

Social Work Program Field Practicum Manual

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Dear Student,

You are beginning what is, for most students, the most exciting aspect of your education so far—Field Practicum. The aspect of experiential education though field practicum is one of the unique aspects for social work majors.

Chances are you have looked forward to this experience since you decided to declare a major in social work. You've probably heard your share of stories both good and bad—as other students share their experience. Don't assume their experience will be yours. You will have a unique experience based in part on what you bring to the practicum.

This manual offers you information that may assist to decrease anticipatory anxiety and work you through the process of applying to practicum, choosing and interviewing for placement. The manual contains all the forms associated with the practicum process including special request forms for practicum in place of employment.

Included in this manual are the policies and behavioral expectations of students applying for and entering practicum. Take the time to read it through carefully as you are responsible for complying with the expectations of our program.

We look forward to working with you and sharing your journey into the social work profession.

Sincerely,

Kim Swisher, LMSW Field Director UAF Campus Social Work Program kcswisher@alaska.edu Heidi Brocious Practicum Coordinator Distance Delivery Social Work Program hlbrocious@alaska.edu

Practicum Placement Steps and Timelines

Step 1 – Apply for Practicum

Application Deadline
Acceptance Letters to Practicum Sent

January 31st Late March

Step 2 – Meet with Practicum Director:

Mar-April

Kim Swisher (907) 474-6513

Schedule an appointment to discuss your application and placement choices.

Step 3 - Referral for Interview at Possible Placement Agency

April – Aug.

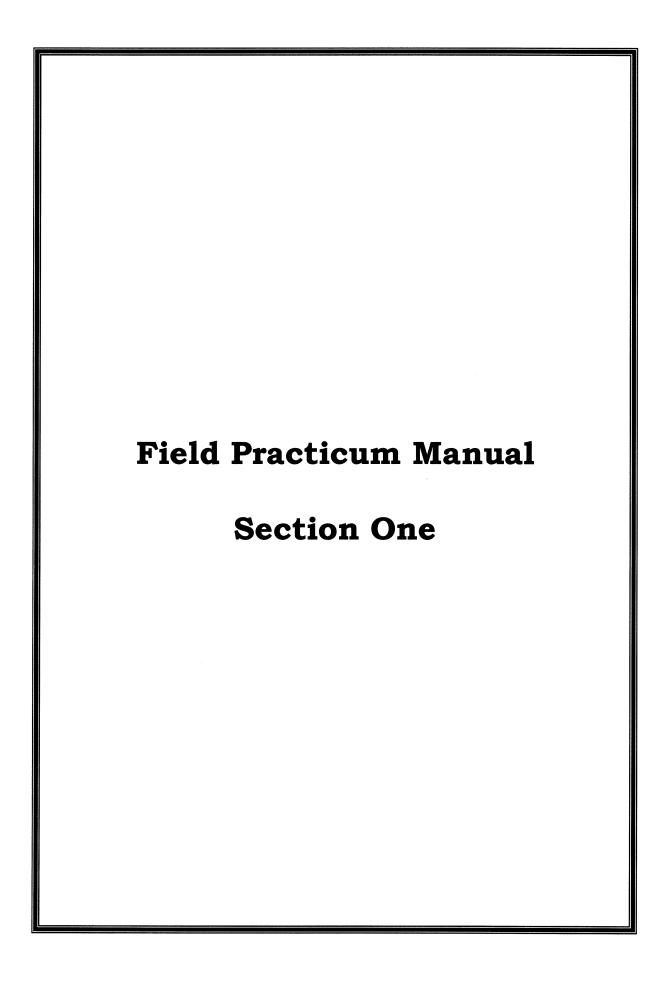
Interviews with agency/supervisor may begin in April, but can take all summer to be coordinated. Please be patient as the Social Work Faculty coordinate your placement.

Students have to complete the interview process with their potential agency. If both student and supervisor agree to the placement no additional interviews are necessary. Contact Practicum Coordinator if either you, or the agency, do not agree on the placement. An additional interview can be arranged.

Step 4 – Field Work Affiliation Agreements completed by Agency and Field Director

Step 5 - All placements must be finalized

September 1



UAF Social Work Field Practicum Overview

Mission

Rooted in core social work values, we educate generalist social work practitioners to promote the health and well-being of individuals, families and communities, emphasizing the diversity and uniqueness of rural Alaska.

Goals

We create a community of critical thinkers dedicated to becoming competent, culturally sensitive professionals engaged in lifelong learning. We prepare students:

- 1. For generalist social work practice with individuals, families, groups, organizations and communities.
- 2. To integrate the values and ethics of the social work profession into generalist practice
- 3. To apply critical thinking to inform and communicate professional judgments
- 4. To engage diversity in generalist practice to advance human rights and advocate for social and economic justice.
- 5. To understand bio-psycho-social, spiritual, and cultural functioning and apply it to all client systems.
- 6. To conduct research and scholarship applicable to the Alaskan context which contributes to individual and community well-being

Generalist Practice Definition

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

"Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support and build on strengths and resiliency of all human beings. They engage in research informed practice and are

proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies" (CSWE, 2008, p.7).

Core Competencies and Practice Behaviors

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

Competency 1: Identify as a social worker and conduct self accordingly

Practice Behaviors:

- Advocate for client access to the services of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning
- Use supervision and consultation

Competency 2: Apply social work ethical principles to guide professional practice Practice Behaviors:

- Recognize and manage personal values in a way that allows professional values to guide practice
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- Tolerate ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions

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

Practice Behaviors:

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom
- Analyze models of assessment, prevention, intervention, and evaluation
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues.

Competency 4: Engage diversity and difference in practice

Practice Behaviors:

Recognize the extent to which a culture's structures and values may oppress,

- marginalize, alienate, or create or enhance privilege and power;
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups
- Recognize and communicate their understanding of the importance of difference in shaping life experiences
- View themselves as learners and engage those with whom they work as informants.

Competency 5: Advance human rights and social and economic justice

Practice Behaviors:

- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice.

Competency 6: Engage in research-informed practice and practice-informed research Practice Behaviors:

- Use practical experience to inform scientific inquiry
- Use research evidence to inform practice

Competency 7: Apply knowledge of human behavior and the social environment Practice Behaviors:

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
- Critique and apply knowledge to understand person and environment

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

Practice Behaviors:

- Analyze, formulate, and advocate for policies that advance social well-being
- Collaborate with colleagues and clients for effective policy action

Competency 9: Respond to contexts that shape practice

Practice Behaviors:

- Continuously discover, appraise and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services

Competency 10 (a)-(d): Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

Practice Behaviors:

10(a) Engagement

- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills

• Develop a mutually agreed-on focus of work and desired outcomes Practice Behaviors:

10(b) Assessment

- Collect, organize, and interpret client data
- Assess client strengths and limitations
- Develop mutually agreed-on intervention goals and objectives
- Select appropriate intervention strategies

Practice Behaviors:

10(c) Intervention

- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help clients resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and endings

Practice Behaviors:

10(d) Evaluation

• Critically analyze, monitor and evaluate interventions

Students should refer to the *CSWE Educational Policy & Accreditation Standards* (2008) for more detailed information about the core competencies, practice behaviors and the accreditation standards.

(http://www.cswe.org/Accreditation/2008EPASDescription.aspx)

Purpose of Field Education

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

Practicum is a form of community service that occurs under the direct supervision of a social worker in a social service agency. Agencies are specifically chosen to provide students the opportunity to engage in direct social work practice experiences with individuals, families, groups, organizations, and communities.

It is important to note that practicum fieldwork is not meant to be on-the-job training or apprenticeship rather it is an educational process of guided experiential learning designed for a student's personal and professional growth as a social worker.

The field practicum is designed to further the mission, goals and competencies of the social work program at UAF in accordance with Council of Social Work Education's guidelines.

Required Coursework and Field Education Hours

Practicum requires the student to complete a minimum of 400 clock hours in the same community social service agency over the course of two semesters. The practicum sequence SWK 461 occurs in the fall semester and SWK 464 is scheduled for the spring semester. The total practicum is 12 credit hours, 6 credits per semester, which includes a classroom seminar and approximately 14-16 hours per week spent in the social service agency applying classroom learning.

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

During practicum students work under the direct supervision of an agency based social worker, or other qualified supervisor approved by the Practicum Coordinator. Students are required to develop *Learning Agreements* with their field supervisors that specify student's learning activities within that agency (Appendix F). The learning agreement then serves as criteria for evaluation of the student's progress toward acquiring the CSWE Competencies and Practice Behaviors. The Field Instructor and the Practicum Coordinator approve the learning agreements. Students are expected to meet weekly for a minimum of one hour of *supervision* with their agency based Field Instructor. Please see the *Glossary of Terms* for an explanation of the roles various individuals play in the practicum experience (Appendix A).

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

Distance Courses and Campus Courses for Practice/Practicum Series

For program and course management, students living in Alaska outside the Fairbanks North Star Borough will be given priority in the distance delivered sections of SWK 460/463 Practice I/II, and SWK 461/464 Practicum I/II. Students living out of the state of Alaska will be given approval to enroll in distance sections if room remains in those sections. If the distance sections have met maximum capacity, then distance students will be required to enroll in the campus sections of courses, and will be part of a blended classroom environment (distance and in person).

Students living within the Fairbanks North Star Borough will be required to enroll in the campus sections of SWK 460/463 Practice I/II, and SWK 461/464 Practicum I/II, and attend class on campus.

Practicum Coordination

The Field Director assumes overall responsibility and oversight for both the campus based and statewide distance delivered program. The director develops evaluation tools, establishes criteria for selection of agencies, field instructors, task supervisors, and in conjunction with the distance delivered Practicum Coordinator, establishes a training agenda for the agency based field supervisors. Currently there are two (2) Practicum Coordinators for the program—one for distance and one for campus-based students. These two faculty assist with student placement and monitoring.

Application by January 31st of the year prior to their senior year. Assignment to a practicum site typically occurs in the spring semester (May), but it may take all summer to identify an appropriate placement match for the student (See Appendix B). A student's previous experience, learning needs, interests, and goals are considered. A variety of approved practicum sites are available for students to choose from. Attempts are made to ensure that the student's placement will meet their learning expectations, and the requirements of the Social Work Department, while at the same time supporting and advancing the mission and goals of the community agency.

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

experience. All approved Agency applications are kept on file at the Fairbanks campus.

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

<u>New Field Instructor Training</u>: Once approved to become a Field Instructor, the Practicum coordinator provides new field instructor training. Depending on the number of new instructors, the orientation may occur on a one-to-one basis or in a group. After the training new instructors are approved to supervise students. Training is also provided to any member of the agency interested in learning about the practicum student experience.

<u>Orientation for Field Instructors:</u> Field Instructor Orientation is scheduled prior to the start of the fall semester. Field Instructors are given program updates, current field evaluation forms, the semester calendar, the updated Field Practicum Manual, information about the student's classes, and asked for input for additional training that occurs spring semester.

Orientation to Practicum and Support for Students: Each Practicum Coordinator works directly with the students in each section of the practicum seminar (SWK 461/SWK 464). The coordinator assists students in all areas of practicum beginning with placement planning and including the development of the Learning Agreement, answering practicum related questions, and resolving problems or concerns. The coordinator makes regular agency site contacts (minimum of one each semester) and with the recommendation of the agency Field Instructor, assigns the final grade.

Field Instructor: Role and Responsibilities

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

The Field Instructor is responsible to:

- 1. Direct the student's field practicum education and professional development in the agency setting.
- 2. Help the student develop a *Learning Agreement*, which outlines learning activities and plans specific to the agency setting to help the student achieve the competencies and practice behaviors. The Learning Agreement is designed to enhance student learning, professional development, and provides linkages to classroom learning (See Appendix F Learning Agreement).
- 3. Provide *regular supervision* to assess student's progress, make adjustments to the learning agreement as necessary and to complete a formal *assessment* of the student at the end of each semester (Appendix H SWEAP Field Practicum Placement Assessment Instrument).
- 4. Provide an *orientation* to the agency and any necessary specialized educational content to serve the agency's clients and enhance the student's understanding and compliance with agency policies and procedures.

If the approved supervisor is not a social worker, the Practicum Coordinator shares the responsibility for the student's field supervision. The Field Director may work with an agency to identify an appropriate *Task Supervisor* in situations where an on-site social worker is not available to provide field instruction to the student in placement. Task Supervisors are identified and selected based on their experience and expertise in the agency. Ultimately, the University is responsible for either providing a qualified *Outside Field Instructor* or enhancing the social work instruction through providing a *Faculty Liaison* from the department (See Appendix A - Glossary of Terms).

The Practicum Coordinator, Field Instructors, students, other campus faculty, and administrators work together in this educational process. Information regarding student needs and progress may be shared among these individuals as necessary to optimize student learning (See Appendix E - FERPA Release for Practicum Students).

Admission Criteria

In order to apply for practicum, students must have:

- 1. A minimum of 75 university credits, which then allows them to graduate by the end of the practicum year, while maintaining an overall GPA of at least 2.0.
- 2. Completed all course work in the major except the senior level (400) courses with a GPA in social work courses of at least 2.5.
- 3. Demonstrated a capacity to relate to others, and a commitment to social work values.

Field Practicum Application and Placement Process

Spring semester before the senior year students are provided applications for Field Practicum. The deadline for submissions is January 31. Students complete the application and return it to the Field Director (See Appendix B – Field Practicum Application).

The entire UAF Social Work faculty and staff meet as an admissions committee to review all applications and to make decisions and recommendations on which students will be accepted into practicum for the following academic year.

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

Field Placement Interviews with Agencies

Students are directed not to shop around or contact agencies prior to the placement process. If students have an interest in an agency that is not currently approved they should contact the Field Director who will instigate the appropriate process.

Once the student and Field Director agree upon agency to contact, the Field Director contacts the agency, giving the name of the interested student. Students will have signed

a *Student FERPA Release for Practicum* form for the Field Director to release their name to the potential placement agency (Appendix E – FERPA Release). If the agency expresses interest in accepting a practicum placement, the Field Director requests the student contact the agency. The student then contacts the agency and schedules an interview (See Appendix Q – Interviewing with an Agency).

