



University of Washington
School of Social Work

Building Better Tomorrows

Practicum Manual

for the

Bachelor of Arts Degree

in

Social Welfare

Office of the Practicum
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BASW Practicum Manual 2008 Edition

This reference manual, for use by students and practicum instructors, includes copies of all practicum guidelines and documents.

This manual is available in its entirety on the Practicum website, at www.ssw.washington.edu/practicum.

Electronic Document Formats: Online versions of practicum documents such as contracts and evaluations are available in two formats: PDF (read only) and Word versions, which are templates that can be saved to your own computer and worked on electronically. Text lines of saved templates will expand as needed, to allow for more comprehensive information from students and agencies.

Submission of Documents: All documents should be submitted via regular mail or hand-delivered, so that original signatures can be on file as required by the Council on Social Work Education. In urgent circumstances they may be emailed or faxed with advanced notice and approval, as long as the originals are also submitted.

Practicum policies are developed by the Practicum Coordinating Committee in accordance with instructional standards of the Council on Social Work Education and in conjunction with the Practicum Advisory Committee.

For questions or comments regarding matters of policy, contact Stan de Mello, Co-Director of BASW Practicum, at 206/616-5983 or email: demellos@u.washington.edu.

For general administrative assistance, contact Assistant Coordinator for Practicum, Cheryl Yates , at 206/543-8618 or email: dancin1@u.washington.edu. You may also contact Liz Collier, also Assistant Coordinator, at 206/221-6171 or email: ecollier@u.washington.edu.

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Mission and Goals

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

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

We embrace our position of leadership in the field of social work and join in partnership with others in society committed to solving social problems.

BASW Curriculum Goals

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

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

BASW Program of Study - 63 credits

To help prospective students understand the sequencing of the Social Welfare curriculum, the following Model Program of Study shows a typical progression for the degree. Students are expected to complete remaining degree requirements such as Areas of Knowledge or elective courses during the two year program. Students are encouraged to use the “Quarterly Schedule Worksheet” on the following page to assist in planning the Program of Study.

Social Welfare courses (Soc Wf) must be taken in sequence as noted. Any deviation from the scheduled Social Welfare courses must be approved by Todd Herrenkohl, Director of BASW Program. Many students choose to take electives during the summer between the first and second year in the program.

1st year (junior year)

AUTUMN	WINTER	SPRING
<i>Soc Wf 200</i> Introduction to Social Work Practice ¹ (5)	<i>Soc Wf 320</i> Social Welfare History/Policy (5)	<i>Soc Wf 310</i> Social Welfare Practice I (3)
<i>Soc Wf 402</i> Human Behavior & Social Environment/Theory/Diversity I (5)	<i>Soc Wf 403</i> Human Behavior & Social Environment/Theory/Diversity II (5)	<i>Soc Wf 404</i> Cultural Diversity and Social Justice (5)
<i>Soc Wf 315</i> Community Service Learning (2)	<i>Soc Wf 315</i> Community Service Learning (2)	STATS 220 Basic Statistics ² (varies)
(12)	(12)	(10) ³

Introductory statistics course must be completed prior to taking Soc Wf 390 in the second year in the program. We strongly recommend that students complete the course prior to admission to Social Work.

2nd year (senior year)

AUTUMN	WINTER	SPRING
<i>Soc Wf 311</i> Social Welfare Practice II (3)	<i>Soc Wf 312</i> Social Welfare Practice III (3)	Social Welfare Practice Selective
<i>Soc Wf 390</i> Introduction to Social Welfare ⁴ Research (5)	<i>Soc Wf 405</i> Practicum Seminar (1)	<i>Soc Wf 405</i> Practicum Seminar (1)
<i>Soc Wf 405</i> Practicum Seminar (1)	<i>Soc Wf 415</i> Practicum (4)	<i>Soc Wf 415</i> Practicum (4)
<i>Soc Wf 415</i> Practicum (4)		
(13)	(8)	(8)

¹ Not required if Soc Wf 200 has been taken previously.

² Or equivalent, may be taken any quarter prior to second year, or prior to admission.

³ Credit Total does not include statistics course.

⁴ Introductory statistics course must be completed with a grade of 2.0 or higher before beginning Soc Wf 390.

Practicum Instruction and Social Work Education

Practicum Instruction is an integral component of social work education. Practicum teaching is conducted by professional social work practitioners selected by agencies and approved by the faculty of the School of Social Work. As part of the total BASW curriculum, the Practicum provides students with an opportunity for the development and enhancement of social work knowledge and skills as well as an understanding and appreciation of a scientific and analytic approach to knowledge building and practice.

Certain underlying assumptions guide the organization and implementation of the Practicum and give direction to agency personnel and University faculty involved in Practicum education. These assumptions are as follows:

1. The Practicum is necessary to translate social work knowledge effectively into practice skills and competence.
2. Agencies and the School of Social Work share a commitment to the highest standards of social work education with agencies providing educational opportunities for students through the provision of Practicum sites and Practicum Instructors.
3. The School of Social Work, the agency and the student share a common commitment to education as the primary purpose of the Practicum. Service to the agency, its clientele and the community are secondary purposes and result from the student's involvement in practice organized around educational objectives.
4. The Practicum must present opportunities for students to become knowledgeable about social welfare and social work practice within the larger community and, in addition, must include opportunities for students to become sensitive to the broad issues and trends in social welfare services.
5. The Practicum must provide opportunities for students to gain experience in working with a diverse range of persons and, with assistance from the Practicum Instructor, in understanding the relationship of diversity in race, color, creed, religion, national origin, sex, sexual orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran to the complexities of social work practice.
6. The Practicum Instructor must model social work values and ethics and provide instruction about values and ethics and their implications for social work practice.

Our approach to Practicum education is based on theories related to adult learning and applied learning. It is our belief that an applied profession, such as social work, must provide applied learning opportunities for students attempting to master and synthesize social work knowledge, values and skills. It is our further belief that the application of adult learning theory is particularly appropriate in a setting in which learning takes place through active rather than passive means. Andragogy emphasizes experiential learning, immediate application of learning, evaluative feedback and self-evaluation.

Consequently, we emphasize a teacher-learning partnership and equity in processes related to educational assessment, learning styles assessment, practicum contracting and practicum evaluation.

Instruction is provided by the Practicum Instructor on site in the agency. Teaching approaches include individual supervision, discussion, simulation, assigned cases and/or projects, readings and, in some

cases, group seminars for students in some agencies with multiple students. Students are evaluated quarterly by the Practicum Instructor. A standardized evaluation form is used which mirrors the contract.

Classroom and Practicum Integration

The integration of class and field occurs through many efforts and methods. Students are given class assignments which relate to their practicum and conversely, students are required to give copies of their course syllabi to their Practicum Instructors. The BASW Practicum Coordinator teaches one section of the Practicum Seminar and participates in regular meetings of all Practicum Seminar instructors. BASW Practicum Seminar Instructors serve as Practicum Liaisons for the students in their section. Practicum Instructors are given an explanation of the curriculum during training sessions. The Practicum Advisory Council is made up of classroom faculty, Practicum Instructors, Practicum Coordinators and students. The BASW Practicum Coordinator sits on the BASW Curriculum Committee. The SocWf 311/312 (Practice) Instructor must give permission for the student to enter Foundation Practicum. The Practicum Manual which is distributed to students, faculty and Practicum Instructors includes a detailed description of the curriculum as well as all policies, procedures and resources of the School, and the Curriculum Policy Statement of the Council on Social Work Education (please see Appendices).

Learning Objectives for the Undergraduate Practicum -

1. To define the profession of social work, distinguishing it from other professions and determining if the profession is the right choice for the student, to define and to use social work values and ethics, and to begin to develop a professional identity.
2. To explore social justice as the framing value of social work practice, with respect to the strengths, values, beliefs, and unique attributes in clients' social identities including age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
3. To critically examine the dimensions, causes, and consequences of poverty and inequality and social welfare policy responses, and to critically analyze the impact of public policy on the delivery of services.
4. To prepare students for entry level generalist practice in organizations, communities, tribes, and the policy environment, informed by knowledge pertaining to human behavior and the social environment, multiculturalism, and social justice.
5. To prepare students for entry level generalist practice with individuals, families, and groups, informed by knowledge pertaining to human behavior and the social environment, multiculturalism, and social justice.
6. To define the range of methods for developing evidence-based social work practice including the critical appraisal of the literature, development of research questions, and strategies and techniques of conducting practice relevant research.
7. To demonstrate professional behavior and professional growth including communication skills and dependability.

In the Practicum as in the classroom, the objective is to produce a competent and ethical generalist practitioner who will work with and on behalf of individuals, groups, families, organizations and communities. Practicum instruction is purposeful, planned and has specific and graded educational objectives. As the student progresses through the various stages of learning, the student is measured

against stipulated indicators of performance. The student has, as a result, a measure for self-evaluation as a beginning practitioner, who will work with supervision and with foundation knowledge in selected fields of practice.

Students are placed in a range of agencies that will provide them both direct and indirect practice experience. Key criteria for BASW placement agencies are that they provide services to traditionally underserved populations and that students will have practicum experiences with all of the following: individuals, families, groups, organizations and communities.

The Practicum has been and continues to be one of the unique components of social work education, rooted as it is in agency practice, with supervision of the student by professional practitioners delegated by the agency and approved by the School to carry our education responsibilities in respect to a student's learning.

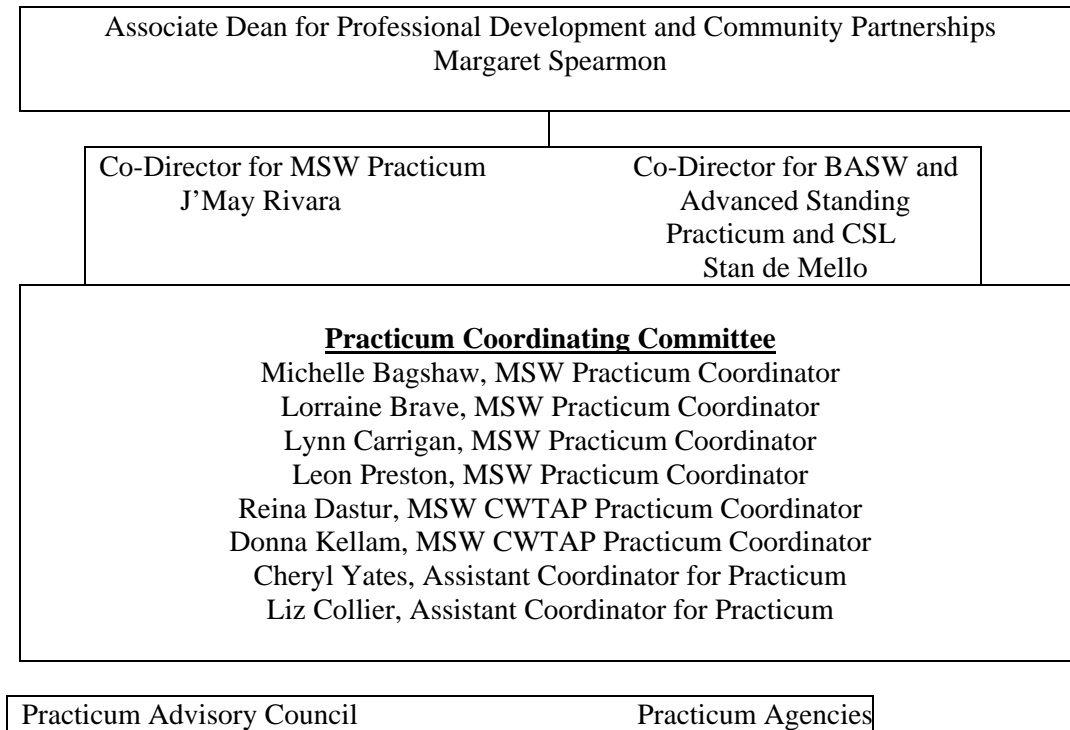
Practicum Administration

The Practicum is administered by the Practicum Coordinating Committee which is composed of the Director of Practicum, as Chair; the MSW Practicum Coordinators, the BASW Practicum Coordinator; and the Alternative MSW Program in Tacoma Practicum Coordinator.

The Practicum Coordinating Committee is staffed by the Assistant Coordinator for Practicum.

The functions of the Practicum Coordinating Committee are to develop and administer policy affecting Practicum practices, procedures, and planning including the placement process; review and resolve practicum policy issues or conflicts emanating from and between the MSW Foundation, the MSW Advanced curriculum and the BASW Program; oversee administrative procedures necessary for Practicum management; establish and maintain central files of Practicum sites; develop workshops and seminars for Practicum Instructors, and provide liaison support to students and practicum agencies.

Practicum Administrative Structure



Practicum Advisory Council

In order to strengthen linkages and partnership between the School of Social Work, Practicum Instructors and practicum agencies, a Practicum Advisory Council has been established. The Practicum Advisory Council provides consultation to the School of Social Work faculty and Practicum Coordinating Committee regarding practicum curriculum, policies and procedures as well as coordination between classroom and field learning experiences.

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

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

1. Develop and implement mechanisms of interaction among practicum and classroom faculty and staff for the purposes of curriculum development, evaluation and instruction.
2. Develop standards of excellence in practicum instruction.
3. Recognize contributions of practicum faculty to the education of social work students.
4. Include practicum faculty on School of Social Work committees that are relevant to practicum instruction.
5. Increase opportunities for the continuing education of practicum faculty, including training and conferences.
6. Increase classroom faculty participation in practicum education and increase practicum faculty participation in classroom education.

