicable, student should schedule weekly meetings with their outside field instructor
- Send a memo to agency staff introducing the intern
- Provide an agency tour
- Introduce the student to staff and their roles
- Establish a space for the student to work (desk, computer, phone, etc.).
- Provide policies and procedures for the student to review
- Provide information on the history of the agency, organizational structure, services provided...
- Discuss the process for providing services
- Provide agency forms for review
- Review with the student the practicum syllabus and assignments
- Set learning goals, complete learning agreement
- Arrange for student to shadow with various staff/roles
- Arrange for student to visit key agencies in the community

Other:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## APPENDIX V

*\*This form is completed through Tevera and is a weekly requirement.*

### Weekly Supervision Agenda Form

Meeting Date: \_\_\_\_\_

#### **Reminders (checkboxes)**

- Student complete weekly timesheet/run report for signature.
- Review and Discuss Learning Agreement - *AFI initial and date on the learning agreement completed tasks/activities.*

#### **This past week:**

- Summary Activities/Tasks completed:  
*Discuss activities completed, when completed, and competency they connect to.*
- Successes, Strengths:  
*Student:*  
*Agency Field Instructor:*
- Steps to improve and/or further develop level of competence:  
*Student:*  
*Agency Field Instructor:*
- How do you see the Code of Ethics being applied in practicum? Discuss.  
*Student and/or AFI comments:*

#### **Upcoming Week:** (Student and/or AFI can fill in)

- Activities/Tasks planned:
- Goals, specific skills, etc. to focus on:
- **Other areas of concern/discussion:**

#### **On-going (projects, etc.) to work on:**

- Things to follow up on, assignments due, who is responsible:

**If applicable: Supplemental Supervisor input:** \_\_\_\_\_

Next supervision meeting date: \_\_\_\_\_

*\*This form is completed through Tevera and is a weekly requirement.*

Student signature:

Agency Field Instructor signature:

Supplemental Supervisor (if applicable):

**APPENDIX W**

*\*This form is completed through Tevera*

**UAF Social Work Program  
Confirmation of Placement and Roles/Responsibilities**

Placement Agency:

Student name:

Agency Field Instructor Name:

**Confirmation of placement**

- Signature below confirms that the agency has offered this student a practicum placement at their agency, and the student has accepted the placement.

**As the identified Agency Field Instructor, I agree to:**

- Complete the Agency Field Instructor training my first year as a field instructor, and the annual orientation meeting subsequent years as a field instructor.
- Provide the student with an orientation to the agency.
- Assist the student in completing their learning agreement.
- Review and sign off regularly on student time logs.
- Meet with the student weekly for a minimum of one hour, reviewing and signed the supervision form and signing off regularly on completed learning agreement tasks.
- Provide constructive feedback to the student that contributes to their growth in learning.
- Complete a mid-year and end of year skills evaluation.
- Participate in site visits with UAF faculty and the student, and complete performance evaluations of the student mid-year and end of year.
- Create a plan for the student to work independently on tasks or with another appropriate staff member in the event that I will not be available to the student (i.e. on vacation).
- If applicable, communicate with the student's Supplemental Supervisor.
- Communicate with the UAF Field Director if/when issues arise, or if I can no longer serve as a field instructor.

**As the UAF Social Work Program Student placed at the agency, I agree to:**

- Uphold the professional values of the social work field, adhering to the NASW Code of Ethics.
- Adhere to the UAF Student Code of Conduct and UAF Social Work Program Code of Conduct.
- Review and follow the Student Rights and Responsibilities found in the student handbook and the UAF Social Work Practicum Field Manual.
- Communicate regularly with my field instructor.
- Communicate issues with my field instructor and/or UAF faculty as soon as they arise.
- Contact the Field Director immediately if a criminal charge or otherwise incident occurs that may impact my agency placement and/or ability to work with vulnerable populations.

---

Student Signature

Date

*\*This form is completed through Tevera*

---

Agency Field Instructor Signature

Date

## APPENDIX X

*\*This form is completed through Tevera*

### **UAF Social Work Department Practicum Placement Student Agreement**

Your signature indicates that you agree to adhere to expectations outlined in the Field Manual, as well as the behavioral expectations of students in the UAF Bachelors of Social Work program.

#### STUDENT RESPONSIBILITIES

1. Review the Field Manual. You understand that you are responsible for first referencing this manual if you have questions.
2. Adhere to the National Association of Social Worker (NASW) Code of Ethics and Social Work Values, UAF Social Work Department Policies, UAF Student Code of Conduct, and Affiliate (Agency) Policies.
3. Engage in professional behavior in the practicum setting to include regular communication with the Affiliate and UAF Faculty regarding the practicum placement and program expectations.
4. Complete all required practicum related paperwork as directed by UAF Social Work and the Affiliate.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_