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

Field Placement Preferences and Matching

Students may not get their first choice of agency, or placement type. The faculty at UAF will do their best to locate a "best fit" placement for each student accepted into the field practicum. This decision will be based on the strengths of the student and the strengths of the agency.

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

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

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

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

Evaluation/Grading

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

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

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

If an instructor expects to recommend a grade of not passing, the Practicum Coordinator must be notified as early as possible so a process for resolution can be initiated. Students who do not meet the minimum expected competencies and practice behaviors within the required number of clock hours may receive a failing grade. Students must receive a

grade of "C" or better to continue in the subsequent practicum.

Each student is expected to complete an assessment of their progress toward the competencies and practice behaviors. Students receive the same assessment instrument as their Field Instructors and will be asked to rate their progress each semester.

Student Professional Liability Insurance

All students will be reasonably insured against negligent acts or omissions that may occur in the performance of their assigned duties in practicum. The University of Alaska through a policy designated by UA Risk Management Office provides Professional Liability Insurance. Students are required to submit the *Malpractice Insurance Representation Form* upon applying for practicum (See Appendix C). For more information on student coverage please visit:

http://www.alaska.edu/risksafety/b_insurance/insurance-coverage/student-professional-liab/

Field Practicum Placement at Place of Employment

Field placement at a student's place of employment is not ideal. However, due to circumstances for some students in some communities, we will consider practicum at place of employment when the following criteria can be met:

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

The Field Director will have final authority to determine the appropriateness of all placements (See Appendix L - Proposal for Practicum at Place of Employment).

Options to the Two-Semester Practicum

Occasionally students make special requests that are outside of the regular practicum format. The most frequent requests are for block placements or extensions into summer practicum. Each request is reviewed to evaluate the student's educational needs and will only be approved if the exception can ensure educational integrity. The individual student's professional growth and development opportunities must be equal to or greater than other placement options (See Appendix M – Proposal for Practicum at Place of Employment).

Out of State Placements

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

Students living outside of Alaska, either in the United States or Internationally, will be assessed a practicum fee in their final year of our program. A fee of \$1500.00 will be charged out of state practicum students to offset the cost of developing and monitoring placements out of Alaska. This fee will be assessed in two sections, \$750.00 in Fall semester through SWK 461 Practicum in Social Work I, and \$750.00 in Spring semester through SWK 464 Practicum in Social Work II.

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

International Placement Requests

Students expressing an interest in an international placement for practicum need to consider the following information. The mission of the UAF Social Work Program is focused on the diversity and uniqueness of rural Alaska. While students are welcome to

research possible international placement for field, the program has no resources to support international placements at this time.

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

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

The UAF Social Work Program reserves the right to not approve an international placement request at anytime.

Stipends

Most agencies do not provide financial assistance. Students are individually responsible to arrange resources sufficient to complete their education.

Students seeking placements in Child Welfare may be eligible to apply for the Alaska Child Welfare Workforce Initiative (AWCCI). This stipend provides financial support for students in child welfare placements with an expectation of working for the State child protection agency upon graduation. If you are curious about this program, please contact the Department Chair.

Scholarships

There are scholarships specifically designated for social work students. To be eligible for these scholarships students must complete the application process through the Financial Aid Office. Your social work adviser or Practicum Coordinator has current information on these programs.

Professional Social Work Licensing

Bachelors of Social Work graduates of the University of Alaska Fairbanks are eligible to apply for licensure through the State of Alaska Division of Corporations, Business and

Professional Licensing. Successful applicants must pass an exam to receive a Baccalaureate Social Work License (LBSW) from the Board of Social Work Examiners. An example of the *BSW Licensure Application* is in Appendix Q. Those interested in pursuing a LBSW can get more information at www.commerce.state.ak.us/occ

Stages of an Internship

According to Sweitzer and King (1999), there are five stages of an internship:

Anticipation

Looking forward to the event—internship/practicum. It signals students are approaching the end of undergraduate education and beginning of a professional career. This stage is full of eagerness and hope along with some anxiety. This begins as you think about possible placement options and make choices for your Fall placement. You may be concerned about yourself and your readiness for the responsibility, the supervisor, client, and coworkers you will experience. You may ask yourself "What if I can't handle it? What if they don't like me? What if my supervisor thinks I know more than I really do?"

Anticipation begins to dissipate as you make your appointments and secure your placement then may recur in the fall as you actually prepare to step through the door of your agency.

Field Instructor role: The Field instructor needs to be prepared for the student's arrival as much as possible, have "their space" ready, and be available both physically and emotionally. Prepare and provide an orientation that is organized and sequential. Students can't learn the specific things they came to your agency to learn until they know how they "fit."

Disillusionment

Students move from "What if?" to "What's wrong?" It is actually unusual <u>not</u> to have some disillusionment. The anticipation may have exceeded the current realization. Normal feelings of frustration, sadness/anger/disappointment may occur and can signal the crisis of growth. You may be surprised by the reality of the direct client experience and its impact on you.

- The pace here is totally insane (fast or slow).
- The staff is cliquish—I don't belong.
- The clients lied to me, manipulated me.
- My supervisor is too vague (or awfully blunt).
- They dump their busy work on me.

Field Instructor role: Pay attention to dips in morale, attitude, and interest. The disillusionment may not all be directly related to the practicum experience but may be affected from a build up of their life away from practicum. Talk with them about your observations and allow them to explore with you

into the next phase. Their concerns usually fall into three potential categories:

- Loss of focus on the internship/ not doing what they thought they came to do.
- Loss of accomplishment and student feels they are not able to demonstrate the skills or competencies needed to accomplish the tasks
- Loss of meaning either personally, or the placement has not been structured to provide a meaningful field experience.

Confrontation

The only way around is through. This may occur about mid-term or toward end of semester when you realize your expectations, goals, and skills are not coming along as you planned. It is time to reassess learning goals, skills, and expectations.

Field Instructor role: Help them by listening and helping them take another look at their expectations, goals, and skills and formulate mid-term plans. They may be experiencing reactions to other staff, authority, and reflecting patterns evident throughout their life that are being exacerbated by the practicum experience. Suggested steps:

- Say it out loud: What is the problem?
- Expand thinking about the problem from a variety of perspectives.
- Consider the causes
- Determine goals
- Determine strategies
- Do something

Competence

You are beyond survival and by the end of first semester beginning of second semester excitement begins as your task accomplishments are high. You may have a strong sense of investment in the work and you begin to think of yourself more as a professional and less as student intern. You may want more cases, responsibility, and independence.

Field Instructor role: Continue to be available for weekly supervision as students are more able to connect the theory with the realities now, so use that teaching opportunity. Consider the level of responsibility they can now carry and increase expectation and back away a little more. Enjoy as they are becoming more helpful to the agency.

Culmination

Pride of achievement and sadness of leaving, guilty about not getting more done. Some students may leave tasks straggling as a means of extending time at the agency.

Field Instructor role: Yea! You have done a good job so good that you may have to help them leave.

Field instructors may recognize these stages present a parallel process to their own stages during the field instruction experience.

References

Council on Social Work Education. (2008). *Educational policy and accreditation standards*. Retrieved from: http://www.cswe.org/File.aspx?id=41861

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

Student Rights and Responsibilities

Student Conduct Expectations and Criteria for Student Evaluation

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

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

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

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

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

- 1. *Accountability:* Attend class, arrive on time, and return from break in a timely manner. Participate in group activities and assignments at a comparable level to peers. Complete work in a timely fashion and according to directions provided. Come to class prepared, with readings and other homework complete.
- 2. Respect: Treat all your peers, your instructors, and all those with whom you come in

contact, with dignity and respect at all times. Listen while others are speaking. Give feedback to peers in a constructive manner. Approach conflict with peers or instructors in a cooperative manner. Use positive and nonjudgmental language. Turn off any electronic devices that might disrupt the classroom environment or at the direction of an instructor.

- 3. *Confidentiality*: Treat any personal information that you hear about a peer or an instructor or client in an agency as strictly confidential. Maintain any information that is shared in class, dyads or smaller groups within that unit. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about personal issues or struggles, they may consult with their instructor to receive a referral for counseling.) Understand never to use names of clients or disclose other identifying information in the classroom.
- 4. *Competence*: Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities. Come to class with books, handouts, syllabus, and writing implements. Seek out appropriate support when having difficulties to ensure success in completing course requirements. Take responsibility for the quality of completed tests and assignments. Strive to work toward greater awareness of personal issues that may impede your effectiveness in class or with clients.
- 5. *Integrity:* Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities. Academically commit yourself to learning the rules of citing other's work properly. Do your own work and take credit only for your own work. Acknowledge areas where improvement is needed. Accept and benefit from constructive feedback.
- 6. *Diversity*: Strive to become more open to people, ideas, and beliefs that may be unfamiliar. Embrace diversity. Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, etc. Use person first descriptions. Exhibit a willingness to serve diverse groups of persons. Demonstrate an understanding of how values and culture interact.
- 7. *Communication*: Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also when creating client records. Demonstrate assertive communication with peers and instructors. Practice positive, constructive, respectful and professional communication skills with peers and instructors paying attention to body language, empathy, and active listening.

8. **Social Justice**: Strive to deepen your commitment to social justice for all populations at risk. Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for groups and individuals. Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo and macro levels.

Criteria for Student Performance Evaluation and Review

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

- 1. Active substance abuse
- 2. Lying, cheating, or any form of plagiarizing in coursework or fieldwork
- 3. Impaired performance in the classroom or field. Behaviors include, but are not limited to, being actively suicidal, inability to focus or communicate, distortion in thought processes, or otherwise unable to develop appropriate work relationships in the social work context even though appropriate ADA accommodations may have been provided.
- 4. Non-disclosure of a felony conviction, or the department becomes aware that the student has been convicted of a crime considered a Barrier Crime in 7AAC10.905 (the Alaska Administrative Code.) See link:

 http://www.hss.state.ak.us/dph/CL/bgcheck/assets/BarrierCrimeMatrix.pdf. Some crimes have a barrier that would permanently preclude a student from admission to practicum. Other crimes have a shorter time frame, and the department may determine that a student must wait a specific period of time before admission to the field practicum will be granted. Each situation will be evaluated on a case-bycase basis, however any Barrier Crime conviction may result in termination from the major and permanent denial of practicum admission, regardless of the statute time frames.
- 5. Inadequate interpersonal relationship skills necessary for social work practice, to include the inability to form positive working relationships with faculty, peers, supervisors, and clients.
- 6. Inadequate written or verbal communication skills, which impede the ability to work with faculty, peers, supervisors, and clients.
- 7. Excessive absences from class, or field, which are considered predictive of poor professional performance.
- 8. Persistent inability to meet deadline dates on assignments and projects, suggesting an inability to be dependable and responsible in serving clients.

- 9. Failure to pass a required course in social work with a "C" or higher.
- 10. Termination from a practicum placement related to student performance or violation of the NASW Code of Ethics.

Termination from the Major

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

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

Evaluation of Student Performance: Process and Procedure

- 1. If a student's conduct comes into question, the student's faculty adviser is alerted so that the matter can be remedied quickly. The adviser will work with the student informally to address the concern.
- 2. If unsuccessful, the social work faculty as a group will meet with the student and attempt to work out a solution (eg. Student may be referred to a support service offered through UAF, or in the community, the student may be encouraged to consider a different degree program, etc.)
- 3. If there appears, as is usually the case, a potential for corrective action, the student will be informed, personally and in writing, of the changes requested or actions to be taken within a specific time period. All corrective action will be documented on an *Individual Performance Plan* (Appendix R)
- 4. If a student's inappropriate behavior warrants a University level intervention, the situation will be referred to the Associate Vice Chancellor of Student Life, Dean of Students for disciplinary action. That recommendation will be taken into consideration by the social work department, as well.
- 5. Should it become necessary to dismiss the student from the major, the faculty will indicate reasons in a written statement presented to the student.
- 6. In termination or corrective action, the student has the right to appeal. The student must make the appeal in writing within three working days and include a statement indicating why the faculty action should be rescinded or modified. The faculty will meet within three working days to reconsider or affirm their actions and then notify the student of the decision on appeal.

- 7. Should the student wish to continue the process, an appeal may be made at levels beyond the department, (i.e., Dean of the college, Provost of the university). Formal hearings can be requested and convened at any level. Students are not penalized for appeals.
- 8. If the student does have to leave the major, the faculty advisor will assist in the transfer to another major.