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

September 19, 1994

Practicum Liaison System

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

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

The duties of the Practicum Liaison are to:

1. Contact assigned students and agencies by telephone and/or email early in the placement to facilitate introductions, provide information about availability and basic practicum requirements, clarify and to offer to meet with any student who is not already known to the liaison or who have any questions or concerns.
2. Visit the agency at least once during the practicum to meet with the student, instructor, and any task supervisor, to provide support, education, monitoring, and assessment of progress; additional liaison visits will be made as needed to students and agencies requiring additional support and monitoring.
3. Review the student's goals, strengths, progress, and needs before and during the liaison visit. Student files with background information and previous evaluations should be checked out and reviewed prior to the visit, replaced with an Out card, and examined for completeness and relevant information that may be necessary for the meeting. Practicum files/documents should be returned to the Practicum Office in a timely manner.
4. Provide information and answer questions regarding School expectations of practicum, educational programs and policies, curriculum objectives, classroom experiences and assignments, and other practicum requirements, and make suggestions for ways of applying classroom learning through practicum activities to build professional competencies;
5. Assist with the development of the educational contract and/or evaluation if requested; and review the Contract and Evaluation for completeness and satisfactory learning prior to assigning credit. The liaison will communicate with the student and PI regarding needed additions to the Contract or Evaluation, and will notify them of deadlines and consequences of missing or unsatisfactory paperwork. Liaison will also notify student and PI regarding Immunization Noncompliance status of a student.
6. Assess and address the effectiveness of the learning environment, quality of supervision, adjustment of the student to the placement, coordination between instructors and other agency personnel involved with students, and the fit of the practicum for the student's goals, abilities, and learning style;

7. Provide on-going support and contact as needed to students and instructors in order to maximize learning and professional development. Liaisons should be responsive to student questions and concerns in a timely manner, clarifying their schedules and other avenues of assistance when they are not available.
8. Educate students and instructors about contacting the Practicum Liaison with any concerns about a placement, so that the liaison can work to resolve the issues. No placement change can occur without the approval of the Practicum liaison and Director of Practicum;
9. Assist the student and instructor in giving direct feedback, discussing and understanding principles of adult learning, competency criteria, and Essential Skills and Abilities, and in designing mechanisms for improving satisfaction and/or performance in practicum, including written documentation of difficulties. Incidences and consequences of unprofessional or unethical behavior should be discussed in advance of the evaluation process, to afford students and instructors the opportunity to work towards resolution;
10. Consult with the practicum instructor and Practicum Coordinating Committee and/or Director of Practicum about student difficulties in practicum and before making any changes of practicum placement sites. Notify all Practicum Coordinators and Practicum Assistants about any practicum changes;
11. If a student is moved from a placement partway through a quarter, the Practicum Liaison requests that the Practicum Instructor provide a written summary of the student's learning activities up to that point in the quarter, along with summary of hours completed and recommendation for credit or no credit. The Liaison notifies the student about also submitting a written summary of learning and evaluation of the practicum. These summaries will be entered in the student file. .
12. The Liaison replaces students who have been asked to leave practicum or who make that request themselves, subsequent to the above processes, and will provide the new practicum instructor with the previous evaluations or summaries of learning. This receiving instructor will be responsible for making another written summary of activities and hours, assessment of progress, and recommendation for credit;
13. Liaisons may also refer a student to the Co-Directors of Practicum and make recommendations that a student's progress be reviewed by the Assistant Dean for Student Affairs, the MSW Program Director, and/or the Associate Dean for Professional Development, if there are on-going difficulties in practicum that cannot be resolved.
14. The Liaison insures the following documentation:
 - a) a summary of each liaison visit, to be placed in the student's practicum file.
 - b) a record of relevant meetings, calls, and emails with students and agencies, to be kept in the student file in the Practicum Office, or in satellite files in the Liaisons' office, available for review;
 - c) a quarterly log of all practicum visits, submitted to the Director of Practicum at the end of each quarter

Practicum Instruction Policies

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

1. The School in cooperation with the practice community provides a broad range of Practicum opportunities.
2. The School administers the Practicum Program through the provision of staff and faculty resources for coordinating and monitoring student learning. The School's responsibilities include: setting educational objectives, setting standards for desirable skill levels, selection of Practicum sites and approval of Practicum Instructors, assignment of students to Practicum sites and the provision of support services, seminars and workshops for Practicum Instructors.
3. Students must be in good academic standing before placement in a practicum. Placement in a practicum is dependent on the faculty judgment of students' readiness for placement in an approved agency. Readiness for a practicum means that a student has the motivation and skills to pursue the educational objectives outlined in the Practicum Manual, and meets the Standards for Essential Abilities and Attributes for Admission and Continuance in the School of Social Work.

Assignment and placement of students are made on the basis of their educational needs as determined by Practicum Coordinators and students. In order to broaden knowledge and skills, students are assigned to settings which are different from their previous experiences for the Foundation Practicum. Students must complete a combination of micro, mezzo, and macro learning experiences in the Foundation Practicum. When planning Advanced placement, Practicum Coordinators review student learning plans to make sure the plan and concentration are consistent with practicum choice. If not, the Coordinator alerts the Assistant Dean for Student Affairs and the Co-Director of BASW Practicum. Students are placed in agencies which will provide practice experiences with diverse client populations. Students and agencies must have a clear understanding that the Practicum placement is part of the students' overall educational program and not a job placement. Students do not arrange their own practicum. Assignment of students is made without discrimination on the basis of race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era veteran.

4. In order to begin the Practicum, the students' SocW 310/311 instructors must recommend that the student is ready for placement. If a student disagrees with the recommendation of the Instructors, they should start with the School of Social Work Grievance Procedures or the services of the Ombudsman to challenge the Instructor's recommendation.
5. **Incompletes** in Practicum must be credited by the end of the following quarter. The Practicum Liaison will notify the Practicum Instructor and student at the beginning of the following quarter that the Incomplete must be cleared and the current quarter hours completed by the end of the quarter. Students may not carry two Incompletes in sequence.

If the current quarter hours cannot be completed, the student will be advised to change his or her registration to the amount of credit hours they can complete by the quarter's end. Unless this change occurs in the first ten days of the quarter, the student will incur a late change fee. Students with two Incompletes in sequence will not be allowed to register for the next quarter or will be deregistered if already registered.

If a student is not able to complete the credits in question, the Liaison must review the situation with the Co-Director of Practicum. Together they will determine the need to consult with the Assistant Dean for Student Affairs and the BASW Program Director. This group will make a recommendation for next steps, which may include a referral to the School of Social Work Review Committee.

6. Students are required to repeat any required course which they fail and dependent on the scheduling of required courses, such a repeating of a course may result in a delay in graduation from the program.
7. **Immunizations:** Students must be compliant with University of Washington Health Sciences Immunization requirements before starting their placement and while in practicum. These requirements are in addition to immunizations necessary for admittance to the University.
8. If a signed and approved Learning Contract and/or Acknowledgement of Risk Form is not on file by the end of the first quarter of practicum, the student will not be able to continue in their practicum.
9. The Practicum Agency and/or the School of Social Work have the right to terminate a student's placement following consultation between the Practicum Instructor and the Practicum Liaison. Practicum Liaisons will consult with the Co-Director to determine next steps for students. Next steps may include: 1) Replacement to a new practicum site; 2) Co-Director and Practicum Liaison consultation with Assistant Dean for Student Affairs and BASW Program Director, or 3) Referral to Student Review Committee.)
10. Students may use the School of Social Work Grievance Procedures or the services of the Ombudsman to address serious concerns they may have regarding a placement, Practicum Instructor, or Practicum Coordinator/Liaison or the recommendations of a Practicum Instructor, Practicum Coordinator/Liaison, or the Co-Director of Practicum.
11. Students may not utilize their job, including a new job, as their practicum. However, under agreed circumstances, students may propose to their Practicum Coordinator to develop a separate practicum placement in their social service place of employment in either the Foundation or Advanced Practicum. An Agency of Employment proposal template must be completed to clarify student and agency ability to differentiate roles and provide new learning in an educational environment that does not affect or conflict with work responsibilities (Appendix J, or on the Practicum website, Forms page). No course credits or exemptions are granted on the basis of life experience or previous employment.
12. In instances where issues have been raised by a Practicum Instructor and/or Practicum Liaison related to a student's difficulties in meeting the practicum learning goals or achieving the practicum competency standards and/or the student's lack of adherence to the Standards for Essential Abilities for Admission and Continuance in the School of Social Work or other such related issues, that student may be required to complete additional hours and/or credits of

practicum above and beyond the School's stated graduation requirements. In those cases the requirement of additional hours and/or credits will be specified to the student in a written plan. This plan must be approved by the practicum site, the Practicum Liaison, the Co-Director of Practicum, and the Director of the BASW program prior to implementation.

13. **Task Supervisors:** A student can be placed in an agency or agency unit without an MSW on site, if the agency can identify an onsite employee willing to be responsible for the student on a day to day basis for learning assignments, administrative assistance, oversight of daily operations, issues needing immediate attention, and for coordination of the student's learning plan and progress with an assigned MSW practicum instructor.

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

The MSW instructor will oversee the student's learning through regular supervision in individual or group meetings and help the student integrate social work theory into practice. The MSW instructor will work with the agency task supervisor in the development of the Learning Contract and both will provide written feedback in the quarterly Evaluations. Both the MSW instructor and task supervisor should clarify roles and relationships for the student, so there are clear lines of communication and accountability, and meet together periodically to reinforce collaboration and to prevent confusion and conflict.

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

Standards and Procedures for Certification of Agencies as Practicum Sites

School of Social Work-Agency Affiliation

When an agency has been identified as a possible Practicum Program site, a Practicum Coordinator will confer with the agency representative and evaluate the possibility and appropriateness of an Affiliation Agreement. An Affiliation Agreement is a formal contract required and approved by the UW Health Sciences administration to clarify the conditions, risks, and risk management of a practicum placement.

Practicum Coordinators will assess upon initial contact whether the agency is a clinical site that may require a negotiated settlement vs. a standard agreement, and whether the Affiliation Agreement must be completed prior to student interviews. This information should be given to the Assistant Coordinator for Practicum responsible for processing these agreements. In usual circumstances, the agreements are initiated after a student has interviewed and been accepted for placement; however, they should be in place before a student begins practicum. Any possible exceptions to this policy should be discussed with the BASW Co Director of Practicum.

Once an affiliation appears mutually feasible, the Coordinator will ask the agency representative to submit a Practicum Placement Data form with full information for students to review. Placement interviews can usually proceed with agency verbal approval prior to the Affiliation Agreement's being signed. When a student is confirmed for placement, the agency should also submit biographical information or a resume for the proposed practicum instructor.

Should an agency request that Affiliation Agreements be completed prior to their interviewing or acceptance of students, Practicum Coordinators must communicate these conditions to the Practicum Office and to students, so they do not contact the agency or begin practicum until the agreements are signed by the administrators of both organizations.

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

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

Collection of Placement Information

Information regarding available placements, learning experiences and Practicum Instructors are collected twice a year. Agencies are asked to identify an Agency Internship Coordinator as well as available placement descriptions, names and MSW graduation dates of Practicum Instructors. In addition, each agency is asked a series of questions regarding general practice within the agency to determine if agency practice is in keeping with the School of Social Work Mission and curriculum objectives (e.g. whether learning experiences are available with individuals, groups, families, communities, organizations, culturally diverse populations, etc.) These data allow Practicum Coordinators to determine, for example, whether a student will be exposed to micro through macro practice experiences with diverse populations

and whether an Advanced student will be able to learn skills and knowledge required by their area of concentration.

Expectations of the Agency

1. The Agency should provide students with:

- Opportunities for direct, supervised learning with clients, social service agencies and other community resources and organizations.
- Opportunities for directed learning toward understanding professional values and ethics and their applications in social work practice.
- Orientation to and training in working with agency policies and procedures.
- Safety training, including policies and procedures related to exposures to blood borne pathogens.
- Agency implementation of the Health Insurance Portability and Accountability Act (HIPAA) of 1996.
- Appropriate role definition and role modeling in professional social work behavior.
- Opportunities to learn and to integrate empirically derived knowledge about assessment, intervention and the use of personal and environmental resources.
- Opportunities for students to evaluate their own practice.

2. The agency must demonstrate acceptance of its responsibility to contribute to social work education. Agency policies and procedures must be compatible with the values and ethics of the social work profession.
3. The agency should have sufficient staff to maintain its programs without reliance on students. The activities involved in the student's assignment are to be arranged on the basis of the student's learning needs and not to supplement the personnel of the agency.
4. The agency should be prepared to engage in planning with the School regarding student learning objectives.
5. The agency is willing to jointly participate in the selection and preparation of Practicum Instructors and to allow the Practicum Instructor ample time to carry out teaching responsibilities, including time to attend meetings and workshops conducted by the School. Practicum Instructors are expected to spend, at minimum, one hour per week in regularly scheduled supervisory conferences with their students who are in placement 16-24 hours per week. While individual supervisory sessions are seen as the cornerstone of instruction, supervisory/instruction requirements may be met, in part, through structured group supervision or a student seminar. Duration and frequency of supervisory conferences for students in placement less than 16 hours or more than 24 hours per week should be adjusted accordingly.
6. The agency will participate in the selection of students and must be willing to accept students without discrimination on the basis of race, color, creed, religion, national origin, sex, sexual

orientation, political orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era, or Gulf War veteran.

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

Expectations and Responsibilities of Practicum Instructors

1. The Practicum Instructor is selected by mutual agreement of the School and the Agency and must meet the following qualifications:
 - a. Have an MSW degree from an accredited School of Social Work or exact equivalent.
 - b. Have at least two years of post-graduation professional social work experience
 - c. Be employed and on site in the practicum agency, on the agency Board of Directors or volunteer roster or a member of a community agency participating in an active coalition with the agency on work of mutual interest.
 - d. Exceptions must be approved by the Practicum Coordinator and Co-Director of Practicum and may include faculty members from an accredited School of Social Work.
 - e. The Council on Social Work Education requires that Practicum Coordinators/Liaisons insure adequate MSW oversight of student placement. The Practicum Liaison will assess and address the needs of students in practicum placements where there may be need for increased oversight, such as international placements.
2. New Practicum Instructors must supply the School with a resume and/or Practicum Instructor Biographical form and are required to attend School of Social Work Practicum Orientation and Training Workshops which focus on educational contracting, problem-solving and student evaluations. Instructors unable to attend required practicum trainings can request site-specific training by Practicum Liaisons. Distance training methodologies are being developed for the Practicum website and will provide instructors the opportunity to review and respond to videos of required practicum material.
3. The Practicum Instructor must be willing to teach and evaluate students and be able to conceptualize and to effectively impart professional knowledge and skill. There must be the ability to adapt the foregoing to meet the individual needs and learning styles of students, including sensitivity to the affective aspects of socialization to the profession, the development of a professional identity and acquisition of professional knowledge and skills. Practicum Instructors are expected to differentiate between the process of teaching and the process of intervention because of personal problems of the student. However, when appropriate, Practicum Instructors are expected to assist students in identifying the relationship between difficulties in Practicum learning and personal problems. The Instructor must also recognize the broad educational goal of preparation for social work practice rather than for specialized practice within a specific agency.

4. The Practicum Instructor has primary responsibility for finalizing the instructional curriculum for each student assigned, based on the Practicum Syllabus and Educational Contract as well as learning opportunities available at the agency. (See Appendices). The Practicum Instructor must become familiar with the School's goals and standards, the courses in which the student is enrolled, and the individualized learning needs of the student. The Practicum Instructor may confer with various faculty, participate in Practicum Instructor meetings called by the School, utilize the University library, media center and other resources, and call upon the School to provide consultation.

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

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

5. The Practicum Instructor must be nondiscriminatory with regard to race, color, creed, religion, national origin, sex, sexual orientation, political orientation, age, marital status, disability, or status as a disabled veteran or Vietnam era or Gulf War veteran.
6. In the event that a student's learning in the Practicum is not progressing satisfactorily, the Practicum Instructor should communicate with the appropriate Practicum Liaison to apprise him or her of the situation.
7. The Practicum Instructor will represent the School in the agency, serving as an advocate for student training and for the students assigned to the Practicum Instructor. The Practicum Instructor is viewed by the School as an extension of the campus-based faculty, as well as an employee of the Practicum agency.
8. The Practicum Instructor in collaboration with the student prepares a quarterly written evaluation of the student's progress and submits it to the Practicum Office by the last class day of the quarter. Evaluation forms are provided by the School prior to the end of each academic quarter.
9. At the end of the last quarter of Practicum, students are asked to evaluate the Practicum Instructor, their placement, Practicum Liaison and Practicum Office. Practicum Instructors are asked to evaluate the Practicum Liaison and Practicum Office.

Practicum Instructor Training

To assist in the development from practitioner to educator, new Practicum Instructors and those without prior training, are required to receive training in field education. The new Field Instructor Training Program consists of ten modules provided in all day and half-day workshops in Seattle and in community agencies as requested. An online option will become available in Fall 2008. Modules include: The Mission of Field and Curriculum Overview, Agency Orientation, Adult Learning, Learning Contract, Supervision, Integrating Theory and Practice, Evaluation, Ethics in Practicum, and Working with Challenging Students.

Additional advanced practicum trainings are offered yearly in areas of the curriculum pertinent to field instruction. Past trainings have included a faculty forums on social justice and experiential workshops on cultural competency. Practicum instructors are surveyed on areas of training needs and interests and are invited to request that workshops be developed on specific topics.

Each module of the training is evaluated by the recipients to inform the planning of future training sessions. The ten modules will be offered at least twice a year. Sessions are primarily taught by the Practicum Coordinators.

Policy and Procedural Guidelines for Initial Appointment to Affiliate or Clinical Instructor

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

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

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

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

Procedures for Initial Appointments:

The appointment process begins each year with the identification by the Practicum Coordinating Committee of practicum instructors considered eligible for affiliate/clinical faculty status and culminates in action taken by the Board of Regents.

1. The Dean will send written notification to each person on the list of his/her eligibility and request a reply to his/her interest in pursuing the appointment. The reply must be received by November 15.
2. The nominee is responsible for collecting and assembling materials pertinent to the appointment which include a curriculum vitae, three letters of recommendation, any copies of publications and other document that may be required by the School and/or the University. These materials must be submitted to the Dean by December 31. If all the materials are not received by this deadline, the appointment will not be considered for further action.
3. The appointment materials will be forwarded to the Practicum Coordinating Committee (early January) for review and recommendations.
4. Appointment materials and the Practicum Coordinators' recommendations will be forwarded to and reviewed by the Executive Committee (mid-January). After reviewing these materials, the Executive Committee will issue a ballot to voting faculty.
5. The Executive Committee will review ballot results and written comments of the faculty. Then the recommendations and the vote of the Executive Committee for each candidate will be forwarded to the Dean. (First week of February).
6. The Dean shall forward his/her recommendations for appointment to the President for action by the Board of Regents in April of each year.
7. The Dean shall notify each candidate and the faculty of the outcome of the appointment procedure by June 30th.

Renewal of Appointments:

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

These Policy and Procedural Guidelines were approved by unanimous vote of the faculty on March 3, 1981.

Revision of April 1982 approved by Faculty Council in April 1982.

Revision approved by Faculty Personnel Committee January 27, 1987.

Revision of November 1993 approved by Faculty on December 7, 1993.

Revision of January 1999 approved by unanimous vote of the Faculty at a meeting held January 5, 1999.

Benefits:

Benefits for Clinical/Affiliate faculty include: (1) University email account; (2) use of UW libraries; (3) right to purchase use of facilities at the Intramural Activities building.

Policy and Procedural Guidelines for Promotion of Affiliate/Clinical Faculty to Assistant, Associate and Full Professor (Available upon request from Mary Grembowski, mwg@u.washington.edu or call 206/685-1656 at the School of Social Work)

Academic Accommodations Due to a Disability

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

Undergraduate Student Assignment to Practicum Agencies

1. By the end of the Winter quarter of the junior year the BASW Practicum Coordinator will present to the juniors the objectives of the practicum and discussion of the placement procedures. (This usually takes place in a session in the Practice Course SocWf 311)
2. Students will receive a memo in their mail file detailing placement procedures. At the same time, descriptions of practicum placements are made available on reserve in the library, as well as via the Internet on Electronic Reserves.
3. Students complete and return their practicum questionnaire together with an up-to-date resume to the BASW Practicum Coordinator in March.

4. After the questionnaires and resume are returned, students are interviewed by a Practicum Coordinator who assesses the student's learning needs in the context of the School of Social Work mission and the BASW curriculum.
5. The Practicum Coordinating Committee refers each student to one agency which best meets the student's learning needs. The agency must meet the School's requirements and those of the Committee. Students and agencies are notified of the referral within a few days after the placement decision. A good faith effort will be made to balance students' preferences with educational objectives; however, the nature of funding for social services, the vagaries of staff turnover in agencies, and the numbers of students who must be placed make it impossible to ensure a student a placement in a given agency. In order for their education to proceed, it is expected that a student will interview at the agency assigned by the Practicum Coordinators.
6. Students then contact agencies for an interview with the Agency Contact Person and/or Practicum Instructor and other key personnel, as requested by the agencies. These interviews must take place by the end of May.
7. After the student has had an interview with the designated agency representative, the student and the designated agency representative submit written statements indicating whether or not the placement is confirmed. These statements must be sent to the Practicum Office.
8. Students about whom the Practicum Coordinating Committee has serious concerns and/or for whom the Practicum Coordinating Committee is repeatedly unable to secure a practicum placement, will be referred to the Director of Practicum and based on the recommendation of the Practicum Coordinating Committee, may be referred to the School of Social Work Review Committee for review before any additional placement efforts might occur.
9. The SocWf 311 Instructor must indicate that the student is ready to enter practicum before beginning of the placement in the autumn quarter of the senior year.
10. In Autumn quarter, prior to beginning the practicum, seniors will receive an in-house orientation from the BASW Practicum Coordinator covering standards, responsibilities and expectations of students in practicum.

Practicum Schedule

1. BASW students are required to spend a total of 480 hours in practicum over the three quarter practicum experience (16 hours per week).
2. The Practicum is an academic course and students are expected to observe the academic schedule and University Holidays. The holiday hours (eight hours per holiday within the practicum schedule) are counted as part of the total practicum hours. Students cannot be required by their practicum site to make up hours missed due to a holiday. In situations where holidays may interfere with continuity of service, exceptions can be made by agreement between students and practicum instructors.
3. Sick Leave and Weather Issues: Students must notify their Practicum Instructor if they are unable to attend a scheduled day of practicum. Over the course of the year students may miss up

to two days of practicum due to illness, family emergencies, or weather/road conditions. Any missed time above those two days must be made up on a schedule agreed to by the student and the Practicum Instructor.

Requirements for Credit:

1. The Educational Contract (see Appendices)

- a. The educational contract must be signed by the Practicum Instructor and student and submitted to the Practicum Office in the School of Social Work and approved by the Practicum Liaison in order for the student to receive credit for the Practicum. A change of Practicum Instructors or a significant change in Practicum assignment(s) requires the development of a new educational contract.
- b. The purpose of the educational contract is to make explicit the learning objectives and to define the activities which will be assigned to meet learning objectives. The educational contract is also designed to ensure that all students in all practicum sites will meet common minimum objectives.
- c. In addition to the educational objectives, the contract must include the following:
 1. Plan for time, place and length of individual conferences between Practicum Instructor and student.
 2. Agreement on days and hours student will be in Practicum and a plan for holidays, consistent with the University schedule of holidays.
- d. It is expected that the major effort of writing an educational contract will be in the first quarter in a given placement and that subsequent quarters will require only minor revisions or updates.
- e. Any questions regarding the writing of the contract are to be referred to the Practicum Liaison.

2. The Evaluation (see Appendices)

- a. The student and Practicum Instructor share responsibility for evaluation of the student's Practicum experience each quarter. **They must prepare, discuss, sign and submit a completed written evaluation to the Practicum office. Students will not receive Practicum credit without a signed written evaluation.**

Practicum credit is assigned by Practicum Liaisons based on review of the student's and Practicum Instructor's written evaluations. While the liaison will take into account the Practicum Instructor's recommendations, the liaison, after consultation with the Director of Practicum, has the authority to overrule this recommendation based on their review of the evaluation (See Appendices). Failure to turn in evaluations by the quarterly deadline will result in the assignment of an Incomplete or the assignment of No Credit and may result in deregistration.

- b. The evaluation must be reviewed in a meeting of the Practicum Instructor and the student and signed by both the Practicum Instructor and the student. The student's signature does not imply agreement, only that the student has read the evaluation. In cases of disagreement, if the student wishes to submit an addendum to the evaluation, that will be shared with the Practicum Instructor and become part of the student's permanent record as well.
- c. Use of the Written Evaluation
 - 1. The written evaluation indicates whether or not the student has completed the requirements for the quarter. The evaluation is placed in the student's file.
 - 2. For BASW graduates who are accepted into the MSW program, a copy of the final BASW practicum evaluation is sent to the student's MSW practicum instructor.

3. Immunizations

Students are required to meet the immunization requirements set by University of Washington Health Sciences Administration and School of Social Work policies. These requirements are in addition to immunizations necessary for admittance to the University. Information about Health Science requirements, procedures, and fees is distributed to students in writing at the beginning of the BASW or Foundation MSW Practicum, and communicated to students in every Practicum class and by Practicum Liaisons during visits and in telephone or email contacts.

Students must communicate directly with Hall Health Center at 206-616-9074 or preferably in writing by emailing: myshots@u.washington.edu to schedule a personal interview or attend one of the prescheduled clinics set up early in Autumn quarter, to review their records, arrange for any necessary shots, tests, or readings with Hall Health, public health, or their private practitioner, provide documentation of outside immunizations to Hall Health, and to request updates about their yearly requirements. Students are responsible for maintaining contact with Hall Health to insure on-going compliance, which is required by Health Sciences for student professional liability coverage. Students with religious objections or special medical circumstances may petition for a waiver of the immunization requirements through the Co- Director of Practicum, who will consult with Hall Health.

Immunizations Noncompliance: Hall Health provides the Practicum Office with a list of any noncompliant students near the end of each quarter. Practicum Liaisons will notify students of this communication and ask students to clarify their status directly with Hall Health via email and request that a copy of the reply be sent to the Liaison. Students who become noncompliant during practicum must immediately meet with Hall Health, and will receive an Incomplete or X if compliance or temporary compliance is not attained by the end of the quarter.

The Assistant Coordinator for Practicum will notify Co-Directors of the final list of students receiving Incompletes and X's due to noncompliance. Co-Directors will advise Practicum Liaisons to contact students and agencies that students cannot return to practicum or accumulate hours until Hall Health has determined them to be compliant. Liaisons must let Co-Directors of Practicum know if unusual or extenuating circumstances exist, and the Co-Directors will make ultimate decisions about students returning to their practicum sites.

4. Acknowledgement of Risk Form (see Appendices)

All students in practicum are required to sign and return, with their educational contract, the Acknowledgement of Risk and Consent for Treatment for Practicum Participants. Students who fail to sign and return this form will not be allowed to continue in their practicum. Additionally, failure to sign and return this form will also result in the withholding of credit for the practicum course.

Counselor Registration

Students matriculated in the University of Washington School of Social Work who are enrolled in supervised practicum experiences for credit are not required by the Washington State Department of Health to register as counselors. However certain agencies may require this registration.