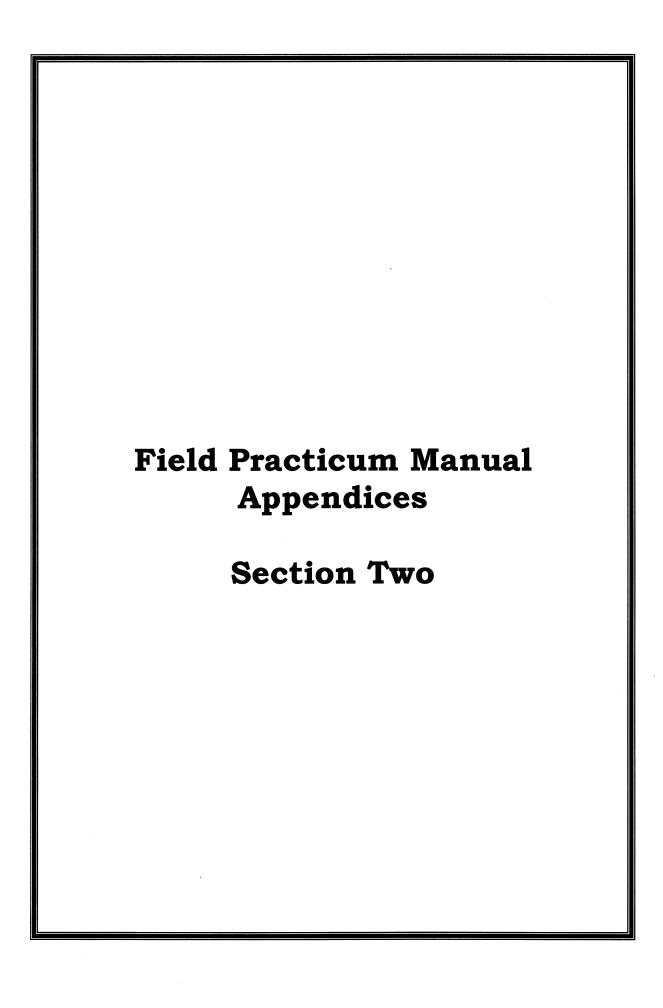
Grade Appeal

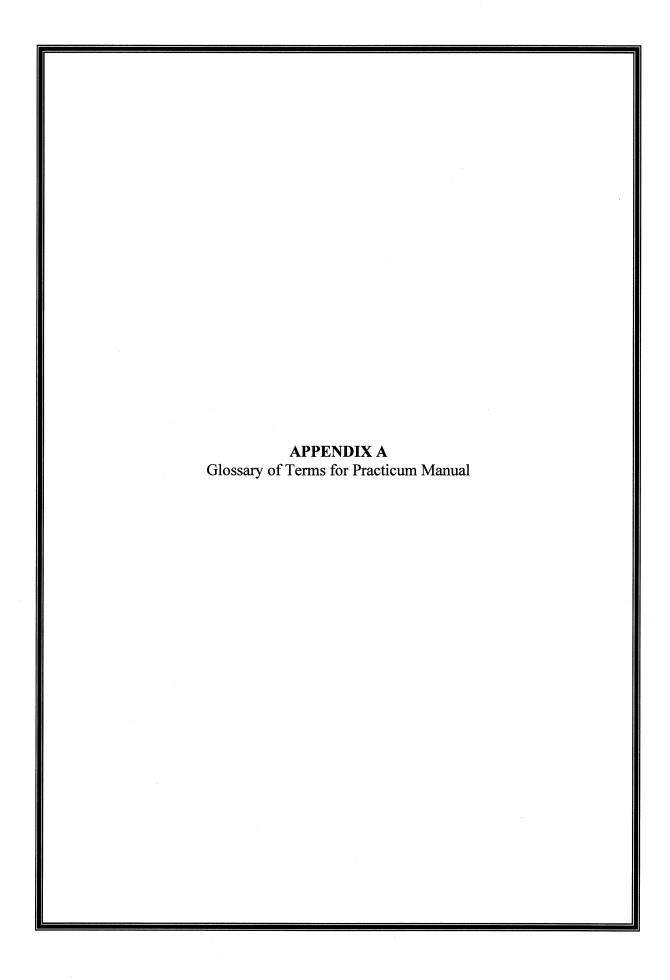
The Grade Appeals Policy, passed by the UAF Faculty Senate, exists for students to seek review of final grades "alleged to be arbitrary and capricious." The procedures are designed to provide a means for students to seek review of final course grades alleged to be arbitrary and capricious. Before taking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

http://www.uaf.edu/uafgov/faculty-senate/policies-procedures/grade-appeal

UAF Catalog – Student Code of Conduct

To read more about the UAF Student Code of Conduct, please visit the catalog online at: http://uaf.edu/catalog/catalog_13-14cademics/regs3.htm





Glossary of Terms

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

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

Task Supervisor – This is an agency-based staff member, without a social work degree, who provides day-to-day instruction and oversight to a student in placement. They are selected based on their role and expertise within the agency.

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

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

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

Practicum Director/Field Director – This position provides educational and administrative leadership for the field education component for the entire UAF Social Work program. A member of the social work faculty, the Practicum Director also acts as a Practicum Coordinator for either the campus-based field education courses or the statewide distance-delivered field education courses.

Practicum Coordinator/Field Coordinator – Currently there are two Practicum Coordinators for the program. One has primary responsibility for the statewide distance-delivered field education courses and the other has primary responsibility for the campus-based field education courses. These positions are responsible for connecting practicum

students with an appropriate community agency as well as providing support and training to the field instructors from the practicum placement agencies.

Faculty Liaison – This position is used to assist with supervision of practicum students placed primarily in rural or remote community agencies where supervision by a social worker from a CSWE-accredited social work degree program may not be possible. A member of the social work faculty will provide the additional supervision required to ensure that the student in placement has access to supervision grounded in social work theories and perspectives. Not every student will need a Faculty Liaison, it is decided on a case-by-case basis such as when there is no BSW or MSW available in the community to provide supervision.

Outside Field Instructor – In situations where a social worker is not available at an agency site, the University may supplement the social work supervision of the student by identifying an Outside Field Instructor. Outside Field Instructors are selected based on the same qualification a Field Instructors and provide additional support to student placed in agencies that don't currently have a social worker available to provide supervision.



SOCIAL WORK APPLICATION FOR FIELD PRACTICUM FOR FALL 20__ Application deadline is January 31, 20__

This application is used by the social work faculty to determine eligibility for practicum placement.

Please answer all the questions and provide the information requested. Please type and return completed application to Kim Swisher, Practicum Director. Name _____ UAF Student ID #:_____ Address_____ Telephone number ______ email:_____ Expected date of graduation: 1. Have you completed the pre-requisites for the practicum? If not explain. We will be reviewing you entire transcript as part of the application process. A grade of "C" or better is required in each social work course. Grades in the major of less than "C" must be repeated. 2. Describe the type of practicum setting that interests you, either field of practice (child welfare, aging, criminal justice, etc.), or specific agencies. Please rank your preferences. 3. What types of client groups or client problems do you feel you are best suited to work with? Explain your response. 4. Describe any situations, client groups, or client issues that might create a challenge for you to work with (values, skills, over identification with).

5. What kind of agency structure do you prefer-a well defined structure in which roles an clearly defined, or a more open structure that offers a choice of roles and tasks? Explain your answer.
6 All people have strengths and resources, as well as limitations and barriers that affect now they reach their life goals.
a. List at least three strengths and resources you possess that will help you become a good social worker. State how they will help you.
b. List at least three limitations or barriers that you face which may hinder you in becoming a good social worker. State how they may hinder you and what you ar doing, or plan to do, to overcome these limitations.

7. Indicate anything regarding your personal situation that could affect a potential placement, including, but not limited to, childcare, health, transportation, history as a client at a particular agency, substantiated Child Protective Services report of harm, etc.
8. Do you expect to be employed next year? If so, about how many hours a week?
9. Describe your speaking and writing abilities.
10. What other work or volunteer experience, other than social service, have you had that may be related to human service work?
11. Have you ever been convicted of a violation of any local, state, federal, Canadian or international law? If yes, explain. This does not necessarily exclude you from the practicum. If you have any concerns, please see the Field Director.
12. Are you presently addicted to or using in excess, alcohol, narcotics, barbiturates, or any habit-forming drugs? If yes, explain.

- 13. Are you interested in a departmental scholarship to assist you in paying for school? If you are, please explain how a scholarship will assist you in your academic goals.
- 14. Attach a typed/word processed two page Autobiographical Statement. Include information about current family and family of origin, community or culture to which you belong, or grew up in, include your educational and employment background. Include any other items of information that could help us assist you in choosing an agency that will best further your educational and professional objectives. (If you have applied for practicum previously and been unable to complete it, please address what is different now).

A complete application includes:

- This form: Application for Practicum (typed)
- Autobiographical Statement (Question 14 describes this step)
- Malpractice Insurance Representation Form (at end of this form)

Mail: Kim Swisher, LMSW

UAF Social Work Department 614C Gruening Building

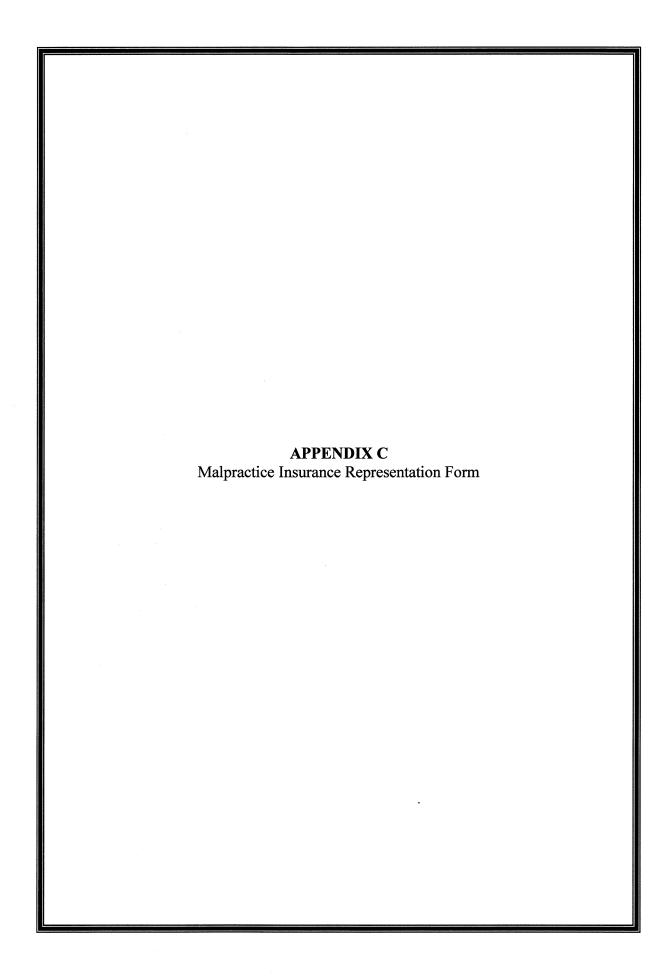
P. O. Box 756480

Fairbanks, AK 99775-6480

Email: kcswisher@alaska.edu

Fax: 907-474-6085

Complete applications must be received by January 31, 20____



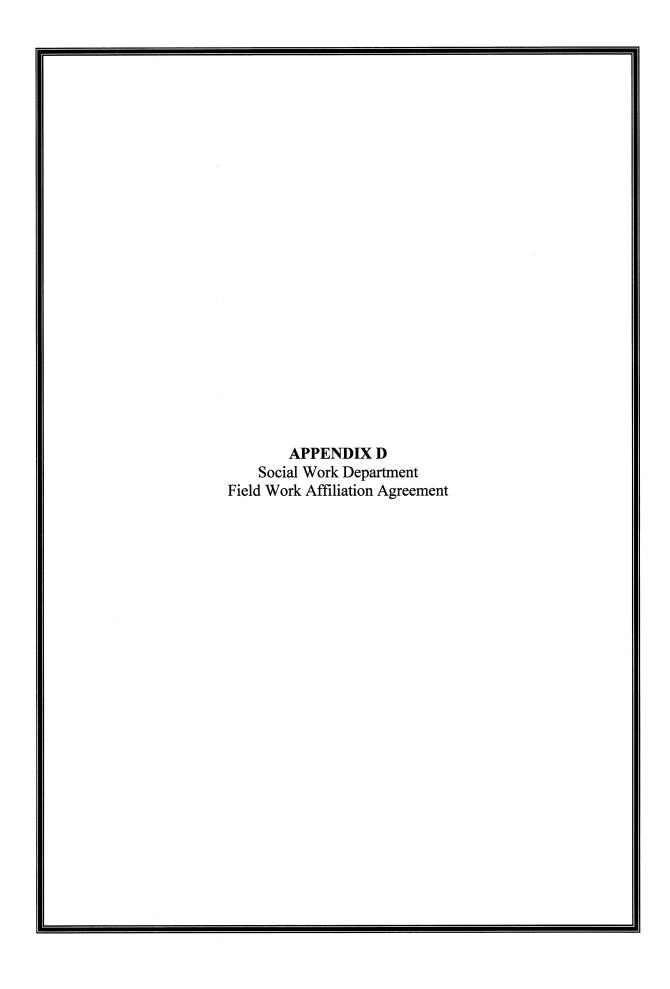
UNIVERSITY OF ALASKA FAIRBANKS SOCIAL WORK DEPARTMENT MALPRACTICE INSURANCE REPRESENTATION

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

	been convicted of or charged with a crime in any state or county, the h was other than acquittal or dismissal?
YES	NO
If yes, please give	full particulars in order for this application to be considered.
your license or bee	been required by any licensing board or professional ethics body to surrender n found guilty of a violation of ethics codes, professional misconduct, duct, incompetence or negligence in any state or country?
YES	NO
If yes, please give to order for this applied	full particulars, and copies of charges, correspondence and any findings in cation to be considered.
board or profession	omplaints, charges or investigations pending against you by any licensing all ethics body for violation of ethics codes, professional misconduct, duct, incompetence or negligence in any state or country?
YES	NO
	full particulars, and copies of charges, correspondence and any findings in cation to be considered.
(4) Have you ever accept on special te	had any insurance company or Lloyd's decline, cancel, refuse to renew or erms any professional liability insurance?
YES	NO
If yes, please give f	full particulars in order for this application to be considered.
(5) Has any profes	sional liability claim or suit ever been made against you, your predecessors in

business or against any past or present partner(s)?

YESNO
If yes, please give full particulars, and copies of charges, correspondence and any findings in order for this application to be considered.
(6) Are there any circumstances of which you are aware of that may result in any professional liability claim or suit being made against you, your predecessors in business or against any past or present partner(s)?
YESNO
If yes, please give full particulars in order for this application to be considered.
(7) Have you ever been engaged in any sexual misconduct with any current or former student or current or former patients or any current or patient's spouse or any person with a direct relationship to the patient or former patient (for example a guardian, blood relative of the patient or spouse or any person sharing the patient's domicile)? Sexual misconduct means any actual or alleged erotic physical contact or attempt thereat or proposal thereof. YESNO
If yes, please give full particulars in order for this application to be considered.
I have read and do hereby certify that the information contained herein is correct, and that I meet the eligibility criteria for admission to the practicum.
Printed name
Signature
Date



University of Alaska Fairbanks Social Work Department FIELD WORK AFFILIATION AGREEMENT

[Agency/Organization Name]	(hereinafter the Affiliate)
agrees to permit the University of Alaska (hereinafter	UA) to place students properly enrolled in UA's
UAF Social Work Department BSW Program in its facility t	or a supervised, educational experience subject
to the following provisions:	

A. UA'S RESPONSIBILITIES

- 1. UA will conduct its program in conformity with all applicable state and federal laws and regulations.
- 2. UA will select and place students for a practicum placement and will provide student expectations and assignments to the Affiliate at least two weeks prior to each practicum placement.
- 3. UA will inform the Affiliate of the general curriculum pattern of each entering class, the purposes of the program, and the educational level of and types of performance expected from the students, and will, wherever possible, adapt the program to the procedures used by the Affiliate.
- 4. UA will provide a qualified instructor to review each student's progress toward accomplishing course competencies and practice behaviors, and will solicit the assistance of the Affiliate in evaluating each student's progress.
- UA will require participating students to abide by the rules of dress and conduct and other
 reasonable regulations of the Affiliate and to exercise the highest degree of care when
 using the Affiliate's supplies and equipment.
- 6. Upon Affiliate request, participating students will be required to procure and show proof of professional liability insurance.
- 7. UA will also require participating students to complete all Affiliate requirements for background checks, health clearances, and fingerprinting as requested.