Background Checks and Fingerprinting

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

Other practicum sites may have similar specifications.

Safety

Guidelines for Enhancing Safety and Minimizing Risk in the Practicum:

Practicum sites are requested to adopt policies and procedures for enhancing safety and minimizing risk to practicum students.

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

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

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

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

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

Exposure to Pathogens or Toxic Substances:

Students should also be trained to understand the issues involved in exposure to pathogens or toxic substances, reminding them that one's first duty is to reduce risk to one's clients, by one's own behaviors. Because some life-threatening illnesses are transmitted through the exchange of blood or body fluids (blood borne pathogens), students should be trained about the potential of such risk in the practicum (i.e. restraining a patient in the ER, cleaning the bloody lip of a child who has fallen), as well as the procedures to reduce risk of infection. If the practicum site does not have a blood borne pathogen program, students should be referred to the UW Campus Health Service. There is a 24-hour a day information number: 206/548-4848.

What Students Should Do if Attacked, Injured or Seriously Threatened During Practicum:

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

Transportation:

Practicum students are sometimes asked to use their cars for agency business: e.g., transporting clients, making home visits, or attending client conferences, court hearings, or organizational meetings. Before responding to such requests, the student should ask whether or not the agency has an agency car or agency insurance for the use of privately owned vehicles to cover these activities. If the answer is no, students should immediately check with their insurance agent to determine if their current automobile policy covers such endeavors. In no case should students undertake agency business in their personal vehicles without adequate insurance coverage.

Students are advised that the student's own automobile insurance will be the primary coverage for any accident or injury. The University of Washington does NOT provide health or accident insurance for practicum participants, nor for passengers in the student's vehicle, nor for damage to the vehicle itself.

Registration Required to Start Practicum

In order for the University's liability insurance to cover students in practicum, students must be registered for their practicum course. Students may not start their BASW Practicum before the first day of the first quarter of their BASW Practicum.

Students are covered for liability if they are at that practicum site during the time between quarters of their BASW Practicum, so long as that schedule has been approved by their Practicum Instructor and their Practicum Liaison. However liability coverage is tied to registration; therefore students may NOT spend time at their practicum site above and beyond the hours for which they have registered.

Practicum Website The University of Washington School of Social Work's website which allows students and practicum instructors to access information about practicum as well as to download the forms necessary to the practicum process can be found at:

www.ssw.washington.edu/practicum

The site offers the following areas of information and resource:

- Information about school activities
- A quarterly calendar that includes due dates of various paperwork
- An overview of the Practicum Placement Process
- Requirements for practicum sites
- Contact information for practicum faculty and staff
- A list of representative practicum sites with links to their websites (information about currently available sites can be obtained from one of the Practicum Coordinators)
- Information on International Practicum placements
- Field Instructor Training Schedule and Information

Practicum Forms:

Additionally, all of the forms necessary for practicum can be accessed on the practicum website. These include the Practicum Placement Data form, Educational Contracts, Quarterly Evaluations, and Practicum Instructor Biographical Sketches. Each form can be downloaded in either a PDF format or a Microsoft Word format. At this time, electronic versions of practicum forms cannot be accepted due to the volume of various forms coming in to the Practicum Office. A printed copy of any and all forms should be mailed or faxed to the Practicum Office.

THE FOLLOWING COPY OF THE EDUCATIONAL CONTRACT AND THE EVALUATION ARE FOR YOUR REFERENCE ONLY. YOU MAY ACCESS THESE DOCUMENTS ON THE PRACTICUM WEBSITE AT: WWW.SSW.WASHINGTON.EDU/PRACTICUM. CLICK ON PRACTICUM FORMS.

APPENDIX A**SOCIAL WELFARE 415
BASW PRACTICUM
SYLLABUS****Accommodations:**

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

Course Description: Practicum Instruction is an integral part of the professional education for social workers and is required of all students in the Social Welfare Program. The BASW Practicum incorporates content and program objectives from the BASW curriculum, and builds skills for practice by applying theories and knowledge of human behavior in the social environment. In an approved practicum site the student is provided the opportunity to develop social work knowledge and skills under the supervision of an experienced social worker. Emphasis is placed on development of the breadth of knowledge, perspectives and skills needed for practice with individuals, families, groups, organizations and communities. In addition, the development of culturally competent practice and planned social change skills are an integral part of the undergraduate Practicum and are seen as critical for the effective delivery of social services.

Practicum teaching is conducted by professional social work practitioners selected by agencies and approved by the faculty of the School of Social Work. As part of the total BASW curriculum, the Practicum provides students with an opportunity for the development and enhancement of social work knowledge and skills as well as an understanding and appreciation of a scientific and analytic approach to knowledge building and practice. The Practicum has been and continues to be one of the unique components of social work education, rooted as it is in agency practice, with supervision of the student by professional practitioners delegated by the agency and approved by the School to carry out education responsibilities in respect to student's learning. As the student progresses through the various stages of learning, the student is measured against stipulated indicators of performance. The student has, as a result, a measure for self-evaluation as a beginning practitioner.

Instructors:

Stan de Mello, Co-Director of Practicum and BASW Practicum Coordinator, demellos@u.washington.edu

Practicum Liaison: For each placement one of the Soc Wf 405 Practicum Seminar teachers is assigned as the Practicum Liaison. The Liaison will: (1) visit the agency at least once during the course of the practicum and meet with the Practicum Instructor(s), Task Supervisor(s) where applicable, and student; (2) provide information regarding School expectations of the practicum; (3) facilitate integration of classroom and practicum experiences; (4) assist with the development of the educational contract and/or evaluation if requested; (5) answer questions from the Practicum Instructor(s), Task Supervisor(s) where applicable, and student about the School's educational programs and policies; and (6) review and approve the educational contract and quarterly evaluation and determine grade (Credit/No Credit).

Course Objectives:

BASW seniors in their practicum are expected to meet criteria as listed in the curriculum. They should be able to apply the knowledge and skills of a generalist perspective to practice with systems of all sizes. Thus the Undergraduate Practicum is designed to:

1. Allow students to have practice experience in all three Social Work practice levels: Micro, Mezzo and Macro.
2. Provide students with a real view of how agencies and social service entities work with clients/constituents.
3. Support individual students to take a look at issues of social justice and multiculturalism from the standpoint of how these concepts are implemented in the field.
4. Identify practice anchored in purposes of Social Work
5. Identify strengths and resources of various client systems
6. Incorporate knowledge about human behavior in the social environment into skill development for working with individuals, families, groups, organizations and communities.
7. Address and develop client-worker relationships.
8. Collect and assess information related to client concerns.
9. Identify issues, problems, needs, resources and assets
10. Use empirical knowledge and technological advances.
11. Evaluate program outcomes and practice effectiveness.

Each practice area in BASW Practicum is connected to an area of the required BASW classroom curriculum. The Undergraduate Practicum Learning Objectives therefore are as follows:

8. To define the profession of social work, distinguishing it from other professions and determining if the profession is the right choice for the student, to define and to use social work values and ethics, and to begin to develop a professional identity.
9. To explore social justice as the framing value of social work practice, with respect to the strengths, values, beliefs, and unique attributes in clients' social identities including age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex and sexual orientation.
10. To critically examine the dimensions, causes, and consequences of poverty and inequality and social welfare policy responses, and to critically analyze the impact of public policy on the delivery of services.
11. To prepare students for entry level generalist practice in organizations, communities, tribes, and the policy environment, informed by knowledge pertaining to human behavior and the social environment, multiculturalism, and social justice.
12. To prepare students for entry level generalist practice with individuals, families, and groups, informed by knowledge pertaining to human behavior and the social environment, multiculturalism, and social justice.
13. To define the range of methods for developing evidence-based social work practice including the critical appraisal of the literature, development of research questions, and strategies and techniques of conducting practice relevant research.
14. To demonstrate professional behavior and professional growth including communication skills and dependability.

Course Requirements:

- A. Attendance and Participation. Students are expected to attend practicum regularly and reliably according to the schedule agreed upon with the Practicum Instructor. (Students are not required to attend practicum on University holidays. Students do however receive credit for those hours when holidays fall on a scheduled practicum day). Students are expected to fully participate in practicum learning experiences and practicum supervision. A total of twelve credits and 480 hours are required for the BASW Practicum.
- B. Integration of Class and Practicum Learning: The Practicum Seminar course, Social Welfare 405, is taken concurrently with the Practicum. The Seminars along with the Practicum last for the three quarters of the

senior year of the program. Students are also required to provide copies of their course syllabi to the Practicum Instructor(s) by the third week of each quarter. Students are responsible for including discussion of course concepts during practicum supervision, relating practicum experiences to concepts addressed in class discussions, and completion of course assignments related to practicum experiences and learning.

- C. Practicum Contract, Individualized Work Plan and Acknowledgement of Risk Form By the fourth week of Autumn Quarter students are required to submit the attached Foundation contract, which includes an Individualized Learning Plan and a signed Acknowledgement of Risk Form. Students, Practicum Instructor(s) and Task Supervisor(s) should continue to review and monitor the contract and work plan throughout the Practicum Placement and revise as appropriate.
- D. Seminar Assignments: In addition to other seminar projects, students will be required to submit by the end of their first quarter the Required Activities Checklist and the written interview of their Practicum Instructor.
- E. Course Readings. Students complete readings assigned by Practice Classroom Instructors in order to support and complement learning in the practicum. In addition, students are required to complete readings assigned by their Practicum Instructor that are specifically relevant to the student's individual practicum placement.
- F. Evaluation and Grading: Practicum courses are graded Credit/No Credit. Both the Practicum Instructor (and Task Supervisor where applicable) and students complete a written quarterly evaluation which reflects the degree of achievement in obtaining competency in the areas listed in the Learning Contract for each of the objectives. The total number of hours registered for and completed in placement by the student are also indicated on the evaluation, as well as the total hours of face to face instruction and a grade recommendation of Credit or No Credit by the Practicum Instructor. After review of the evaluation the Practicum Liaison then assigns the final grade to the student.
- G. Additional Practicum Policies and Procedures are contained in the BASW Practicum Manual and on the practicum web-site at www.ssw.washington.edu/practicum.

SocWf 415/ Social Work 524

BASW /Foundation Practicum Contract and Acknowledgement of Risk

(Expandable Word versions from the Practicum website can be Saved As a template to your computer to work on electronically))

Student Name: _____ e-mail: _____

Agency Name: _____ PI Phone# _____

Practicum Instructor: _____ email: _____

Co- Practicum Instructor (If Applicable) _____ e-mail: _____
and

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

SSW Faculty Practicum Liaison: _____ e-mail: _____

Instructions: The purpose of the practicum contract is to articulate a learning plan to be followed by both the Practicum Instructor(s) and student. This learning plan consists of : 1) program objectives, which integrate BASW and MSW curriculum goals, coursework, and field work; 2) competencies to be achieved under each objective; 3) recommended activities, which support School objectives and help standardize competency development; and 4) site-specific individualized activities, developed from the student’s learning plan to meet practicum goals. This contract must be accompanied by the signed Acknowledgement of Risk form, (p. 6 of 6).

The contract is negotiated between the student, PI, and any other agency personnel involved in student teaching. It provides the basis for evaluating the student’s professional development. Progress towards competencies is evaluated quarterly. The contract should be submitted no later than the fourth week in the first quarter of the placement. The student must also provide the P.I. a copy of each course syllabus by the third week of each quarter to facilitate integration of theory and practice.

Placement Schedule and Practicum Credit Plan

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

1. Practicum Schedule

Days: _____ Time From: _____ to: _____ Start Date: _____

2. Weekly Individual Instruction/Supervision Schedule:

Day: _____ Time: From _____ to _____

3. Quarter/Credit Plan: (9 Credits Total for Day Program; 9 Credits Total for Extended Degree Program, 12 credits for BASWs)

_____ Usual plan for BASW Students	Autumn	Quarter SW 523= 1; SocWf 415=4 Credit(s)
_____ Usual plan for Foundation Day Students:	Winter	Quarter: 16 hrs/wk = 4 Credits
	Spring	Quarter: 16 hrs/wk = 4 Credits

(OR)

Usual Plan for Extended Degree Program Students:	Spring Quarter: (SocW 523) =	1 Credit
_____	Summer Quarter: _____	hrs/wk = 2 Credits
_____	Fall Quarte _____	hrs/wk = 3 Credits
_____	Winter Quarter _____	hrs /wk = 3 Credits

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

Other: Please specify: _____	1 st _____	Quarter _____	hrs/wk = _____	Credits _____
	2 nd _____	Quarter _____	hrs/wk = _____	Credits _____
	3 rd _____	Quarter _____	hrs/wk = _____	Credits _____
	4 th _____	Quarter _____	hrs/wk = _____	Credits _____

Student Educational Self Assessment

(COMPLETION OF THIS SECTION IS REQUIRED OF ALL STUDENTS)

- Identify the strengths you bring to this practicum: _____

- Identify areas your future growth and professional development: _____

- Identify the methods by which you learn best (e.g., observation, extensive reading, discussion, involvement in work tasks, keep a journal, etc.) and share with Practicum Instructor.

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

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

Practicum Instructor Signature: _____ **Year MSW Received:** _____ **Date:** _____

Co-Practicum Instructor Signature (if applicable): _____ **Year MSW Received:** _____ **Date:** _____

Task Supervisor Signature (if applicable): _____ **Date:** _____

Student Signature: _____ **Date:** _____

Social Work Faculty Practicum Liaison's Approval: _____ **Date:** _____

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

with a recognition of sources and consequences of disadvantage and oppression, and a core set of competencies essential as a foundation for client-centered generalist practice.