B. AFFILIATE'S RESPONSIBILITIES

1. Affiliate will accept ____ [enter number of students to be placed] student(s) for placement recognizing the need for 400 hours over the course of two semesters. Due to the student's school and work schedules, a timetable will have to be established.

- 2. Affiliate will participate in a minimum of one Site Visit per semester with UAF Faculty and the student
- 3. Affiliate will permit participating students and instructors reasonable use of the work areas of its facility, to include other logistical support for the student during their practicum placement (access to a phone, computer, and other necessary equipment to complete the practicum duties).
- 4. Affiliate will provide a BSW or MSW level Field Instructor to supervise the student, or work with the UAF Social Work Department to identify a way to supplement social work supervision outside the Affiliate.
- 5. Affiliate will provide weekly supervision of the student.
- 6. Affiliate will assist the student in developing a Learning Agreement based on the CSWE Competencies and Practice Behaviors.
- 7. Affiliate will participate in evaluating student progress toward the competencies and practice behaviors through a mid-semester evaluation, and a comprehensive evaluation at the end of Fall and Spring semesters. The Affiliate will recommend a letter grade to UAF faculty to be used in the final determination of the student grade.
- 8. Upon reasonable and proper notice, Affiliate will allow legitimate educational accrediting bodies, such as the Council on Social Work Education (CSWE), to examine the facility in conjunction with their review of UA's program.
- 9. Personally identifiable information from students' education records shall be disclosed only in accordance with the Family Educational Rights and Privacy Act (FERPA). Affiliate and its officers, employees and agents may use information from education records only for the purposes for which the disclosure was made. Affiliate shall not disclose information from education records to any other party without first having received written consent of the student and having obtained assurances that the other party will fully comply with the provisions of the Family Educational Rights and Privacy Act and that no further disclosure by such party shall be permitted.
- 10. Unless Affiliate elects in writing to make student a full fledged employee and pay student at least the minimum wages required by law, Student is not considered an employee of Affiliate, and Affiliate agrees:
 - a. To not promise prior to the completion of the work-based learning experience to provide any student a job.
 - b. To not pay wages or other compensation for work done during the work based learning experience.

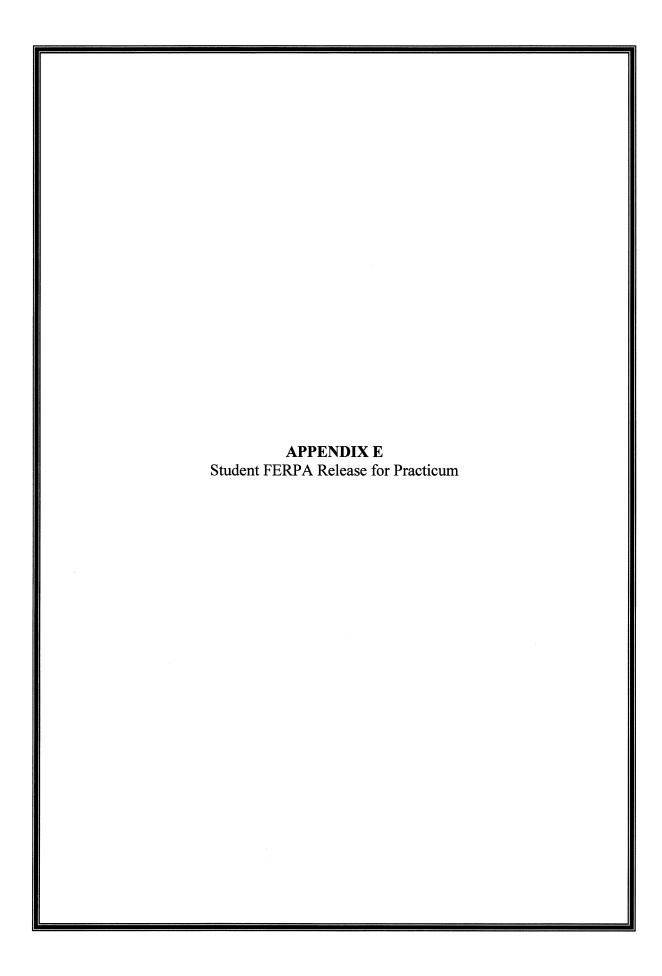
- To not displace any employee as a result of the placement of a student at the worksite.
- d. To maintain adequate staff so that students are not expected, except in emergency situations, to meet Affiliate's service demands.

C. GENERAL PROVISIONS

- 1. There will be no monetary reimbursement from either party to the other for the mutual benefits received under this agreement, nor will any student be reimbursed for services performed incidental to this agreement.
- 2. This agreement shall become effective on the date it is signed and shall remain in effect until the student has completed the necessary hours to meet the requirements of the UAF Social Work Department BSW Program.
- 3. This agreement may be terminated by either party by providing written notice to the other party at least 30 days prior to the date of proposed termination.

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

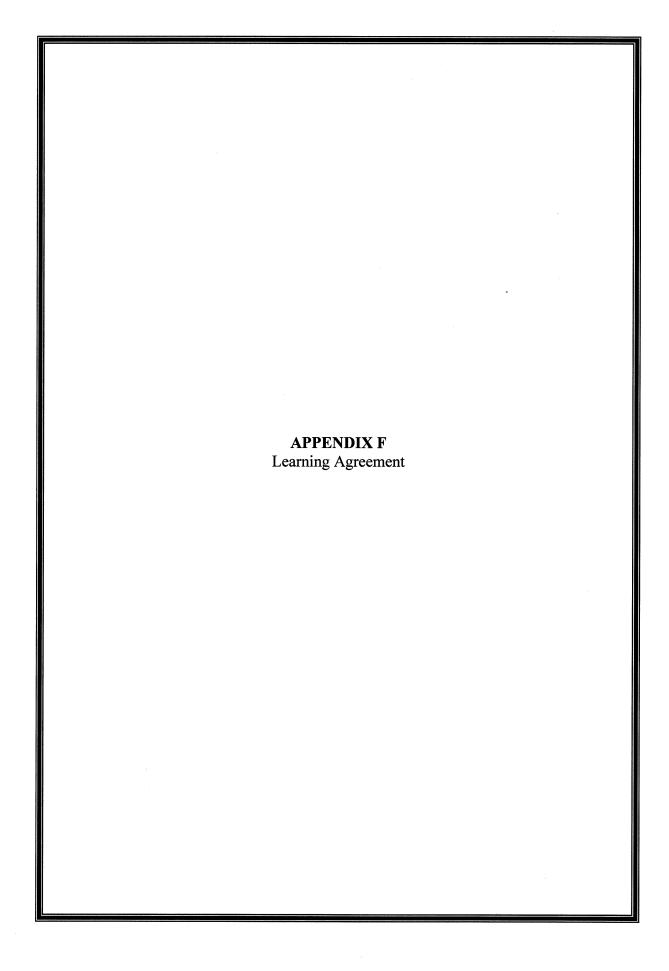
AgencyAddress	University of Alaska Fairbanks Campus Social Work Department
Name	Kim Swisher. LMSW
Title	Social Work Field Director Title
Date	Date



FERPA Release for Practicum

Student name:	Student ID number:
(please print)	
	ska to release my education records, including my records, first aid/CPR certification and any other
	(name of clinical site) and
	(name of clinical site)
and to any other facilities where I may part	ticipate in practicum courses.
The purpose of this release is to convey introduced course(s).	formation relative to my participation in practicum
I understand that under the Family Educati right not to consent to the release of my ed	onal and Privacy Rights Act, 20 USC 1232g I have the ucation records.
This consent shall remain in effect until re-	voked by me, in writing, and delivered to, but any such revocation shall not affect disclosures
made prior to receipt of my written revocation	tion.
Student Signature	 Date
~ ~	Dutt

Rev. 1/08



TRUCTOF
ELD INST
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AGENC
DATE:
ı
STUDENT

INSTRUCTIONS: Student learning goals have been outlined in the left-hand column. Students (in consultation with their field instructors) are to select activities that will help them reach these goals. Students are also to describe how their learning and performances will be evaluated. At the end of each semester the field instructor will evaluate student learning and performance.

Learning Goals: Competencies/Practice Behaviors	Tasks & Activities to Reach Mastery	Monitoring/Evaluation Criteria
2.1.1 Identify as a social worker and conduct oneself		
accolumingly. • 211(a) Advocate for client access to the		
services of social work		
2.1.1 (b) Practice personal reflection and self-		
correction to assure continual professional		
development		
2.1.1. (c) Attend to professional roles and		
boundaries		
2.1.1 (d) Demonstrate professional demeanor		
in behavior, appearance, and communication		
2.1.1 (e) Engage in career-long learning	1	
2.1.1 (f) Use supervision and consultation		-
2.1.2 Apply social work ethical principles to guide		
professional practice		
2.1.2 (a) Recognize and manage personal		
values in a way that allows professional values		
to guide practice		
2.1.2 (b) Make ethical decisions by applying		
standards of the National Association of Social		
Workers Code of Ethics and, as applicable, of		
the International Federation of Social		
Workers/International Association of Schools		
of Social Work Ethics in Social Work,		
Statement of Principles		
2.1.2 (c) Tolerate ambiguity in resolving ethical		
conflicts		
2.1.2 (d) Apply strategies of ethical reasoning to arrive at principled decisions		

Learning Goals: Competencies/Practice Behaviors	Tasks & Activities to Reach Mastery	Monitoring/Evaluation Criteria
2.1.3 Apply critical thinking to inform and		
communicate professional judgments		
2.1.3 (a) Distinguish, appraise, and integrate		
multiple sources of knowledge, including		
research-based knowledge, and practice		
Wisdom		
2.1.3 (b) Analyze models of assessment,		
prevention, intervention, and evaluation		
2.1.3 (c) Demonstrate effective oral and written		
communication in working with individuals,		
families, groups, organizations, communities		
and colleagues		
2.1.4 Engage diversity and difference in practice		
2.1.4 (a) Recognize the extent to which a		
culture's structures and values may oppress,		
marginalize, alienate, or create or enhance		
privilege and power		
2.1.4 (b) Gain sufficient self-awareness to		
eliminate the influence of personal biases and	-	
values in working with diverse groups		
2.1.4 (c) Recognize and communicate their		
understanding of the importance of difference	-	
in shaping life experiences		
2.1.4 (d) View themselves as learners and		
engage those with whom they work as		
informants		
2.1.5 Advance human rights and social and economic		
justice		
2.1.5 (a) Understand the forms and		
mechanisms of oppression and discrimination		
 2.1.5 (b) Advocate for human rights and social 		
and economic justice		
 2.1.5 (c) Engage in practices that advance social and economic justice 		

Learning Goals: Competencies/Practice Behaviors	Tasks & Activities to Reach Mastery	Monitoring/Evaluation Criteria
2.1.6 Engage in research-informed practice and		
practice-informed research		
2.1.6 (a) Use practical experience to inform		
scientific inquiry		
2.1.6 (b) Use research evidence to inform		
practice		
2.1.7 Apply knowledge of human behavior and the		
social environment		
2.1.7 (a) Utilize conceptual frameworks to		
guide the processes of assessment,		
intervention, and evaluation		
2.1.7 (b) Critique and apply knowledge to		
understand person and environment		
2.1.8 Engage in policy practice to advance social and		
economic well-being and to deliver effective social		
work services		
2.1.8 (a) Analyze, formulate, and advocate for		
policies that advance social well-being		
2.1.8 (b) Collaborate with colleagues and		
clients for effective policy action		
2.1.9 Respond to contexts that shape practice		
2.1.9 (a) Continuously discover, appraise and		
attend to changing locales, populations,		
scientific and technological developments, and		
emerging societal trends to provide relevant		
services		
2.1.9 (b) Provide leadership in promoting		
sustainable changes in service delivery and		
practice to improve the quality of social		
services		

University of Alaska Fairbanks Social Work Department: Learning Agreement

Monitoring/Evaluation Criteria Tasks & Activities to Reach Mastery 10 (b) ii. Assess client strengths and limitations Learning Goals: Competencies/Practice Behaviors 10 (a) ii. Use empathy and other interpersonal 10 (1) iii. Develop a mutually agreed-on focus 10 (a) i. Substantively and affectively prepare 10 (b) i. Collect, organize, and interpret client 10 (c) ii. Implement prevention interventions for action with individuals, families, groups, 10 (b) iv. Select appropriate intervention 2.1.10 (a)-(d): Engage, assess, intervene, and 10 (b) iii. Develop mutually agreed-on evaluate with individuals, families, groups, 10 (c) i. Initiate actions to achieve intervention goals and objectives organizations, and communities of work and desired outcomes that enhance client capacities organizations, and communities organizational goals 10(b) Assessment 10(a) Engagement 10(c) Intervention strategies

University of Alaska Fairbanks Social Work Department: Learning Agreement

10 (d) i. Critically analyze, monitor and evaluate

interventions

10 (c) iv. Negotiate, mediate, and advocate for

clients

10 (c) iii. Help clients resolve problems

10 (c) v. Facilitate transitions and endings

10(d) Evaluation

University of Alaska Fairbanks Social Work Department: Learning Agreement

Weekly Schedule

Please indicate the times and days that you are expected at your internship in the space provided below.