Required Learning Objectives and Activities for MSW Foundation Practicum

- 1. Intellectual and Historical Foundations of Professional Practice: To define the profession of social work, distinguishing it from other professions and determining if the profession is the right choice for the student, to define and use social work values and ethics, and to begin to develop a professional identity.**

Competencies:

- a. Demonstrate an understanding and identification with the role of social worker and the values of the profession.
- b. Demonstrate attitudes and behaviors consistent with NASW Code of Ethics in work with clients, staff, and other community professionals

Recommended Activities:

- a. Define, discuss, and use social work concepts appropriately, in the context of practice.
- b. Discuss and critique linkage between professional practice and classroom content with Practicum Instructor, including a review of the quarter's course syllabi and assigned readings.

- 2. Social Work for Social Justice: To explore social justice as the framing value of social work practice, with respect and sensitivity to the strengths, values, beliefs and unique attributes in clients' social identities including age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.**

Competencies:

- a. Demonstrate perspectives and approaches which improve understanding and interactions with diverse clients and colleagues.
- b. Demonstrate sensitivity, respectfulness, and competence in working with all clients and colleagues, including those with social identities and/or value systems differing from the student or the profession.

Recommended Activities:

- a. Identify forms and mechanisms of oppression and discrimination within the practicum site.
- b. Discuss with Practicum Instructor how the practicum site addresses issues of diversity in the service of social justice.

- 3. Poverty and Inequality: To critically examine the dimensions, causes, and consequences of poverty and inequality and social welfare policy responses, and to critically analyze the impact of public policy on the delivery of services.**

Competencies:

- a. Demonstrate an understanding of the consequences of poverty and inequality for clients served by the practicum site.
- b. Demonstrate an understanding of the process used in the practicum site to create or change formal and informal policies, procedures, and services in response to public policy.

Recommended Activities:

- a. Review and analyze policy and procedural documents affecting the delivery of service at the practicum site and discuss with Practicum Instructor which public laws, regulations, and policies have the most important influence, both positive and negative, on the organization's mission and capacities to provide effective service.
- b. Participate in and/or document a policy or advocacy project related to the practicum site's field of practice.

- 4. Macro Practice (Organizations, Community & Policy Practice): To prepare students for entry level generalist practice in organizations, communities, tribes, and the policy environment informed by knowledge pertaining to human behavior and the social environment, multiculturalism, and social justice.**

Competencies:

- a. Demonstrate an understanding of the practicum site's mandate, goals, services, source of funds, organizational structure, personnel system and the impact of these on service delivery.
- b. Demonstrate an ability to identify resources in the community and discuss with Practicum Instructor.

Recommended Activities:

- a. Critically analyze the organization's mission, goals, policies, procedures, unwritten norms and decision making processes, resources, and their impact on service delivery including the identification of

underserved or inappropriately served groups or communities in the service population and the implications of their needs for service delivery and discuss with Practicum Instructor.

- b. Attend and participate in staff and other organizational meetings.

5. Micro/Mezzo Practice (Individuals, Families & Groups): To prepare students for entry level generalist practice with individuals, families, and groups informed by knowledge pertaining to human behavior and the social environment, multiculturalism, and social justice.

Competencies:

- a. Demonstrate an ability to build interpersonal relationships with clients and colleagues characterized by warmth, genuineness, empathy, and cultural awareness and the ability to choose, develop and implement intervention strategies for assigned clients incorporating the empowerment, person-in-environment, and strengths perspectives of social work with skills related to beginning, middle and ending phases of intervention.
- b. Demonstrate self-awareness of student's values, attitudes, and beliefs, as well as value conflicts and how they influence professional practice with the establishment and maintenance of appropriate boundaries with clients.

Recommended Activities:

- a. In work with client systems, identify and utilize classroom and field-based knowledge and theories appropriate to the setting, related to biological, sociological, psychological, cultural, economic, and political factors.
- b. Complete written multi-dimensional assessments of individuals, families, and/or groups based on practicum site procedures and formulate and carry out intervention plans based on these assessments.

6. Social Welfare Research & Evaluation: To define a range of methods for developing evidence-based social work practice including the critical appraisal of the literature, development of research questions, and strategies and techniques for conducting practice relevant research.

Competencies:

- a. Demonstrate the ability to access current literature and use the most current social research findings to inform the selection of practice assessments and interventions.
- b. Demonstrate an understanding of the impact of evidence based practice principles on service delivery in your practicum site.

Recommended Activities:

- a. Critically utilize on-line, and other electronic information, including research literature pertaining to social work and the populations served by the practicum site.
- b. Review existing practicum site procedures for research and program planning, design, and evaluation discuss with Practicum Instructor the linkages with Foundation Research courses.

7. Professional Growth, Development, and Responsibility: To demonstrate professional behavior and professional growth, including communication skills and an investment in learning.

Competencies:

- a. Demonstrate motivation, commitment to learning and initiative including an ability to use practicum instruction and supervision to improve practice.
- b. Demonstrate verbal and written communications that reflect critical thinking, a capacity to observe, comprehend and respond appropriately with analysis utilizing appropriate professional terminology.
- c. Demonstrate the attainment of foundational elements of social work practice and the capacity to move on to advanced practice.
- d. Demonstrate professional responsibility by being courteous to clients and colleagues; by being punctual and dependable; and by organizing and prioritizing work responsibilities effectively.

Recommended Activities:

- a. Prepare documentation suitable to the site's records in accordance with confidentiality guidelines.
- b. Consult with Practicum Instructor regarding the development of the Individualized Learning for your advanced year of study.

Practicum Work Plan: The BASW degree and the MSW foundation curriculum are both designed to prepare social workers for generalist social work practice. The generalist worker can:

- use a broad range of social work knowledge and skills
- draw upon several social work theories and models
- work at the micro (individual & families), mezzo (groups & committees, teams) and macro (advocacy, planning, management, policy, legislative change) levels of practice
- perform numerous social work roles

- use critical thinking and follow a planned change process
- build upon client and community strengths and diversity in support of social justice.

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

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

MICRO ACTIVITIES (e.g. client interviews, case management, assessments & intervention with individuals and families)

1. _____

2. _____

3. _____

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

1. _____

2. _____

3. _____

MACRO ACTIVITIES (e.g. participate in one or more of the following: program planning and/or evaluation, policy analysis, legislative advocacy, community organizing, coalition building, grant writing/fund development).

1. _____

2. _____

3. _____

University of Washington School of Social Work
Acknowledgment of Risk and Consent for Treatment for Practicum Participants

Section 1 (To be completed by practicum participant)

I acknowledge that there are certain risks inherent in my participation in this practicum, including, but not limited to risks arising from:

- Driving to and from the practicum site, or while in the course of practicum activities;
- Unpredictable or violent behavior of certain client populations served by the practicum site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens, and hepatitis, HIV or other bloodborne pathogens.

I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks beyond the control of University faculty and staff. I agree that it is my responsibility to understand and follow the Practicum Site's policies and procedures designed to identify and control risks, including safety and security procedures and bloodborne pathogen policies, and to obtain any immunizations which the Practicum Site may recommend or the University require. I represent that I am otherwise capable, with or without accommodation, to participate in this practicum.

Should I require emergency medical treatment as a result of accident or illness arising during the practicum, I consent to such treatment. I acknowledge that the University of Washington does not provide health and accident insurance for practicum participants and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I acknowledge that I have been given the option to purchase field trip and students' health insurance through the University. I will notify my Practicum Instructor if I have medical conditions about which emergency personnel should be informed.

Name of Practicum Site: _____

Printed Name of Student: _____

Signature of Student

Date

Section 2 (General Information)

- To request disability accommodations for this practicum, please contact Disability Resources for Students at least 10 days in advance of the practicum start date by calling (206)543-8924 (voice); (206) 543-8925 (TTY); or (206) 616-8379 (FAX); or e-mail uwdss@u.washington.edu
- To purchase optional field trip insurance, please call (206) 543-3419. To purchase student health insurance, call (206) 543-6202.
- All School of Social Work students must meet all of the annual immunization requirements set by the University of Washington Health Sciences Administration in order to begin and continue in their practicum. As part of this process students are required to have their immunization history reviewed by the Hall Health Immunization Clinic. The School of Social Work must receive confirmation of compliance with immunization requirements from Hall Health before students may begin a practicum placement.

**BASW INTRODUCTION/ORIENTATION TO PRACTICUM SITE
REQUIRED ACTIVITIES**

1. Read NASW Code of Ethics and other codes of ethics relevant to the practicum site. Discuss practicum site ethical issues/structures with Practicum Instructor.
2. Read the organization's mission statement, program objectives, bylaws, and contracts, and applicable laws that describe the organization's history and role in the service delivery system and larger community. Discuss with Practicum Instructor how these are put into action and have changed over time.
3. Review the organizational chart of the agency and/or program and read job descriptions of social workers and other professionals in the agency/program. Discuss with Practicum Instructor or agency authority the decision making procedures and role divisions and interview selected staff regarding their role in the organization and their challenges and successes.
4. Read agency policies and procedures documents which define client eligibility for services, and outline agency policies & procedures for informed consent, confidentiality, and professional conduct. Interview staff regarding operations of these policies with respect to specific clients and service needs.
5. Read examples of client assessments and case studies. Discuss agency interventions, case documentation structure, and expectations with Practicum Instructor.
6. Read program evaluations and annual reports. Discuss effects on social work and clients regarding budget and planning and begin to explore student opportunities for involvement in research evaluation activities for winter and spring research classes.
7. Attend staff and other agency/program meetings as possible. Discuss staff/agency priorities, dynamics, decision-making, and leadership.
8. Review safety and emergency procedures and discuss with Practicum Instructor.
9. Develop with Practicum Instructor BASW Practicum Educational Contract including Practicum Work Plan. Sign Acknowledgement of Risk form (final page of contract).
10. Interview Practicum Instructor, according to the attached specifications and write a summary of the Practicum Instructor Interview.
11. Complete all Immunizations required for the School of Social Work, Health Sciences Immunization Program (required for credit).

INTRODUCTION/ORIENTATION TO PRACTICUM SITE REQUIRED ACTIVITIES BASW CHECKLIST

DUE: _____

Student Name: _____ **Agency:** _____

Required Activities	Date Completed	Planned Date of Completion
1a. Read NASW Code of Ethics and other codes of ethics relevant to the practicum site.		
b. Discussed practicum site ethical issues/structures with Practicum Instructor		
2a. Read the organization's mission statement, program objectives, bylaws and contracts, and applicable laws that describe the organization's history and role in the service delivery system and larger community.		
b. Discussed with Practicum Instructor how these are put into action and have changed over time.		
3a. Reviewed the organizational chart of the agency and/or program and read job descriptions of social workers and other professionals in the agency/program.		
b. Discussed with Practicum Instructor or agency authority the decisionmaking procedures and role divisions and interviewed selected staff regarding challenges and successes.		
4a. Read agency policies and procedures documents which define client eligibility for services, and outline agency policies & procedures for informed consent, confidentiality, and professional conduct.		
b. Interviewed staff regarding operations of these policies with respect to specific clients and service needs.		
5a. Read examples of client assessments and case studies.		
b. Discussed agency interventions, case documentation structure and expectations with Practicum Instructor.		
6a. Read program evaluations and annual reports.		
b. Discussed effects on social work and clients regarding budget and planning and began to explore student opportunities for involvement in research evaluation activities for winter and spring research classes.		
7a. Attended staff and other agency/program meetings as possible.		
b. Discussed staff/agency priorities, dynamics, decision making, leadership		
c. Types of meetings attended: _____		
8a. Reviewed safety and emergency procedures.		
b. Discussed with Practicum Instructor.		
9a. Developed with Practicum Instructor BASW Practicum Educational Contract including Practicum Work Plan.		
b. Signed the Acknowledgement of Risk form (final page of contract).		
10. Interviewed Practicum Instructor, according to the specifications and wrote a summary of the Practicum Instructor interview.		
11. Completed all Immunizations required for the School of Social Work, Health Sciences Immunization Program (required for credit).		

Practicum Instructor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Liaison Signature: _____ Date: _____

**PRACTICUM ASSIGNMENT:
INTERVIEWING YOUR PRACTICUM INSTRUCTOR**

This assignment should be completed only after your placement is confirmed. (Please note: this is not an assignment based on your meeting(s) to learn more about the practicum site to determine if it is a good match for you. This is an assignment with specific interview questions for your Practicum Instructor after you begin time at the practicum site.)

The purpose of this assignment is to assist you in getting to know your Practicum Instructor, to help you to begin to build a relationship with your Practicum Instructor, and for you to begin to understand his/her ideas about social work. In short, what is his/her story and what is there for you to learn from it? You should share your written report with your Practicum Instructor. The Practicum Instructor can give you some valuable feedback on your interviewing skills.

You are to approach this as an interview, mindful of the principles of interviewing. An interview is a purposeful conversation. Some of the principles of interviewing are:

1. Your chances of getting answers are enhanced if the interviewee knows the purpose of the interview and the purpose of any question.
2. Never ask more than one question at a time.
3. Try to avoid asking a question about which the interviewee does not have the information. Because of this, be aware of the fact that "why" questions rarely get an honest answer because the interviewee does not have the information. Instead of asking "why" it is almost always more useful to ask "how". "How is it that you became a social worker?" is much more answerable than "Why did you become a social worker?"
4. Be prepared to ask follow up questions if the first question needs further explanation.
5. Do not accept a statement such as "you know what I mean." A motto in interviewing is always "play it dumb" to make sure you understand rather than pretending to understand which happens so often in ordinary conversations. Remember to practice paraphrasing skills. A paraphrase starts out, "Do you mean ----" and a statement of what you think the interviewee said. Avoid "I hear you saying---".
6. A common error of interviewers is thinking about how he/she will respond next rather than listening carefully. Listening carefully is one of the most important and powerful skills a social worker can use.
7. Remember everyone has an interesting story and most people love to talk about themselves. You are to find out as much as you can about your Practicum Instructor as a professional social worker.