Sunday	
Saturday	
Friday	
Thursday	
Wednesday	
Tuesday	
Monday	

Date Student Signature

Field Instructor (Social Work Supervisor) Signature

Date

Date Field Coordinator/Field Director Signature



UNIVERSITY OF ALASKA FAIRBANKS SOCIAL WORK DEPARTMENT

TIMESHEET

Student Name:		M	Month/Year:		
Practicum Site:					
DATE	HOURS WORKED	DATE	HOURS WORKE	D	
1		16			
2		17			
3 4 5		18			
4		19			
		20			
6		21			
7		22			
8		23			
9		24			
10		25			
11		26			
12		27			
13		28			
14		29			
15		30			
		31			
TOTAL		TOTAL			
	FOR MONTH:				
Student	Signature Date	Sunervis	sor Signature	Date	





FM - Field-Practicum Placement Assessment Instrument @ Midpoint

Student Name Test Model Student

Please indicate your education background (Mark all that apply)

BA or BS in Human Services field

X BA or BS in Social Work

BS

MA in Liberal Arts field

MA in Human Services field

MSW or MA/MS in Social Work

X MS

PhD in Human Services field

PhD or DSW in Social Work

Other

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

Scale Performance Description **Definition** Measure 9 Mastered The intern/student shows effective and Mastered: "somebody highly skilled at something." Performance innovative application of the knowledge, Mastered performance is demonstration of knowledge, values, and skills related to the performance of values, and skills of the practice behavior at high levels. the practice behavior. 8 Superior The intern/student shows superior application Superior: "surpasses competent in one or more ways." Performance of the knowledge, values, and skills related to Superior performance is demonstration of knowledge, the performance of the practice behavior. values, and skills where all components of the practice behavior are included. Competent The intern/student shows competent Competent: "having enough skill or ability to do something Performance application of the knowledge, values, and skills well." Competent performance is demonstration of related to the performance of the practice knowledge, values, and skills where all components of the behavior. practice behavior are included, but at the beginning or rudimentary level. 4

Scale	Performance	Description	Definition
	Measure		
3	Inadequate	The intern/student shows beginning application	Inadequate: "failing to reach an expected or required level
	Performance	of the knowledge, skills, or dispositions related	or standard." Inadequate performance is demonstration of
		to the performance of the practice behavior.	knowledge, values, and skills where one or more of the
			components of the practice behavior are missing.
2			
1	Lacking	The intern/student has not demonstrated	Lacking: "missing, not present or available." Lacking
	Performance	application of the knowledge, values and skills	performance is the inability to demonstrate any of the
		related to the performance of the practice	components of the knowledge, values, or skills related to
		behavior.	the practice behavior.
	Not Observed	The intern/Student has not had the opportunity	Observed: "to see or notice something, especially while
		to demonstrate the knowledge, values, and	watching carefully." There was no observation of the
		skills related to the performance of the practice	performance of the practice behavior.
		behavior.	

Educational Policy 2.1.1 - Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

2.1.1A - Intern advocates for client access to the services of social work.	1	2	3	4	5	6	7	8	9	N/O
2.1.1B - Intern practices personal reflection and self-correction to assure continual	1	2	3	4	5	6	7	8	9	N/O
professional development.										
2.1.1C - Intern attends to professional roles and boundaries.	1	2	3	4	5	6	7	8	9	N/O
2.1.1D (1) - Intern demonstrates professional demeanor in behavior, appearance, and	1	2	3	4	5	6	7	8	9	N/O
communication.										
2.1.1D (2)- Intern empathizes effectively with clients.	1	2	3	4	5	6	7	8	9	N/O
2.1.1E - Intern engages in career-long learning (The intern understands the importance of	1	2	3	4	5	6	7	8	9	N/O
continuing social work education and lifelong learning).										
2.1.1F - Intern uses supervision and consultation effectively.	1	2	3	4	5	6	7	8	9	N/O
Do you have any other comments?										L
Test was an excellent student and showed the upmost respect and skills, ThanksINS	ER ⁻	rsc	HO	OL I	NAM	IΕΗ	ERE	Ξ	!	

Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

2.1.2A - Intern recognizes and manages personal values in a way that allows professional	1	2	3	4	5	6	7	8	9	N/O
values to guide practice.										
2.1.2B - Intern makes ethical decisions by applying standards of the National Association	1	2	3	4	5	6	7	8	9	N/O
of Social Workers Code of Ethics2 and, as applicable, of the International Federation of										
Social Workers/International Association of Schools of Social Work Ethics in Social Work,										
Statement of Principles.										·
2.1.2C - Intern tolerates ambiguity in resolving ethical conflicts	1	2	3	4	5	6	7	8	9	N/O
2.1.2D - Intern applies strategies of ethical reasoning to arrive at principled decisions.	1	2	3	4	5	6	7	8	9	N/O

2.1.2A - Intern recognizes and manages personal values in a way that allows professional	1	2	3	4	5	6	7	8	9	N/O
values to guide practice.										
Do you have any other comments?										

Educational Policy 2.1.3 - Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

1	2	3	4	5	6	7	8	9	N/O
								ł	
1	2	3	4	5	6	7	8	9	N/O
1	2	3	4	5	6	7	8	9	N/O
1	2	3	4	5	6	7	8	9	N/O
1	2	3	4	5	6	7	8	9	N/O
1	2	3	4	5	6	7	8	9	N/O
1	2	3	4	5	6	7	8	9	N/O
1	2	3	4	5	6	7	8	9	N/O
1	2	3	4	5	6	7	8	9	N/O
									•
	1 1 1 1 1 1 1 1 1	1 2 1 2 1 2 1 2 1 2 1 2 1 2	1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3	1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4	1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6 1 2 3 4 5 6	1 2 3 4 5 6 7 1 2 3 4 5 6 7 1 2 3 4 5 6 7 1 2 3 4 5 6 7 1 2 3 4 5 6 7 1 2 3 4 5 6 7 1 2 3 4 5 6 7 1 2 3 4 5 6 7	1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9

Educational Policy 2.1.4 - Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

2.1.4A (1)- Intern recognizes the extent to which a culture's structures and values may	1	2	3	4	5	6	7	8	9	N/O
oppress, marginalize, alienate, or create or enhance privilege and power.										
2.1.4A (2)- Intern demonstrates knowledge of age, class, color, culture, disability, ethnicity,	1	2	3	4	5	6	7	8	9	N/O
family structure, gender, relationship status, national origin, race, religion, sex, and sexual										
orientation in generalist social work practice.										
2.1.4B - Intern gains sufficient self-awareness to eliminate the influence of personal biases	1	2	3	4	5	6	7	8	9	N/O
and values in working with diverse groups.										
2.1.4C - Intern recognizes and communicates their understanding of the importance of	1	2	3	4	5	6	7	8	9	N/O
difference in shaping life experiences effectively.								-		
2.1.4D - Intern effectively views themselves as learners and engages those with whom	1	2	3	4	5	6	7	8	9	N/O
they work as informants.										
Do you have any other comments?		•	•	•			•	•	*	

Educational Policy 2.1.5 - Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

2.1.5A - Intern understands the forms and mechanisms of oppression and discrimination.	1	2	3	4	5	6	7	8	9	N/O
2.1.5B - Intern advocates for human rights and social and economic justice effectively.	1	2	3	4	5	6	7	8	9	N/O
2.1.5C - Intern engages in practices that advance social and economic justice effectively.	1	2	3	4	5	6	7	8	9	N/O
Do you have any other comments?							-			

Educational Policy 2.1.6 - Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

2.1.6A - Intern uses practice experiences to inform scientific inquiry effectively.	1	2	3	4	5	6	7	8	9	N/O
2.1.6B (1)- Intern uses research evidence to inform practice effectively.	1	2	3	4	5	6	7	8	9	N/O
2.1.6B (2)- Intern critically analyzes empirically based research findings and apply them to	1	2	3	4	5	6	7	8	9	N/O
generalist social work practice.										
Do you have any other comments?	1								-	

Educational Policy 2.1.7 - Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

1	2	3	4	5	6	7	8	9	N/O
1	2	3	4	5	6	7	8	9	N/O
1	2	3	4	5	6	7	8	9	N/O
1	2	3	4	5	6	7	8	9	N/O
									I
	1 1 1	1 2 1 2	1 2 3 1 2 3	1 2 3 4 1 2 3 4	1 2 3 4 5 1 2 3 4 5	1 2 3 4 5 6 1 2 3 4 5 6	1 2 3 4 5 6 7 1 2 3 4 5 6 7	1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8	1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9

Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development.

2.1.8A (1)- Intern analyzes policies that advance social well-being effectively.	1	2	3	4	5	6	7	8	9	N/O
2.1.8A (2)- Intern formulates policies that advance social well-being effectively.	1	2	3	4	5	6	7	8	9	N/O
2.1.8A (3)- Intern advocate for policies that advance social well-being effectively.	1	2	3	4	5	6	7	8	9	N/O
2.1.8B (1)- Intern collaborates with colleagues for effective policy action.	1	2	3	4	5	6	7	8	9	N/O
2.1.8B (2)- Intern collaborates with clients for effective policy action.	1	2	3	4	5	6	7	8	9	N/O
Do you have any other comments?			-		-					

Educational Policy 2.1.9 - Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

2.1.9A (1)- Intern continuously discovers appraises, and attends to changing locales,	1	2	3	4	5	6	7	8	9	N/O
populations, scientific and technological developments, and emerging societal trends to										
provide relevant services effectively.										
2.1.9A (2)- Intern identifies the dynamics of change within organizational structures and	1	2	3	4	5	6	7	8	9	N/O
communities.				ŀ						
2.1.9B - Intern provides leadership in promoting sustainable changes in service delivery	1	2	3	4	5	6	7	8	9	N/O
and practice to improve the quality of social services effectively.										
Do you have any other comments?		********			•		•	4		

Educational Policy 2.1.10(a - d) - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

p										
Educational Policy 2.1.10(a) - Engagement										
2.1.10A (1)- Intern substantively and affectively prepare for action with individuals,	1	2	3	4	5	6	7	8	9	N/O
families, groups, organizations, and communities effectively.										
2.1.10A (2)- Intern uses empathy and other interpersonal skills effectively.	1	2	3	4	5	6	7	8	9	N/O
2.1.10A (3)- Intern develops a mutually agreed-on focus of work and desired outcomes	1	2	3	4	5	6	7	8	9	N/O
effectively.										
Educational Policy 2.1.10(b) - Assessment						1				
2.1.10B (1)- Intern collects, organizes, and interprets client data effectively.	1	2	3	4	5	6	7	8	9	N/O
2.1.10B (2)- Intern assesses client strengths and limitations effectively.	1	2	3	4	5	6	7	8	9	N/O
2.1.10B (3)- Intern develops mutually agreed-on intervention goals and objectives	1	2	3	4	5	6	7	8	9	N/O
effectively.										
2.1.10B (4)- Intern selects appropriate intervention strategies effectively.	1	2	3	4	5	6	7	8	9	N/O
Educational Policy 2.1.10(c) - Intervention		-								4
2.1.10C (1)- Intern initiates actions to achieve organizational goals effectively.	1	2	3	4	5	6	7	8	9	N/O
2.1.10C (2)- Intern implements prevention interventions that enhance client capacities	1	2	3	4	5	6	7	8	9	N/O
effectively.										
2.1.10C (3)- Intern helps clients resolve problems effectively.	1	2	3	4	5	6	7	8	9	N/O
2.1.10C (4)- Intern negotiates, mediates, and advocates for clients effectively.	1	2	3	4	5	6	7	8	9	N/O
2.1.10C (5)- Intern facilitates transitions and endings effectively with clients.	1	2	3	4	5	6	7	8	9	N/O
Educational Policy 2.1.10(d) - Evaluation		-4					1			
2.1.10D (1)- Intern critically analyzes interventions effectively.	1	2	3	4	5	6	7	8	9	N/O
2.1.10D (2)- Intern critically monitors interventions effectively.	1	2	3	4	5	6	7	8	9	N/O
2.1.10D (3)- Intern critically evaluates interventions effectively.	1	2	3	4	5	6	7	8	9	N/O
Do you have any other comments?	•						-			

Individual Student Assessment Summary

- 2.1.1 Identify as a professional social worker and conduct oneself accordingly.
- 2.1.2 Apply social work ethical principles to guide professional practice.
- 2.1.3 Apply critical thinking to inform and communicate professional judgments.
- 2.1.4 Engage diversity and difference in practice.
- 2.1.5 Advance human rights and social and economic justice.
- 2.1.6 Engage in research-informed practice and practice-informed research.
- 2.1.7 Apply knowledge of human behavior and the social environment
- 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- 2.1.9 Respond to contexts that shape practice
- 2.1.10(a d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities **Total FPPAI Score**

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

Field Practicum Supervisor Signature

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

Student Signature

Submit And Finalize My Responses Above Save My Choices Above

THANK YOU FOR TAKING THE TIME TO ANSWER THE QUESTIONS.



POTENTIAL AGENCIES LIST

Access Alaska 526 Gaffney Way Suite 100 Fairbanks, AK 99701

Big Brothers Big Sisters PO Box 73924 Fairbanks, AK 99707

Boys and Girls Home of Alaska 3101 Lathrop Street Fairbanks, AK 99701

Denali Center (Banner Health) 1510 19th Avenue Fairbanks, AK 99701

Division of Juvenile Justice 1502 Wilbur Street Fairbanks, AK 99701

Fairbanks Community Mental Health Center 3830 S. Cushman Fairbanks, AK 99701

Fairbanks Counseling and Adoption 912 Barnette Street Fairbanks, AK 99701

Fairbanks Memorial Hospital Patient Quality Resources/ Emergency Department 1650 Cowles Street Fairbanks, AK 99701

Fairbanks Native Association Head Start/Early Head Start Program 201 1st Avenue, Suite 200 Fairbanks, AK 99701

Fairbanks Native Association Graf Adolescent Treatment Program 3100 South Cushman Street Fairbanks, AK 99701

Fairbanks Native Association Ralph Perdue Center 3100 South Cushman Street Fairbanks, AK 99701 Fairbanks Native Association Women & Children's Residential Treatment Center 1027 Evergreen Street Fairbanks, AK 99709

Fairbanks Resource Agency 805 Airport Way Suite #1 Fairbanks, AK 99701

Fairbanks Youth Advocates The Door Youth Homeless Shelter Fairbanks, AK

Fairbanks Veterans Center 540 4th Avenue, Suite 100 Fairbanks, AK 99701

Fairbanks Youth Facility 1502 Wilbur Fairbanks, AK 99701

Family Center Services of Alaska 620 5th Avenue, 2nd Floor Fairbanks, AK 99701

Ft. Wainwright Army Community Services Family Advocacy Program Ft. Wainwright, AK 99703

Housing First – Homeless Shelter Tanana Chiefs Conference South Cushman Fairbanks, AK

Interior Aids Association 710 Third Avenue Fairbanks, AK 99701

Interior Center for Non-Violent Living 726 26th Ave. Suite 1 Fairbanks, AK

Northstar Youth Court PO Box 82147 Fairbanks, AK 99708

Office of Children's Services 751 Old Richardson Hwy Suite 300 Fairbanks, AK 99701 Pioneer Home 2221 Eagan Avenue Fairbanks, AK 99701

Presbyterian Hospitality House 626 2nd Street Graehl, Suite 204 Fairbanks, AK 99701

Resource Center for Parents and Children Family Services Program Director 726 26th Avenue, Suite 2 Fairbanks, AK 99701

Stevie's Place (RCPC) 726 26th Avenue, Suite 2 Fairbanks, AK 99701

Chief Andrew Isaac Health Center 1650 Cowles St. 3rd Fl., Room 359 Fairbanks, AK 99701

Senior Center 1424 Moore Street Fairbanks, AK 99701

Tanana Chiefs Conference Inc. Child Protection Unit 1408 19th Avenue, 3rd Floor Fairbanks, AK 99701

Distance Sites

Alaska Native Justice Center 3600 San Jeronimo Dr., Ste. 264 Anchorage, AK 99508

Alaska Network on Domestic Violence and Sexual Assault Ste 209, 130 Seward St Juneau, AK 99801-2103

AVTEC (Alaska Vocational and Technical Education Center)
Bethel

AWARE, Inc. P.O. Box 2089 Juneau, AK 99802 Bristol Bay Area Health Corporation Box 130 Dillingham, Alaska 99576

Juneau Alliance for Mental Health, Inc. (JAMHI) 3406 Glacier Highway Juneau, AK 99801

Kenaitze Indian Tribe 911 Mission Ave. Kenai, AK 99611

Ketchikan Indian Community Social Services 2960 Tongass Ave. Ketchikan, AK 99901

Kodiak Women's Resource & Crisis Center 422 Hillside Drive Kodiak, AK 99615-6112

Kodiak Area Native Association 3449 East Rezanof Drive Kodiak, Alaska 99615

Kodiak Youth Services 650 Mill Bay Road Kodiak, AK 99615

Maniilaq Family Resources P.O. Box 256 Kotzebue, AK 99752

North Slope Health Corporation Nome

Petersburg Mental Health Services P.O. Box 556 Petersburg, AK 99833

SEARHC, Southeast Alaska Regional Health Corporation (students placed in Juneau, Sitka and Kake)

Yukon-Kuskokwim Health Corp. P.O. Box 528 Bethel, AK 99559



University of Alaska Fairbanks Social Work Department Practicum Agency Information Sheet

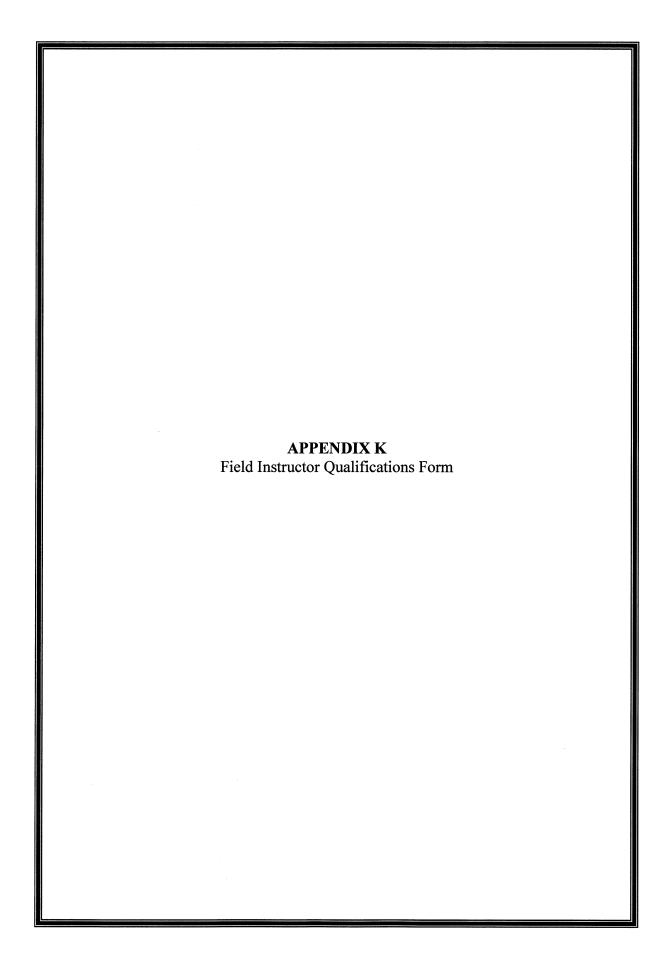
I. A	GENCY INFORMATION	ON		DATE	•
1. Ager	cy Name:			·	
2. Addr	ess:				
City:			_ State:		Zip:
3. Direc	ctor:				
4. Conta	ct Person:		Phone:		
5. E-ma	il:				
	on of Agency:				
7. Prim	ary Services Provided:	·			
-	ulations Served (Be Sp	•	•	-	·
9. Is yo	ur agency:Pub				
10 0	-		Non-Prof		
	ency Hours and Days				
	ecticum Site (if differe				
	ers and Days Social We				
	se list primary staff p				
-	previously approved of				-
<u>name</u>	<u>Position</u>	<u>Hrs/ week</u>	Degree/Lice	nse #	<u>Instructor Status</u>

would like to train)	idicate the number of students your agency
	cticum experience? Yes No if personal vehicle used? Yes No
III. AGENCY OPPORTUNITIES/RESO	URCES
1. Check the agency resources available	to social work students:
Mailbox Sec Agency vehicle Tra	lephone ing cabinet cretarial services avel reimbursement her (Specify)
Comments:	
	ds available? Yes No: Amount per stipend:: ne stipend?
2. Check the following learning experience	ces available to students:
Individual Clients Couples Families Small Groups	DSM IV Diagnosis Crisis Intervention Staff Development Supervision
Team Relationships	Research/Evaluation
Teaching Fund Raising Program Development Policy Development Collaboration Other (Specify)	 Community Practice Organizational Practice Consultation Grant Writing Legislative Activities

	erly describe models and strategies used in social work intervention with individuals s, couples, groups, communities and organizations at your agency:
a. Indi	viduals:
]	Issues/Populations Served:
b. Fam	nilies and/or Couples:
]	Ssues/Populations Served:
c. Gro	ups:
]	ssues/Populations Served:
d. Con	nmunities:
]	ssues/Populations Served:
e. Org	anizations:
I	ssues/Populations Served:
IV.	STUDENT SUPERVISION AND TRAINING
	the types of supervisory and educational experiences available, and describe the of time, frequency, and nature of student involvement.
1	Individual Supervision (one hour per week is required):
2	Crown Companision
Z	Group Supervision:
3	In-Service Training:

4	Staff Development:
5	Orientation:
6	Other:
V. NARR	RATIVE
experience	escribe your agency's strengths and limitations in providing student learning ces. Include how learning experiences would be specifically designed to meet the students. Use additional sheets if necessary:
	·
	Dated:

Page 4 of 4

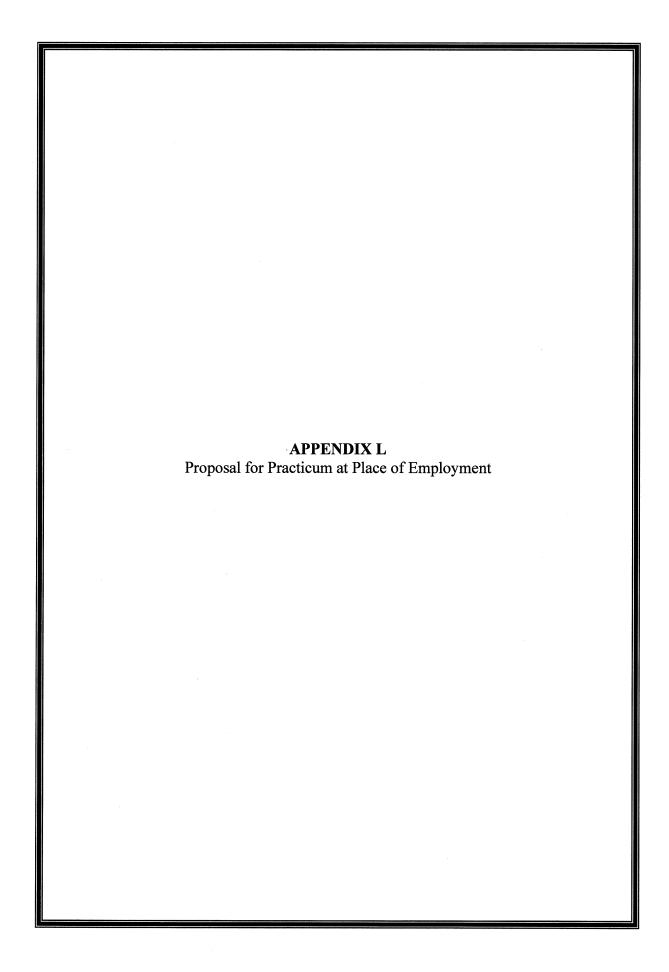


UNIVERSITY OF ALASKA FAIRBANKS SOCIAL WORK DEPARTMENT FIELD INSTRUCTOR QUALIFICATIONS FORM

		Alaska Stat	e Social Work L	.icensure # _		
			OR other lice	ense #		
			Expiration D	ate:		
			LCSW/MSW			
			Other discipl	ine:		
Name	e:					
	ess:					
City/.	State:				Zip	
Phone	e:		Email:			
Have	you previously sup	ervised UAF soc	cial work studen	its? Yes	No _	
If yes	s, when did you last	: supervise?				
Field	Instructor <u>UNDE</u>	RGRADUATE D	DEGREE AND G	RADUATE	DEGREES	
	INSTITUTION	DEGREE	YEAR & MON	ITH OF	DEGREE O	D
	<u>1115111011011</u>	DEOREE	COMPL	ETION	SPECIALIZ	
			<u> </u>		<u>OT ECTATELE</u>	. /(10/(
A	١					
В	3					
C	.					
I.	Social Work or	other similar F	Practice: (paid	employme	ent and con	sultation)
A	a. Agency:					
	3. Address:					
				Zip	Phone:	
C	C. Position Title:				•	
D	. Employment from	n (Date):				
	. Area of practice e					
F	. Current Employm Per Week in A		Time			
G	Responsibility for	supervision of	staff: Vec	No	#	

	Η.	. Na	ime and title of	f immediate supe	ervisor:		
J.	I.			administrator/di AL WORK POSITI			<u>Dates</u>
II.	-	01	ΓHER FIELD/	ACADEMIC APP	OINTMENTS O	R TEACHING	EXPERIENCE
		IN	STITUTION	APPOINTME	NT/EXPERIENCE		DATES
111	•	ро	sitions). PUBL		PRESÈNTATION		tion, and leadership AND NATIONAL
IV.		N.	ARRATIVE:				
		Α.	What learning	g experiences do	you feel you car	n provide a B.S	S.W. student?:
-		В.			and limitations sion and education		ffect your ability to s.
		C.	Which of your role?	skills and expe	riences will be m	ost helpful to	you in this teaching

D. How will you utilize other agency staff members to suppoin student's learning experience?	t and enhance the
Has your license to practice Social Work/Counseling in ANY jurisdiction been limited, suspended or revoked? Have you ever been convicted of a felony? If yes to either question, please prepare a short written explanation.	
SIGNATURE OF FIELD INSTRUCTOR	DATE
PRINT NAME AND TITLE OF FIELD INSTRUCTOR	



UNIVERSITY OF ALASKA FAIRBANKS SOCIAL WORK

PROPOSAL FOR PRACTICUM AT PLACE OF EMPLOYMENT

Please complete the following information and return to the Practicum Coordinator. Decisions are made by the social work faculty, based on the information provided.

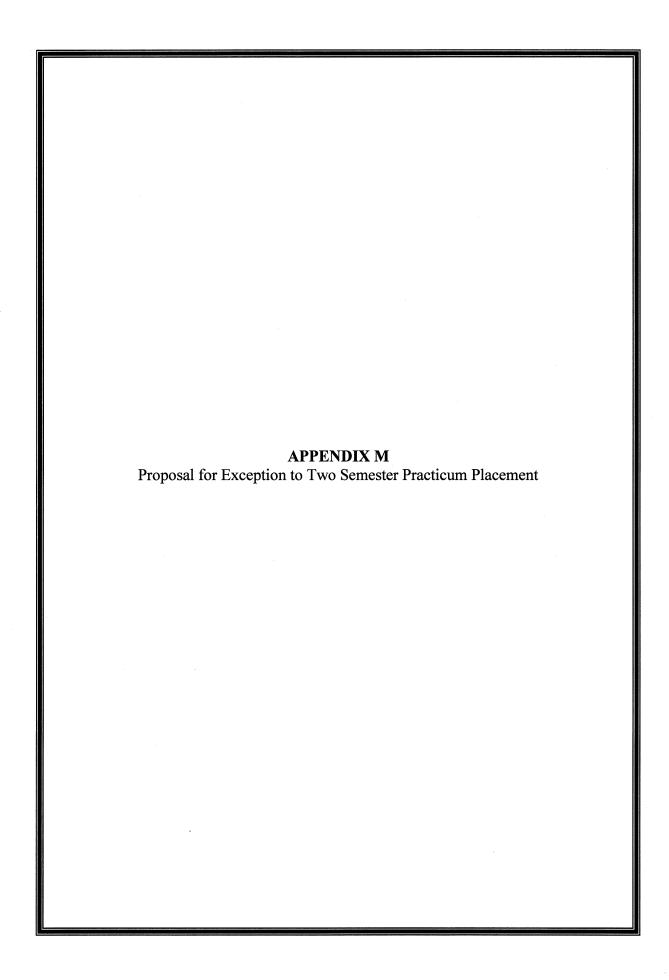
Name		Date	
Telephone	(Home)		(Work)
Agency Name:			
Agency Address:			
Field Instructor			
Field Instructor Telephone			
Employment Supervisor			
Employment Supervisor Telephone			

CRITERIA FOR PRACTICUM AT PLACE OF EMPLOYMENT:

- 1. Practicum roles and tasks must be:
 - different from regular employment
 - new learning
 - appropriate to bachelor level social work
- 2. Field Instructor must be approved by social work department in accordance with University of Alaska Fairbanks Social Work Department and Council of Social Work Education.
 - have a BSW, MSW or other approved degree
 - two years post graduation experience
 - commitment to social work education and the time requirements
 - be a person other than the students employment supervisor
- 3. Agency, student and Field Coordinator or faculty liaison **must meet** to plan, negotiate and agree on proposal before approval can be given.
- 4. Student will negotiate with Field Instructor, and Field Coordinator specific outcomes from the experience.