(OVER)

In your written report of the interview, please answer all of the following questions:

1. *How did it happen that your Practicum Instructor became a social worker?*
2. *Where did he/she go to school for his/her Social Work degree?*
3. *What were his/her goals while going to school to become a social worker?*
4. *What positions has he/she held?*
5. *What is your Practicum Instructor's current job?*
6. *What is your Practicum Instructor's definition of social work?*
7. *Who was the social work teacher he/she would most like to emulate?*
8. *What did your Practicum Instructor learn from that teacher?*
9. *What experience(s) has he/she learned the most from as a professional social worker?*
10. *What are the two to three most important things about social work that your Practicum Instructor wants to teach you?*

The written summary of the interview should be two to three double-spaced typewritten pages. The deadline for submittal to the Practicum Office is _____ Submit 2 copies of the interview to the Practicum Office, 112D.

STUDENT NAME: _____ AGENCY NAME: _____

**SocW 524 Foundation and Soc WF 415 BASW Practicum
Quarterly Evaluation of Student Learning and Competency
(Expandable Word versions from the Practicum Website can be Saved As a
template to your computer to work on electronically)**

Requirements for Credit:

- **A separate evaluation cover sheet** must accompany this document, with signatures of student and practicum instructor(s), verification of all credit hours completed, and recommendations for credit. Cover sheets are individualized for each student from the practicum database and distributed to the practicum instructors in Summer Quarter and to student mailfiles in other quarters. Blank cover sheets are available in the Practicum Manuals online and in hard copy.
- **All sections of this narrative evaluation** must be completed by students and instructors, with the PI also rating the student’s competencies. The student must demonstrate satisfactory progression in practicum, according to Practicum Competency Criteria, to receive credit.
- **All immunizations must be completed or in process** for a student to receive clearance from Hall Health (myshots@u.washington.edu), required for credit.

KEY TO RATING SCALE for Practicum Instructors to Rate Students:
Instructions: Please note the level of competence/performance for each skill/behavior using the following scale:
 N = No opportunity yet to evaluate; will be addressed in subsequent quarter(s)
 1 = Area of concern: needs improvement
 2 = Achievement of competency in process
 3 = Competent at MSW Foundation or BASW Senior student level
 4 = Exceeds competency expected of an MSW Foundation or BASW Senior student at this stage of development

1. Intellectual and Historical Foundations of Professional Practice: To define the profession of social work, distinguishing it from other professions and determining if the profession is the right choice for the student, to define and to use social work values and ethics, and to begin to develop a professional identity.

Student's description of site-specific activities this quarter: _____

Student's description of areas of competency and areas for growth: _____

Practicum Instructor's evaluation of student learning in this area for this quarter:

Practicum Instructor's Rating of Student's Level of Competency in Each Area:

The Student:	N	1	2	3	4
a. Demonstrates an understanding and identification with the role of social worker and the values of the profession.					
b. Demonstrates abilities and behaviors consistent with NASW Code of Ethics in work with clients, staff, and other community professionals					

2. Social Work for Social Justice: To explore social justice as the framing value of social work practice, with respect and sensitivity to the strengths, values, beliefs and unique attributes in clients' social identities including age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Student's description of site-specific activities this quarter:

Student's description of areas of competency and areas for growth: _____

Practicum Instructor's evaluation of student learning in this area for this quarter:

Practicum Instructor's Rating of Student's Level of Competency in Each Area:

The Student:	N	1	2	3	4
a. Demonstrates perspectives and approaches to improve understanding and interactions with diverse clients and colleagues.					
b. Demonstrates sensitivity, respectfulness, and competence in working with all clients and colleagues, including those with social identities and/or value systems differing from the student or the profession.					

3. Poverty and Inequality: To critically examine the dimensions, causes, and consequences of poverty and inequality and social welfare policy responses, and to critically analyze the impact of public policy on the delivery of services.

Student's description of site-specific activities this quarter:

Student's description of areas of competency and areas for growth: _____

Practicum Instructor's evaluation of student learning in this area for this quarter:

Practicum Instructor's Rating of Student's Level of Competency in Each Area:

The Student:	N	1	2	3	4
--------------	---	---	---	---	---

a. Demonstrates an understanding of the consequences of poverty and inequality for clients served by the practicum site.					
b. Demonstrates an understanding of the process used in the practicum site to create or change formal and informal policies, procedures, and services in response to public policy.					

4. Macro Practice (Organizations, Community & Policy Practice): To prepare students for entry level generalist practice in organizations, communities, tribes, and the policy environment informed by knowledge pertaining to human behavior and the social environment, multiculturalism, and social justice.
 Student's description of site-specific activities this quarter: _____

Student's description of areas of competency and areas for growth: _____

Practicum Instructor's evaluation of student learning in this area for this quarter:

Practicum Instructor's Rating of Student's Level of Competency in Each Area:

The Student:	N	1	2	3	4
a. Demonstrates an understanding of the practicum site's mandate, goals, services, source of funds, organizational structure, personnel system and the impact of these on service delivery.					
b. Demonstrates an ability to identify resources in the community and discussed with Practicum Instructor.					

5. Micro/Mezzo Practice (Individuals, Families & Groups: To prepare students for entry level generalist practice with individuals, families, and groups informed by knowledge pertaining to human behavior and the social environment, multiculturalism, and social justice.

Student's description of site-specific activities this quarter: _____

Student's description of areas of competency and areas for growth: _____

Practicum Instructor's evaluation of student learning in this area for this quarter:

Practicum Instructor's Rating of Student's Level of Competency in Each Area:

The Student:	N	1	2	3	4
a. Demonstrates an ability to build interpersonal relationships with clients and colleagues characterized by warmth, genuineness, empathy, and cultural awareness and the ability to choose, develop and implement intervention strategies for assigned clients incorporating the empowerment, person-in-environment, and strengths perspective of social work with skills related to beginning, middle, and ending phases of intervention..					

b. Demonstrates self-awareness of student's values, attitudes, and beliefs, as well as value conflicts and how they influence professional practice with the establishment of appropriate boundaries with clients.					
--	--	--	--	--	--

6. Social Welfare Research & Evaluation: To define a range of methods for developing evidence-based social work practice including the critical appraisal of the literature, development of research questions, and strategies and techniques for conducting practice relevant research.

Student's description of site-specific activities this quarter: _____

Student's description of areas of competency and areas for growth: _____

Practicum Instructor's evaluation of student learning in this area for this quarter:

Practicum Instructor's Rating of Student's Level of Competency in Each Area:

The Student:	N	1	2	3	4
a. Demonstrates the ability to access current literature and use the most current social research findings to inform the selection of practice assessments and interventions.					
b. Demonstrates an understanding of the impact of evidence based practice principles on service delivery in the practicum site.					

7. Professional Growth, Development, and Responsibility: To demonstrate professional behavior and professional growth, including communication skills and an investment in learning.

Student's description of site-specific activities this quarter: _____

Student's description of areas of competency and areas for growth: _____

Practicum Instructor's evaluation of student learning in this area for this quarter:

Practicum Instructor's Rating of Level of Competency in Each Area:

The Student:	N	1	2	3	4
a. Demonstrates motivation, commitment and initiative including an ability to use practicum instruction and supervision to improve practice					
b. Demonstrates verbal and written communications that reflect critical thinking, a capacity to observe, comprehend and respond appropriately with analysis utilizing professional terminology.					
c. Demonstrates the attainment of foundational elements of social work practice and the capacity to move on to advanced practice.					

d. Demonstrates professional responsibility by being courteous to clients and colleagues; by being punctual and dependable; and by organizing and prioritizing work responsibilities effectively.					
---	--	--	--	--	--

Brief Summary Comments
Required from both Student and Practicum Instructors

Student's Overall Self-Assessment of Learning this Quarter:

Practicum Instructor's Overall Assessment of Student's Progress this Quarter:

Priorities for Next Quarter
(At End of Final Quarter, Add Priorities For Next Practicum)

Student Statement of Priorities:

Practicum Instructor Statement of Priorities

APPENDIX C

AFFILIATION AGREEMENT

This Agreement is entered into between the University of Washington, School of Social Work and the University of Washington-Tacoma Social Work Program (“School”), and _____ (“Training Site”). The School and the Training Site share common goals for client care and service to the community. The School has established educational programs for the training of social work students (“trainees”) and needs the cooperation of other institutions for the training of these individuals. The Training Site has suitable facilities for training and is willing to allow its facilities to be used by trainees of the School.

Therefore, the School and Training Site agree as follows:

General Provisions

1. The School and Training Site agree that contemporaneous with or following execution of this Agreement and within the scope of its provisions, the School shall confer with the Training Site about the number and types of trainees it might accept for placement, the nature of the Training Site’s learning experience, and its expectations of trainees in meeting the Training Site’s needs. As part of this consultation, the School will make available to Training Site current copies of its Practicum Manuals for the Bachelor of Arts Degree in Social Work and the Master of Social Work Program. The School may formalize the operational details of the clinical education program in writing for each trainee. These details include, but are not limited to, the following:
 - Beginning dates and length of experience;
 - Number of trainees eligible to participate in the training;
 - Specific days, hours, and locations for the training;
 - Specific allocation of responsibilities for the faculty Liaison, training supervisors, and Preceptors, if any, referred to in this Agreement;
 - Deadlines and format for trainee progress reports and evaluation forms.
2. Any such letters will be considered attachments to this Agreement, will be binding when signed by authorized representatives of each party, and may be modified following further written agreement between the parties.
3. The School and Training Site will jointly plan the training program and jointly evaluate trainees. Exchange of information may be maintained by on-site visits when practical or by other means as necessary.
4. The School and Training Site will instruct their respective faculty, staff, and trainees participating in the training to maintain confidentiality of trainee and client information as required by law and by the policies and procedures of the School and the Training Site.
5. There will be no discrimination against any program participant covered under this Agreement because of race, color, religion, national origin, age, handicap, status as a Vietnam era or disabled veteran, sex, or sexual orientation.

School's Responsibilities

6. The School will assign only trainees who, in the opinion of the School, have the required academic background and basic skills to be trained in the Training Site.
7. The School will provide the Training Site with appropriate information about each trainee's background and professional interests.
8. The School will designate a Practicum Liaison(s) to the Training Site.
9. The Practicum Liaison will assist, if necessary, in the development of an Educational Contract and review the progress of trainee learning with the Supervisor(s) at the Training Site ("Practicum Instructor"). An Educational Contract outlines the School's required learning goals for the practicum courses, and the activities the trainee is required to complete to meet those goals. It is signed by the trainee and the Training Site's Practicum Instructor(s), and reviewed and approved by the Practicum Liaison.
10. The School will provide the Training Site's Practicum Instructor with access to instructional materials, as appropriate.
11. The School will provide opportunities as feasible, such as workshops and training sessions, to assist Practicum Instructors to develop professionally as social work educators.
12. Upon request, the School will provide the Practicum Instructor with University of Washington Library privileges.
13. The School obtains a background check through a third party vendor for each student admitted to the School of Social Work. The background check obtained by the school includes those areas referred to as the "Child and Adult Abuse Law" criminal background check ("CAAL check") pursuant to RCW 43.43.830-.845, and national conviction and/or non-conviction data. Training Site acknowledges that School is not responsible for the accuracy of the information provided through this background check and that the provision of this background check information does not relieve Training Site of any of its legal obligations related to these background checks.

Training Site's Responsibilities

14. The Training Site will designate, with the School's concurrence, one or more qualified staff members who will serve as Practicum Instructors to direct and supervise trainee learning. Practicum Instructors will confer with the appropriate Practicum Liaison about individual trainee progress.
15. The Training Site shall make its facilities available to be used for educational purposes and shall supervise trainees.
16. The Training Site will allocate reasonable time to the Practicum Instructors to carry out their educational responsibilities, including attending training for practicum instruction, development of student learning contracts, regular supervision, and evaluation of students.
17. The Training Site shall provide trainees access to available information or sources of information that will further their education while they are assigned to the Training Site.
18. The Training Site may immediately limit or withdraw the use of its facilities by an individual trainee if that particular trainee endangers any client. Training Site agrees to immediately notify School, with reasons for withdrawal, in writing if requested, and to use reasonable efforts to reach agreement with School on terms under which Training Site would permit use of its facilities by that trainee under this Agreement to resume.

19. The number of hours spent by the trainee at the Training Site is determined by University credit requirements, but the specific scheduling of the hours is negotiable between the trainee and the Training Site, subject to approval of the School.
20. The Training Site agrees to comply with School expectations regarding quarterly evaluations of trainees.

Liability Coverage Provisions

21. Each Party Responsible for Its Own Negligence:
Each party to this agreement will be responsible for the negligent acts or omissions of its own employees, officers, agents, or trainees in the performance of this Agreement. Neither party will be considered the agent of the other and neither party assumes any responsibility to the other party for the consequences of any act or omission of any person, firm, or corporation not a party to this Agreement, other than trainees as provided in this section.
22. School:
School will defend, indemnify and hold Training Site harmless from any loss, claim or damage arising from the negligent acts and omissions of School and School's regents, employees, officers, agents, and trainees for activities under this Agreement. School maintains a professional liability coverage program under the authority of RCW 28B.20.250, .253, and .255. for its regents, employees, officers, agents, and trainees while at Training Site in the performance of this Agreement.
23. Training Site:
Training Site will defend, indemnify and hold School harmless from any loss, claim or damage arising from the negligent acts and omissions of Training Site and Training Site's employees, officers, and agents. Training Site will maintain at its own expense commercial general liability insurance with limits of not less than \$1,000,000 per occurrence and \$2,000,000 annual aggregate (or an equivalent program of self-insurance). If trainees at the Training Site will be involved in patient care, therapy, counseling, case management, and/or related direct service social work, then Training Site will also maintain professional liability insurance with limits of not less than \$1,000,000 per occurrence and \$3,000,000 annual aggregate (or an equivalent program of self-insurance).