Please complete the following:

1.	Current employment responsib	ilities-specific roles, tasks and activities:
2.	Proposed practicum roles and t learning.	asks-specifically those that will produce new
Sche	edule Information-Complete the fo	ollowing schedule information:
	Work Schedule	Practicum Schedule:
	Monday	Monday
	Tuesday	Tuesday
	Wednesday	Wednesday
	Thursday	Thursday
	Friday	Friday
	Practicum Start Date:	Practicum Ending Date:
	Total Number of Practicum Ho Number of Practicum hours that	ours: nt overlap, in any, with paid employment:
Stud	ent	Date
Emp	loyment Supervisor	Date
Field	I Instructor	Date
Field	Coordinator/Faculty Liaison	, Date



University of Alaska Fairbanks Social Work Program

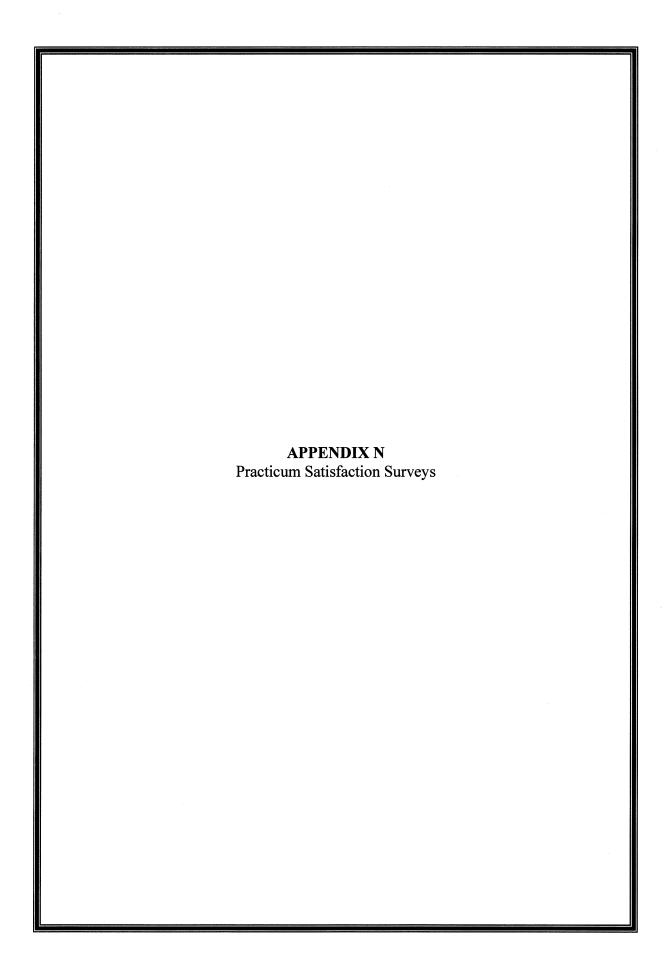
PROPOSAL FOR EXCEPTION TO TWO-SEMESTER PRACTICUM (Request for a Block Placement or Three Semester Placement)

Please complete the following information and return to the Practicum Coordinator. A decision by the Practicum Coordinator, Practicum Director and Department Head will be made based on the information provided.

Name		Date	
Telephone	(home)		(other)
E-mail address			
Reason for Exception Request:			
Agency Name			
Agency Address			
Field Instructor Name			
Field Instructor Telephone			
Field Instructor E-mail address			

CRITERIA FOR EXCEPTION TO TWO-SEMESTER PRACTICUM

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



Field Education Satisfaction Survey: Field Instructor/Agency

Your feedback is critical to assisting us in monitoring the quality of the practicum experience, to enhance your current experience and to help us make future improvements in field education. Please take a few moments to complete this evaluation.
My agency/field instructor has provided experiences that enable me to:

evaluation.		·			·	
My agency/field instruc	ctor has provided	experiences that ena	ble me to:			
1. orient to agency p	olicies and pro	cedures.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	
0	0	0	0	0	0	
2. commit to profess	ional social wor	k ethics.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	
0	0	0	0	0	0	
3. consider the recip	rocal impact of	client and worker	alues, beliefs a	nd cultures.		
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	
0	0	0	0	0	0	
4. use objectivity in	problem assess	ment and interventi	on.			
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	
0	0	0	0	0	0	
5. collaborate with o	ther service pro	oviders.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	
0	0	0	0	0	0	
6. apply theories and	l strategies refle	ectively.				
					N/A	
0	0	0	0	0	0	
7. receive constructi	ive, clear and w	ell-timed feedback.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	
0	0	0	0	0	0	
8. identify with the p	rofession of soc	cial work.				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	
0	0	0	0	0	0	
9. be aware of my va	lues and biases	in work with client	systems.			
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	
0	0	0	0	0	0	
10. understand how	service delivery	systems impact div	verse population	15.		
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A	
0	0	0	0	0	0	
						4

Field Education	Satisfaction	Survey: Fi	eld Instruc	ctor/Agency	
11. apply theory and	skills from classro	om to various cli	ent systems.		
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
O	0	0	0	0	\circ
12. evaluate my pract	cice of social work				
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
0	0	0	0	0	0
13. use a variety of m	ethods to address	concerns.			
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
	O				
44 11 4 11 1					
14. provide feedback	-		A	Chromoly Agree	NI/A
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	N/A
O	O	O	O	O	O
Page 2					
45. Owner III. 41-in manner	C				
15. Overall, this prac Strongly Disagree		good experience Neut		Agroo	Strongly Agroo
Strongly Disagree	Disagree	Neut	1 a 1	Agree	Strongly Agree
O	O)		\cup
16. I recommend this		other students.			
Strongly Disagree	Disagree	Neut	ral	Agree	Strongly Agree
O	O	C)	O	O
17. This practicum ex	perience has met	my educational	needs.		
Strongly Disagree	Disagree	Neut	ral	Agree	Strongly Agree
0	0	C)	0	\circ
18. I recommend this	agency as a conti	nued practicum	site.		
Strongly Disagree	Disagree	Neut		Agree	Strongly Agree
0	O	С)	0	0
19. What do you reco	mmend that your f	ïeld instructor c	ontinue to do?	(Those things you fo	ound particularly
		_			
		~			
20. What do you reco	mmend that your	field instructor n	ot do? (Things	you didn't find parti	cularly helpful.)
		_			
		$\overline{\mathbf{v}}$			

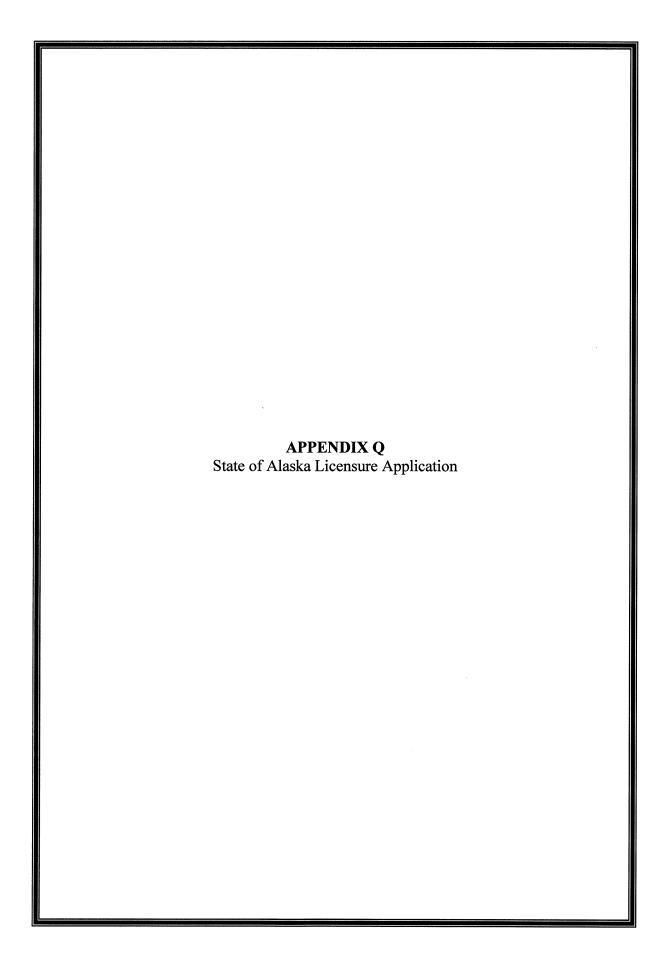
F	ield Education Satisfaction Survey: Field Instructor/Agency
	21. What do you recommend that your field instructor start doing in order to be a more effective field
	instructor?
	_
	_
	22. Additional comments not previously stated.

Your feedback is critical to assisting us in monitoring the quality of field education. The information will be used to better coordinate the field experience and to help make future improvements in field education. Please take a few moments to complete this evaluation. The results will be compiled by the Program Assessment Coordinator and shared with the field coordinator in anonymous aggregate form. The Practicum Coordinator: 1. collaborates with me in determining fieldwork placements Strongly Disagree Disagree Neutral Strongly Agree N/A Agree 2. schedules regular site visits Strongly Disagree Disagree Neutral Agree Strongly Agree N/A 3. uses the site visits effectively Strongly Disagree Neutral Disagree Agree Strongly Agree N/A 4. collaborates with me and the student to develop fieldwork assignments N/A Strongly Disagree Disagree Neutral Agree Strongly Agree 5. builds rapport based on trust and respect Strongly Disagree Disagree Neutral Agree Strongly Agree N/A 6. is approachable and available when concerns arise N/A 7. is effective in helping resolve difficulties with students Strongly Disagree Neutral N/A Disagree Agree Strongly Agree 8. provides me with curriculum updates and assists me to enhance my skills for social work supervision Strongly Disagree Disagree Neutral Agree Strongly Agree N/A 9. provides orientation and regular training sessions Strongly Disagree Disagree Neutral Agree Strongly Agree N/A Page 2

Field Education Satisfaction Survey: Practicum Coordinator

Field Education Satisfaction Survey: Practicum Coordinator
10. What do you recommend that your field coordinator continue to do? (Those things you found particularly helpful.)
11. What do you recommend that your field coordinator not do? (Things you didn't find particularly helpful.)
12. What do you recommend that your field coordinator do to provide more effective liaison between agency and the department?
13. Additional comments not previously stated.

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State of Alaska
Department of Commerce, Community, and Economic Development
Division of Corporations, Business and Professional Licensing
Board of Social Work Examiners

P.O. Box 110806, Juneau, Alaska 99811-0806 Telephone: (907) 465-2551

Telephone: (907) 465-2551 E-mail: license@alaska.gov

Website: www.commerce.alaska.gov/occ

BACCALAUREATE SOCIAL WORKER LICENSURE APPLICATION

PLEASE READ THE INSTRUCTIONS BEFORE YOU COMPLETE THE APPLICATION

A person may apply for a license to practice baccalaureate social work in the State of Alaska by examination (see Part I) or by credentials (see Part II). Part III describes the procedures for obtaining a temporary license while waiting for permanent licensure.

If you have questions concerning the licensure requirements, please contact the licensing examiner at (907) 465-2551.

PART I. LICENSURE BY EXAMINATION

The following documentation must be received to be considered for licensure by examination:

- 1. A completed and notarized application and \$50.00 nonrefundable application fee (form 08-4406).
- 2. An initial license fee of \$250.00 may be submitted at this time or upon successful passage of the examination. Please note that license fees are subject to change.
- 3. Certified transcripts of a bachelor's degree in social work sent directly to the Division of Corporations, Business and Professional Licensing from a college or university approved by the Board.
- 4. Three professional references (form 08-4406b) from the following, as appropriate:
 - a. a reference from a current social work employer; and
 - b. a reference from a previous social work employer; and
 - c. a reference from any one of the following professionals:
 - Master's or doctorate degree social worker:
 - Licensed psychological associate, clinical psychologist, or physician specializing in psychiatry;
 - Licensed medical or osteopathic physician;
 - Licensed advanced nurse practitioner with a specialty area of practice in mental health;
 - Licensed registered nurse with a master's degree in psychiatric nursing;
 - Licensed marriage and family therapist; or
 - Licensed professional counselor.

NOTE: Applicants who are not currently or were not previously employed in social work must submit three professional references from any of the above-listed individuals in Section "c."

EXAMINATION INFORMATION

The Alaska Board of Social Work Examiners offers the examination through the Association of Social Work Boards. Upon approval to sit for the examination at the Basic level, applicants will be instructed to register with the Association of Social Work Boards. A separate examination fee will be required by the Association of Social Work Boards.

PART II. LICENSURE BY CREDENTIALS

The Board will issue a license to practice as a baccalaureate social worker to an applicant who holds a current license to practice social work in another jurisdiction, THAT AT THE TIME OF ORIGINAL ISSUANCE OF THE LICENSE, HAD REQUIREMENTS FOR LICENSURE EQUAL TO OR MORE STRINGENT THAN THOSE OF THIS STATE AND AT THE SAME LEVEL FOR WHICH APPLICATION HAS BEEN MADE. (See AS 08.95.120)

The following documents are needed for licensure by credentials:

- 1. A completed and notarized application and \$50 nonrefundable application fee (08-4089).
- 2. An initial license fee of \$250.00, made payable to the State of Alaska. Please note that license fees are subject to change.
- 3. Verification of Licensure from each State where currently licensed and wherever previously licensed (08-4089a). The state must verify any disciplinary actions taken or pending. THE EXAMINATION TAKEN MUST BE THE BASIC LEVEL EXAMINATION OFFERED BY THE ASSOCIATION OF SOCIAL WORK BOARDS. (Copy form if you need additional forms.)
- 4. To meet the continuing competency requirements of 12 AAC 18.112 you must verify:
 - a. successful passage of the Basic level examination within the two years before making application (form 08-4089a); OR
 - b. 1,500 hours of work as a licensed social worker within the last five years while holding a license similar to that for which application has been made (form 08-4089d); **AND**
 - c. completion of the continuing education (CE) requirements in 12 AAC 18.210(a)(1) and (3). The required 45 hours of CEs must have been obtained during the past five years before the date the application is received. Of the 45 hours of CE required, at least 6 contact hours must be in substance abuse education and at least 3 contact hours must be in professional ethics. (Attach course certificate indicating attendance and number of CE hours received.)
- 5. Three professional references (form 08-4089c) from the following, as appropriate:
 - a. a reference from a current social work employer;
 - b. a reference from a previous social work employer; and
 - c. a reference from any one of the following professionals:
 - master's or doctorate degree social worker;
 - licensed psychological associate, clinical psychologist, or physician specializing in psychiatry;
 - licensed medical or osteopathic physician;
 - licensed advanced nurse practitioner with a specialty area of practice in mental health;
 - licensed registered nurse with a master's degree in psychiatric nursing;
 - licensed marriage and family therapist; or
 - licensed professional counselor.