If Training Site is a State of Washington agency, Training Site's obligations for insurance will be covered by the State of Washington Self-Insurance Program and the Tort Claims Act (RCW 4.92). Claims against Training Site and its employees, officers, and will be paid from the Tort Claims liability account as provided in RCW 4.92.
24. Upon request, both parties will provide proof of coverage upon execution of this Agreement. School and Training Site agree to notify each other in the case of material modification or cancellation of coverage, and to provide subsequent proof of coverage thereafter.

Relationship of the School and the Training Site

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

Confidentiality Provisions

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

Client Billing and Records

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

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

Miscellaneous Provisions

29. Worker's Compensation. Trainees assigned to Training Site will be and will remain trainees of School, and will not be considered employees of Training Site. Training Site does not and will not assume any liability under any law relating to Worker's Compensation on account of any trainee's performing duties, receiving training, or traveling pursuant to this Agreement. Trainees will not be entitled to any monetary or other remuneration for services, absent an express agreement between the trainee and the training site.

30. Term. This Agreement is effective _____, and shall continue thereafter year to year. This Agreement will be reviewed no later than 5 years from its effective date, or earlier at the request of either party. Either party may terminate this Agreement upon 90 days written notice, however, in the event of termination, it shall not become effective for trainees already participating at Training Site until they have completed their current placements.

31. Governing Law. The laws of the State of Washington govern any claim or dispute related to this Agreement.

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

To School:

Office of Practicum
School of Social Work
University of Washington
4101 15th Ave. N.E., Box 354900
Seattle, WA 98105

To Training Site:

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

33. Survival. The School and Training Site expressly agree that the liability coverage provisions of this Agreement will survive the termination of this Agreement.
34. Severability. If any provision of this Agreement is held to be wholly or partially invalid or unenforceable under applicable law, that provision will be ineffective to that extent only, without in any way affecting the remaining provisions of the Agreement.
35. Waiver. Neither the waiver by any of the parties of a breach of or a default under any of the provisions of this Agreement, nor the failure of either of the parties to enforce any of the provisions of this Agreement or to exercise any right or privilege hereunder, will be construed as a waiver of any subsequent breach or default of a similar nature, or as a waiver of any provisions, rights, or privileges hereunder.
36. Entire Agreement. This Agreement constitutes the entire agreement between the parties, and supersedes all prior oral or written agreements, commitments, or understandings concerning the matters provided for in this Agreement.
37. Amendment. This Agreement may only be modified by subsequent written agreement or letter executed by the parties. Any conflict or inconsistency in this Agreement and its attachments will be resolved by giving the documents precedence in the following order:
 - i. This Agreement;
 - ii. Attachments to this Agreement in reverse chronological order.

UNIVERSITY OF WASHINGTON
SCHOOL OF SOCIAL WORK

Dean of the School of Social Work Date _____

Director, University of Washington
Tacoma Social Work Program Date _____

Vice Chancellor, University of Washington Date _____
Tacoma

Executive Director, Health Sciences Administration Date _____

Approved as to Form by the Office of the Attorney General
October 2008

TRAINING AGENCY:

Signature

Printed Name and Title Date _____

Signature

Printed Name and Title Date _____

Name, Address, and Phone Number of Training Organization:

Phone: _____

APPENDIX D

Request for Practicum Placement in an Agency of Employment

The use of the social agency for practicum placement where a student is employed may be proposed by students.

With the exception of CWTAP students, only **one** of the required placements (either SocW 524-Foundation Practicum or SocW 525-Advanced Practicum) may be completed in the agency where the student is employed.

Evaluation and approval of the proposal to use the agency where the student is employed for a practicum is the responsibility of the School of Social Work. The proposal must be approved by both the student's practicum Coordinator and the Director of Practicum.

General Instructions

1. The proposal must be designed in such a way that its implementation will facilitate the student's development as a professional social worker by providing opportunities to pursue and achieve the educational objectives for the Foundation or Advanced Curriculum in which the student is enrolled.
2. The proposal may not include or in any way duplicate the roles, tasks, or responsibilities for which the student is employed by the agency.
3. The student should review the "Request for Practicum Placement in an Agency of Employment" with his/her Practicum Coordinator at the School of Social Work. The objectives of the practicum course as stated in the Practicum Manual are the focus of the review to insure that there will be opportunities to meet those objectives. The proposal must be submitted early in the quarter prior to the quarter practicum is to begin. Students may not begin their practicum until final written approval is given by the Practicum Liaison and the Co-Director of Practicum to the student and the practicum instructor.

Specific Instructions

1. Proposal for Practicum Placement in Agency of Employment.
Under this heading should be the following:
 - a. Student's
 - Name
 - Telephone Number
 - UW Email Address
 - Designation of placement as BASW, MSW Foundation or MSW Advanced
 - b. Current Employment Site:
 - Name, Division
 - Address
 - Telephone Number
 - c. Proposed Practicum Site:
 - Name, Division
 - Address
 - Telephone Number
2. The proposal must include the following:
 - a. List which placement, which quarter(s) and how many credits each quarter.

- b. Proposed Starting Date
- c. Provide a description of the overall agency's functions and staff composition
- d. Provide your employment title and describe your regular responsibilities.
- e. Provide name and title of your employment supervisor.
- f. Specify your current work schedule (days and times).
- g. Describe the proposed Practicum within the agency and how it will differ from the duties and responsibilities for which you are employed.
- h. Describe your learning goals and how they relate to the learning opportunities which will be available in the Practicum.
- i. Describe how your work load will be reduced to insure that the required time for your Practicum is available each week of the Practicum and provide specific information on what your new work schedule will be (days and times) after you begin the proposed practicum.
- j. Specify the days and times which will be set aside for the Practicum each week.
- k. Specify the days and times which will be set aside for instruction each week with your proposed Practicum Instructor (a minimum of one and one-half hours of actual practicum instruction/conference time per week is required per student that is in placement 16-24 hours per week. Duration and frequency of supervisory conferences for students in placement less than 16 hours or more than 24 hours per week should be adjusted.)

3. Practicum Instructor

The approval and acceptance of the Practicum Instructor (MSW and two years post-graduate practice experience are the minimum requirements) rests with the School of Social Work. Present supervisors of the student making the proposal may not be utilized as Practicum Instructors.

The proposed Practicum Instructor must complete the Practicum Instructors Biographical Form, or provide a copy of their resume. The Bio form or resume must be submitted with the proposal.

The Practicum Instructor must serve in the agency of employment, be on the agency's Board, serve as a volunteer in the organization, or be a faculty member in the School of Social Work who has been approved by the Practicum Coordinator to provide off-site instruction with the assistance of an on-site agency task supervisor.

The Practicum Instructor must indicate approval for the plan, including their willingness to serve as the Practicum Instructor and to be available for practicum instruction, by their signature (see #5 below).

4. Administrative Approval

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

5. The completed proposal must be signed and dated by the responsible Administrator, your current supervisor, the proposed Practicum Instructor and yourself in the following format:

- Responsible Administrator's	Current Supervisor's
Name	Name
Title	Title
Telephone Number/Email	Telephone Number/Email
Signature and Date of Signature	Signature and Date of Signature
- Proposed Practicum Instructor's	Student's
Signature and Date of Signature	Telephone/Email
Name	Signature and Date of Signature
Title	
Telephone Number	

Submission of Proposal:

Students are required to first submit a draft of the Agency of Employment proposal to their Practicum Coordinator for review. Practicum Coordinator tentatively approves and directs student to get agency signatures. Student turns in two copies to Practicum Coordinator with agency signatures. Liaison directs Agency of Employment proposal to Co-Director for review and signature. Practicum Coordinator then signs, sends an email message to student (with a copy to Co-Director and Assistant Practicum Coordinator that the A of E has been approved. Assistant Practicum Coordinator puts a copy of the email in student's file. Practicum Liaison gives finalized copies to Assistant Practicum Coordinator to put in student file.

s:\newadss\merge documents\practicum\Agency of Employment Doc.

9/07

Practicum

First Practicum: _____

Second Practicum: _____

* Positions Held Since Graduation

<i>Date from/to</i>	<i>Employer Location</i>	<i>Position</i>

Supervisory Experience

<i>Agency</i>	<i>Years</i>

Student Instruction (please indicate number of students and years of supervisory experience)

<i>Agency</i>	<i>Students</i>	<i>Years</i>

* Publications _____

Workshops/institutes you have conducted _____

Special teaching interests _____

Date _____ *Signature* _____

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

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

APPENDIX F

University of Washington School of Social Work

Acknowledgment of Risk and Consent for Treatment for Practicum Participants

Section 1 (To be completed by practicum participant)

I acknowledge that there are certain risks inherent in my participation in this practicum, including, but not limited to risks arising from:

- Driving to and from the practicum site, or while in the course of practicum activities;
- Unpredictable or violent behavior of certain client populations served by the practicum site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens, and hepatitis, HIV or other bloodborne pathogens.

I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks beyond the control of University faculty and staff. I agree that it is my responsibility to understand and follow the Practicum Site's policies and procedures designed to identify and control risks, including safety and security procedures and bloodborne pathogen policies, and to obtain any immunizations which the Practicum Site may recommend or the University require. I represent that I am otherwise capable, with or without accommodation, to participate in this practicum.

Should I require emergency medical treatment as a result of accident or illness arising during the practicum, I consent to such treatment. I acknowledge that the University of Washington does not provide health and accident insurance for practicum participants and I agree to be financially responsible for any medical bills incurred as a result of emergency or other medical treatments. I acknowledge that I have been given the option to purchase field trip and students' health insurance through the University. I will notify my Practicum Instructor if I have medical conditions about which emergency personnel should be informed.

Name of Practicum Site: _____

Printed Name of Student: _____

Signature of Student

Date

Section 2 (General Information)

- To request disability accommodations for this practicum, please contact Disabled Resources for Students at least 10 days in advance of the practicum start date by calling (206)543-8924 (voice); (206) 543-8925 (TTY); or (206) 616-8379 (FAX); or email uwdss@u.washington.edu
- To purchase optional field trip insurance, please call (206) 543-3419. To purchase student health insurance, call (206) 543-6202.
- All School of Social Work students must meet all of the annual immunization requirements set by the University of Washington Health Sciences Administration in order to begin and continue in their practicum. As part of this process students are required to have their immunization history reviewed by the Hall Health Immunization Clinic. The School of Social Work must receive confirmation of compliance with immunization requirements from Hall Health before students may begin a practicum placement.

APPENDIX G

Community Service Learning

Service learning is "*...a method and philosophy of experiential learning through which participants in community service meet community needs while developing their abilities for critical thinking and group problem-solving, their commitments and values, and the skills they need for effective citizenship.*"¹

The University of Washington School of Social Work began the Community Service Learning (CSL) program as an elective in the BASW curriculum in 1998. CSL has since proved to be an invaluable source of inspiration, applied and practical learning for entering BASW students. Community Service Learning presents a unique opportunity to develop a better self understanding of why one might choose social work as a field of study and discover where you could make a valuable contribution in the future as a professional, volunteer and citizen. . It is an opportunity for students to explore the world of practice and find social work meaning in every day life

For students entering in the BASW program CSL is a required course in the junior year (Soc Wif 315), for 2 credits each quarter. Using a praxis (action and reflection) experiential learning approach, students can expect to spend up to one day (8 hrs) a week, in a community setting each quarter learning about the mission of the agency and engage in direct service. The aim is to reflect on the experience through reflective logs, in-class discussions & exercises in other social work classes (e.g. HBSE and Social Work Practice) and web-based discussion boards.

CSL enables students to focus on the mission of the School that challenges us to...**commit ourselves to promoting social and economic justice for poor and oppressed populations and enhancing the quality of life for all.*** Students are strongly encouraged to be proactive and self directed in seeking out learning opportunities in the community that are consistent with their own learning and career goals..

Finally, CSL is also consistent with our public service mandate, to enhance the health, well-being, and empowerment of disadvantaged communities and populations at local, national, and international levels. As students engage in service learning, they will hone their critical thinking skills, advocate for diversity and multiculturalism in support of social justice, while deliberating upon the political, historical and cultural context of social work practice.

* UW SSW Mission Statement 2005 ¹Mintz, S. & Liu, G. (1994). Learn and serve America: Higher education. Corporation for National Service.

Inquiries about CSL may be directed to:

Stan de Mello, UW SSW, Director, Community Service learning demellos@u.washington.edu

INFORMATION FOR CSL AGENCY

WHAT IS THE MISSION OF THE UW SCHOOL OF SOCIAL WORK?

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

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

We embrace our position of leadership in the field of social work and join in partnership with others in society committed to solving human problems in the twenty-first century.”

WHAT IS CSL?

The University of Washington, School of Social Work began the Community Service Learning (CSL) program as an elective in the BASW curriculum several years ago. CSL has proved to be an invaluable source of inspiration, applied and practical learning for entering BASW students. CSL presents a unique opportunity to develop a better self understanding of why one might choose social work as a field of study and discover where you could make a valuable contribution in the future as a professional, volunteer and citizen. It is an opportunity for students to explore the world of practice and find social work meaning in every day life.

EXPECTATIONS OF CSL STUDENTS:

- For students entering in 2008 CSL is a required course in the junior year (Soc Wlf 315), for 2 credits each quarter. Using a praxis (action and reflection) experiential learning approach, students can expect to spend up to one day (6 hrs) a week, in a community setting each quarter learning about the mission of the agency and engage in direct service. In addition, they complete one Day of Service each quarter with a group of their peers.
- The aim is to reflect on the experience through reflective logs, in-class discussions & exercises in other social work classes (e.g. HBSE and Social Work Practice) and web-based discussion boards.
- CSL enables students to focus on the mission of the School that challenges us to commit ourselves to promoting social and economic justice for poor and oppressed populations and enhancing the quality of life for all.

EXPECTATIONS OF CSL AGENCIES:

- An agency must be able to offer an environment that is optimal for the learning of the CSL students and opportunities for a student to complete their CSL goals. This includes providing opportunities for the students to actively participate in micro to macro social work.
- An agency must also provide sufficient training and supervision during the course of the year. Student also must receive relevant feedback regarding their work.

DEVELOPING PROJECT/POSITION DETAILS

When developing a project or position title and description:

- Please keep in mind that service learning students choose their organization based on what is written in the position description on this form;
- In describing the position, a clear and creative title and description will likely increase student response to the position;
- Keep in mind that focused projects with clear expectations and visible outcomes keep students on track, interested and motivated.

TIME CONSIDERATIONS:

Positions should be designed for 6 hours of work per week (typically set aside on a Tuesday but scheduling is negotiable with student) for approximately 10 weeks or for 60 hours over the course of the quarter for three consecutive quarters starting in autumn.

ACADEMIC CALENDAR

Instruction Begins: September 24th, 2008

Community Service Learning Begins: The week of October 6th, 2008

Last Day of Instruction for Fall Quarter: December 5th, 2008

ORIENTATION AND LOGISTICS

An organizational orientation should familiarize the students with the mission of the organization, the space, the people, and safety issues related to the respective position and responsibilities. This orientation is the students' first substantive contact with your organization and will set the tone for the service learning experience. Orientation should take place before the second week of the academic quarter.

UW SSW COMMUNITY SERVICE LEARNING CONTACT INFORMATION

Please contact us at any point if you have questions, concerns or ideas!

Stan de Mello Co Director Practicum & CSL
 School of Social Work
 University Of Washington
 4101 - 15th Ave. NE
 Seattle, WA 98105-6299

s:\share\newadss\mergedocuments\practicum\2008 CSL Information Sheet

Standards of Conduct and Grievance Procedures

UW Student Conduct Code

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

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

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

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

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

Violations of these standards may result in a variety of disciplinary actions, including suspension or permanent dismissal from the University.

Academic Performance and Conduct Which May Result in a Review and Possible Dismissal from the School of Social Work

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

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

2. Academic cheating, lying, or plagiarism.
3. Behavior judged to be in violation of the NASW Code of Ethics (available at www.naswdc.org/pubs/code/default.asp on the World Wide Web) or unprofessional conduct as specified by RCW 18.130.180 Unprofessional Conduct, Regulation of Health Professions-Uniform Disciplinary Act, Revised Code of Washington (available at apps.leg.wa.gov/RCW/default.aspx?cite=18.130.180.*
4. Documented evidence of conviction of a criminal act occurring during the course of study, or which occurred prior to admission to the School of Social Work and became known after admission.
5. Failure to meet the Standards for Essential Abilities and Attributes for Admission and Continuance in the School of Social Work.

* The NASW Code of Ethics is published in the *Encyclopedia of Social Work*, Vol. 3, Appendix 1, available in the SW Library. The most recent RCW 18.130.180 is published in the *Revised Code of Washington*, available in the Law Library or in the Government Publications section of Suzzallo & Allen Library.

Academic Honesty: Cheating and Plagiarism

What is academic misconduct?

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

Plagiarism

One of the most common forms of cheating is *plagiarism*, using another's words or ideas without proper citation. When students plagiarize, they usually do so in one of the following six ways:

1. *Using another writer's words without proper citation.* If you use another writer's words, you must place quotation marks around the quoted material and identify the source of the quotation.
2. *Using another writer's ideas without proper citation.* When you use another author's ideas, you must indicate with an in-text citation, note, or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.
3. *Citing your source but reproducing the exact words of a printed source without quotation marks.* This makes it appear that you have paraphrased rather than borrowed the author's exact words.
4. *Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.* This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words. The following example is from *A Writer's Reference* by Diana Hacker (New York, 1989, p. 171).
 - **Original:** *If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.*
 - **Unacceptable borrowing of words:** *An ape who knew sign language unsettled linguists and startled animal behaviorists.*

- **Unacceptable borrowing of sentence structure:** *If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.*
 - **Acceptable paraphrase:** *When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.*
5. *Borrowing all or part of another student's paper or using someone else's outline to write your own paper.*
 6. *Using a paper writing "service" or having a friend write the paper for you. Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.*

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

You may think that citing another author's work will lower your grade. In some unusual cases this may be true, if your instructor has indicated that you must write your paper without reading additional material. But in fact, as you progress in your studies, you will be expected to show that you are familiar with important work in your field and can use this work to further your own thinking. Your professors write this kind of paper all the time. The key to avoiding plagiarism is that you show clearly where your own thinking ends and someone else's begins.

Standards for Essential Abilities and Attributes for Admission and Continuance in the School of Social Work

Essential Abilities and Attributes for Admission to and Continuance in the School of Social Work, distinguished from academic standards, describe the physical, cognitive, emotional and character requirements to provide reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the practice of social work.

Acquisition of competence as a social worker is a lengthy and complex process that will be subverted by significant limitations of the student's ability to participate in the full spectrum of the experiences and the requirements of the curriculum.

Students in the School of Social Work at the University of Washington are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom, in their practica and elsewhere. Attention to these standards will be part of evaluations made by faculty responsible for evaluating applications for admission and faculty responsible for evaluating students' classroom and practicum performance.

Motor Abilities. The social work student must have sufficient motor abilities to attend class and practicum placement with or without technical accommodation. Reasonable accommodation through technology for limitations in motor abilities will be allowed. The Office of Disability Resources for Students may be consulted regarding reasonable accommodations.

Sensory Abilities. The social work student must have the ability through his/her senses to participate in classes and practicum placement. The student must acquire and integrate data through use of their senses with or without technical accommodation. Reasonable accommodation through technology for limitations in sensory abilities will be allowed. The Office of Disability Resources for Students may be consulted regarding reasonable accommodations.

Communication Skills. The social work student must communicate effectively and sensitively with other students, faculty, staff, clients and other professionals. They must express their ideas and feelings clearly and demonstrate a willingness and ability to listen to others. They must have sufficient skills in spoken and written English to understand the content presented in the program.

Self-awareness. The social work student must know how his/her values, attitudes, beliefs, emotions and past experiences affect his/her thinking, behavior and relationships. The student must be willing to examine and change his/her behavior when it interferes with his/her working with clients and other professionals; and must be able to work effectively with others in subordinate positions as well as with those in authority.

Professional Commitment. The social work student must have a strong commitment to the goals of social work and to the ethical standards of the profession. The student must be committed to the essential values of social work which are the dignity and worth of every individual and his/her right to a just share of the society's resources.

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

Objectivity. The social work student must be objective enough to systematically evaluate clients and their situations in an unbiased, factual way.

Empathy. The social work student must endeavor to seek to comprehend another individual's way of life and values. He/she must be able to communicate this empathy and support to the client as a basis for a productive professional relationship.

Energy. The social work student must be resistant to the undesirable effects of stress and avoid burnout by exercising appropriate self-care and developing cooperative and facilitative relationships with colleagues and peers.

Acceptance of Diversity. The social work student must appreciate the value of human diversity. He/she must serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation and/or value system. Social work students must not impose their own personal, religious, sexual, and/or cultural values on their clients.

Interpersonal Skills. The social work student must demonstrate the interpersonal skills needed to relate effectively to other students, faculty, staff, clients and other professionals. These include compassion, altruism, integrity and the demonstration of respect for, and consideration of others.

Professional Behavior. The social work student must behave professionally by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities and completing assignments on time.

Student Concerns Protocols

Introduction

The mission of the UW School of Social Work emphasizes social workers' role in promoting social and economic justice, particularly for disadvantaged populations, and improving the quality of life for all. As we strive to create a community of learners committed to fulfilling our mission, we realize that the challenges are tremendous for both students and faculty. Genuine diversity, whether in society at large or

in our School in particular, is extremely difficult to achieve. In the process, there are inevitable misunderstandings, insensitivities, and conflicts. People can feel hurt, misunderstood, and discounted. It is important to have procedures that can be used when this happens in order to find resolution and to learn from our experiences.

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

Pathways to Action

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

Todd Herrenkohl
 Director of BASW Program
 206-221-7873, Room 127J
 email: tih@u.washington.edu
 Taryn Lindhorst
 School Ombudsman
 206-616-2152, SWS 225A
 email: tarynlin@u.washington.edu

Gary Olson
 Assistant Dean of Student Services
 206-616-5830, SWS 23
garyo@u.washington.edu

Stan de Mello
 Co-Director of Practicum (BASW)
 206-616-5983, SWS 112K
demellos@u.washington.edu

J'May Rivara
 Co-Director of Practicum (MSW)
 206-616-5792, SWS 112H
jbr@u.washington.edu

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

Margaret L. Spearmon
 Associate Dean for Student and Professional
 Development
 206-616-2516, SWS 210D
spearmon@u.washington.edu

Resolution of Grievances

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

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

Academic Grievance

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

For academic issues within practicum, resolution may be sought by discussion with the Practicum Instructor, Liaison or Coordinator; secondly with the Director of Practicum; and thirdly with the Ombudsman; and fourthly with the Director of the Program.

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

Graduate School academic grievance procedure: Having exhausted the avenues for resolution within the School, a graduate student with a complaint of unfair treatment involving academic policies may approach the Graduate School. If resolution is not reached through informal conciliation by the Graduate School, the student may file a formal complaint seeking resolution by the Graduate School Academic Grievance Committee. (*For complete procedural details, refer to the Graduate School Memorandum No. 33, available at www.grad.washington.edu/Acad/gsmemos/gsmemo33.htm.)*

Discrimination/Unfair Treatment Grievance

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

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

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

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

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

Resource Persons Within the School and the University

School of Social Work Ombudsman

Taryn Lindhorst
Room 225A
206-616-2152
email: tarynlin@u.washington.edu

Assistant Dean for Student Affairs

Gary Olson
Room 23
206-616-5830
email: garyo@u.washington.edu

Director of BASW Program

Todd Herrenkohl
Room 127J
206-221-7873
email: tih@u.washington.edu

Director of MSW Program

Emiko Tajima
206-221-7874
SWS 238F
etajima@u.washington.edu

Director of Extended Degree Programs

James B. DeLong
Room 238C
206-685-3173
email: delongj@u.washington.edu

Program Coordinator for BASW and MSW Programs

Jennifer Maglalang
Room: SWS 238G
206-543-3416
jennmag@u.washington.edu

Co-Director of Practicum (BASW)

Stan de Mello
Room 112K
206-616-5983
email: demellos@u.washington.edu

Co-Director of Practicum (MSW)

J'May Rivara
Room 112H
206-616-5792
email: jbr@u.washington.edu

Dean of the School of Social Work

Edwina S. Uehara
206-685-2480
Room 210C
email: eddie@u.washington.edu

Associate Dean for Student and Professional Development

Margaret L. Spearmon
206-616-2516
Room 210D
email: spearmon@u.washington.edu

Associate Dean for Research

David Takeuchi
Room 210B
206-543-5133
dt5@u.washington.edu

University Interim Ombudsman

Susan L. Neff
301 HUB
206-543-6028, TTY: 206-616-6163
email: lprice@u.washington.edu

University Interim Ombudsman for Sexual Harassment

Susan L. Neff
301 HUB
206-543-0283
email: lprice@u.washington.edu

Office of the Vice Provost for Student Life

476 Schmitz Hall
206-543-4972
email: ovpsa@u.washington.edu

Graduate School Student Services

G-1 Communications
543-5900
email: uwgrad@u.washington.edu

University Complaint Investigation and Resolution Office (UCIRO)

4311 11th Avenue NE, Suite 630
616-2028
email: uciro@u.washington.edu

UW Equal Opportunity Statement

For the complete legal statement, refer to the U of W Operations Manual, Vol. 2, D46.4 (available in the SW Library).

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

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

Reasonable Accommodation Statement

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

School of Social Work Review Committee

The School of Social Work Review Committee (SSWRC), a committee appointed by the Dean of the School of Social Work, is charged with the responsibility to investigate and decide on matters related to students' academic and practicum performance problems, including the failure to meet the Standards for Essential Abilities and Attributes for Admission and Continuance in the School of Social Work and the items listed in "Academic Performance and Conduct Which May Result in a Review and Possible Dismissal from the School of Social Work."

The Dean appoints the SSW Review Committee each year. Members serve two-year terms.

UW Policy on Non-Discrimination and Affirmative Action

For complete policy details, please refer to Volume 4, Part I, Chapter 2 of University of Washington Handbook (www.washington.edu/faculty/facsenate/handbook/Volume4.html).

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

University policy:

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

UW Policy on HIV

For complete policy details, please refer to Executive Order No. 60 of the President, Revised September 24, 1996, University Handbook

(www.washington.edu/faculty/facsenate/handbook/04-06-10.html).

The University makes available to eligible persons information and appropriate clinical services, including testing and counseling, and will make referrals as necessary to other health-care agencies. Questions regarding HIV can be directed to the Hall Health Primary Care Center Information Hotline: 206-685-AIDS or the HIV/STD Information Hotline: 206-205-7837.

Additional information is available on the Hall Health Website

(depts.washington.edu/hhpcweb/qa-detail.php?QandAID=55&ClinicID=1).

APPENDIX I

Educational Policy and Accreditation Standards

<http://www.cswe.org/CSWE/accreditation/>

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