NOTE: Applicants who are not currently or were not previously employed in social work must submit three professional references from any of the above-listed individuals in Section "c."

PART III. TEMPORARY LICENSE

The board may issue a temporary license to practice baccalaureate social work to an applicant who meets the criteria set out in AS 08.95.125. The temporary license allows an applicant to practice while waiting to sit for the examination, or while completing the application process for licensure by credentials.

Note: You must apply for a license by examination or credentials in order to request a temporary license.

The following documents must be in this office before your application for temporary license will be considered:

For credential applicants:

- 1. A completed notarized application attesting:
 - a. that you are of good moral character;
 - that you are not the subject of any unresolved complaint or disciplinary action; and
 - c. that you have not had a license to practice social work revoked, suspended, or surrendered.
- 2. Photocopy of current license in another jurisdiction, together with a sworn statement as to the copy's veracity.
- 3. Nonrefundable application fee of \$50.00.
- 4. Temporary licensure fee of \$50.00.

The temporary license is valid for one year. A temporary license may not be issued more than once and may not be renewed. If the Board rejects your application for permanent licensure, the temporary license becomes invalid on the date of Board action rejecting the license application (AS 08.95.125(d)).

For examination applicants:

- 1. A completed notarized application attesting:
 - a. that you hold a baccalaureate social work degree; and
 - b. that you are of good moral character.
- 2. Transcripts (unofficial transcripts printed from the university/college website will be accepted for issuance of the temporary license.)
- 3. Nonrefundable application fee of \$50.00.
- 4. Temporary licensure fee of \$50.00.

The temporary license is valid for one year. A temporary license may not be issued more than once and may not be renewed. If the board rejects your application for permanent licensure, the temporary license becomes invalid on the date of board action rejecting the license application (AS 08.95.125(d)).

GENERAL INFORMATION

APPLICATION REVIEW

The Board meets at least twice a year and will review applications at Board meetings. Applications must be complete (including supporting documentation). Contact the division for meeting dates.

The Board will also review complete applications between Board meeting dates. The division will forward complete applications to Board members by using the mail ballot voting process.

RENEWAL INFORMATION

All certificates expire on June 30 of even-numbered years, regardless of when issued, except certificates issued within 90 days of the expiration date will be issued through the next biennium. Refer to 12 AAC 18.210 for continuing education requirements.

SOCIAL SECURITY NUMBER

Alaska Statutes (AS) 08.01.060(b) and 08.01.100(e) require an applicant for an occupational license to provide a United States Social Security Number. However, if you do not have a Social Security Number issued to you, you may qualify for an exception. Please complete the "Request for Exception from Social Security Number Requirement" form located at www.commerce.alaska.gov/occ OR contact the division for a copy of the form.

PAYMENT OF CHILD SUPPORT AND STUDENT LOANS

If the Alaska Child Support Enforcement Division has determined that you are in arrears on child support, or if the Alaska Commission on Post-Secondary Education has determined you are in loan default, you may be issued a nonrenewable temporary license valid for 150 days. Contact Child Support Services at (907) 269-6900 or the Post-Secondary Education office at (907) 465-2962 or 1-800-441-2962 to resolve payment issues.

PUBLIC INFORMATION

Please be aware that all information on the application form will be available to the public unless required to be kept confidential by state or federal law. Information about current licensees, including mailing addresses, is available on the division's website at: www.commerce.alaska.gov/occ under "License Search."

ADDRESS CHANGE

In accordance with 12 AAC 02.900, a person must notify the division in writing of any change in address. You can download the "Change of Address" form from the division website at: www.commerce.alaska.gov/occ.

CSW (BSW)

FOR DEPARTMENT USE ONLY

State of Alaska

Department of Commerce, Community, and Economic Development
Division of Corporations, Business and Professional Licensing
Board of Social Work Examiners
P.O. Box 110806, Juneau, AK 99811-0806
Telephone: (907) 465-2551
E-mail: license@dced.alaska.gov
Website: www.commerce.alaska.gov/occ

APPLICATION FOR BACCALAUREATE SOCIAL WORKER LICENSURE

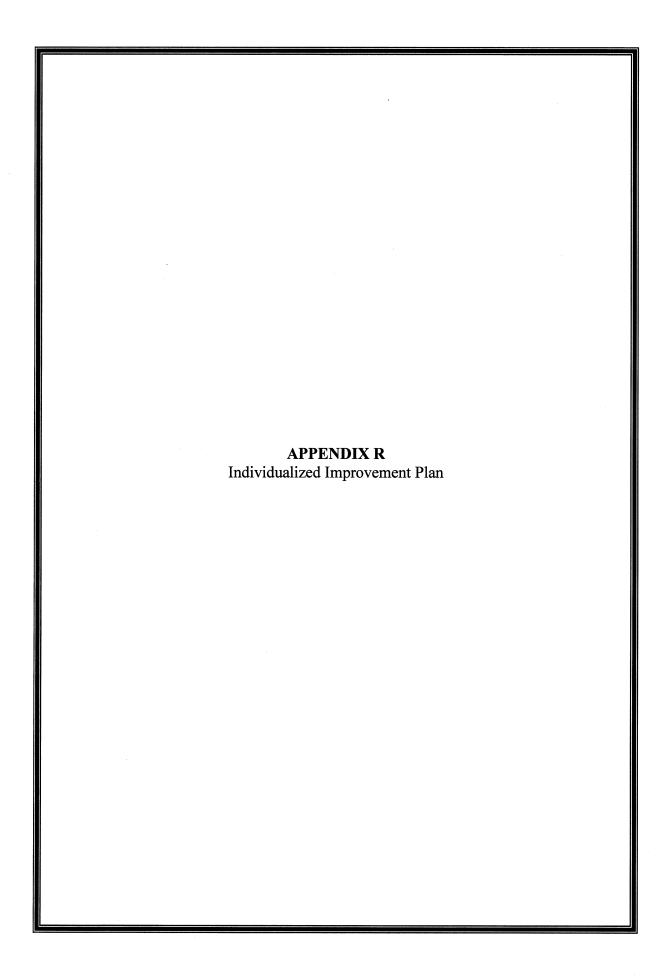
ΙH	HEREBY APPLY for licensure as a Bacca	aureate social worker bv:	LIOLINOOKL			
	_	Credentials				
_		Orcacritatio				
L	In addition to the above, I would like to	be issued a Temporary Lice	ense			
A	ubmit a complete notarized or postmas \$50.00 Nonrefundable Application Fee \$50.00 Temporary license fee \$250.00 Licensure Fee	ter-stamped application a	and applicable fees.			
Th	is application must be completed in full.	If a section does not apply,	write N/A in the space prov	ided. PLE	ASE PRINT OR TY	PE.
		First		M.I.		
	Social Security Number:(Rec	uired by AS 08.01.060)	Date of Birth:			Sex:
2		•				
	Mailing Address:	Street o	or Box			
	City	State			ZIP Code	
	Business Telephone:		e Telephone:			
	Email Address:					
FΩ	DUCATION:	**************************************				
	t name and mailing address of ALL Bach	elor programs attended. G	ive dates of attendance and	l graduatio	n.	
3.	College (Bachelor):					
	•					
	Date Degree Awarded:					·
	Type of Degree:					
4.	College (Bachelor):					
	Date Degree Awarded:					
	Type of Degree:					
	ROFESSIONAL DATA: List the state(s) where you currently hold whether certified or licensed.	or have held a license or c	ertification to practice Bacc	alaureate s	social work. Please	indicate
	<u>STATE</u>	DATE ISSUED	EXPIRATION DATE	1 .	LICENSED/CERTI	FIED
	a					
	b.					
6.	List any state(s) in which you passed/fail	ed a social worker examina	ition at the Basic level.		Check either Pass Failed, as app	
	a. State:	Exam Date:			☐ Passed	☐ Failed
	a. State: Exam Administered By: b. State:	Exam Date:			— ☐ Passed	☐ Failed
	Exam Administered By:					
	If applying for licensure by CREDENTIAI					
	License Number	_ Date of Issuance	Expiration D)ate:	Stat	e
	Do you hold any other professional licens If yes, type of license held and number _			···		
08-	-4406 (Rev. 01/02/13)	OV	ER			

OCCUPATIONAL DATA: In chronological order, from **most recent to most remote**, list all relevant or related post graduate positions held in the past ten years. Provide name of employer, mailing address, telephone number, position held, duties and responsibilities, and name of direct supervisor(s).

Name of Emplo	yer:		
		To:	
Employer full ad	dress:		
Name of direct s	upervisor:		
Duties and resp	onsibilities:		
Name of Emplo	ver:		
		To:	
·			
Name of Emplo			
		To:	
		To:	
Position neid by	applicant:		
Duties and respond	onsibilities:		
		To:	
Employer teleph	one number:		
Name of direct s	upervisor:		
Position held by	applicant:		
Duties and respond	onsibilities:		

	OFESSIONAL FITNESS: The following questions rult in license denial.	must be answered. "Yes" answers may not	automat	ically				
			YES	NO				
1.	Have you ever been disciplined by any state board fo Practice Act or unethical conduct?	r any violation of the Social Work						
2.	Have you ever had an application for a professional li	cense denied?						
3.	Have you ever had a license to practice social work re or limited?	evoked, suspended, restricted,						
4.	Have you ever been investigated by a licensing authorif no disciplinary action resulted?	ority or professional association even						
5.	Have you ever had any malpractice settlements or jud	dgments paid on your behalf?	□					
6.	Have you been convicted of a criminal offense other t	han a minor traffic violation?	□					
7.	Are you now or have you been, within the past 5 year or misused alcohol, narcotics, barbiturates, or habit-fo	s, addicted to or excessively used orming drugs?						
8.	Are you now or within the past 5 years, been treated or mental illness, drug addiction or alcoholism?	or hospitalized for emotional						
If you answered "Yes" to any of the above questions, please explain dates and circumstances on a separate piece of paper and send any supporting documents that are applicable (court records, etc.).								
Ple ker	ase be advised that all information provided with this a t confidential by state or federal law.	application will be available to the public, unless	required	to be				
Ар	olicants must update their answers to fitness questions	if any changes occur.						
tha	ereby certify that the information in this application t any false information may result in failure to obto sequent revocation of my license.	is true and correct to the best of my knowled tain licensure as a baccalaureate social wo	dge. I un rker in A	derstand Iaska, or				
		Signature of Applicant						
SU	BSCRIBED AND SWORN to before me, a Notary Pub	lic, in and for the State of						
this	day of	, in the year of						
		Notary Public						
		My Commission Expires:						

WARNING: The Board of Social Work Examiners may deny, suspend, or revoke the license of a person who has obtained or attempted to obtain a license to practice social work by fraud or deceit. The person may also be subject to criminal charges for perjury. (AS 11.56.200)



Individualized Performance Plan

Student Name:

Other meeting participants and role of each:

Meeting date:

Background

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

PLAN

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

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

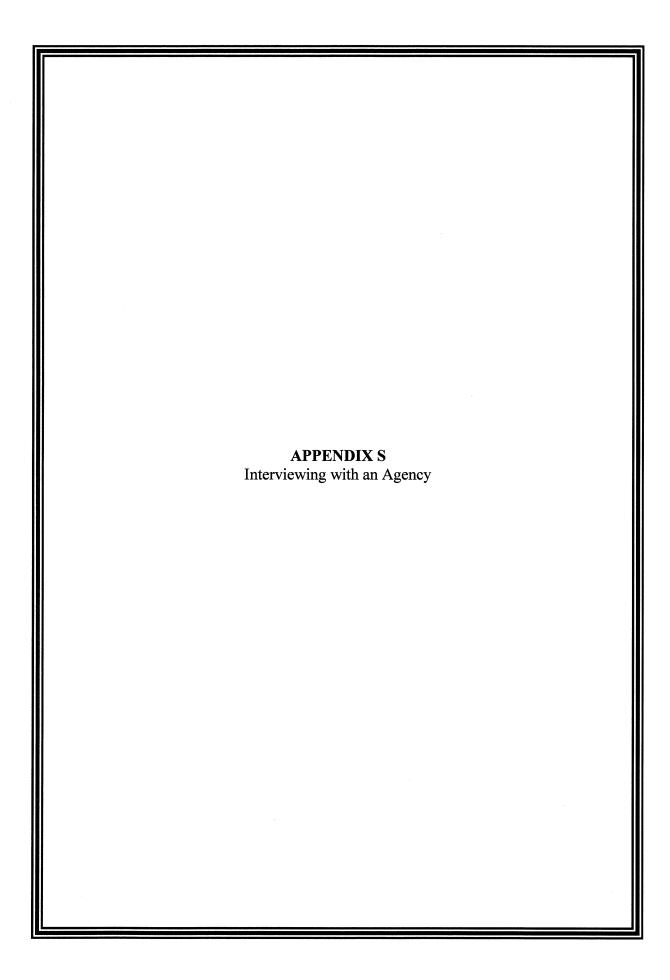
Proposed Final Review Date:

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

Student Statement

Outcome: (Successful: Yes/No – if "No," indicate further action t	o be taken)
Faculty Summary of the Performance Plan Process. Faculty menta (a) brief rationale for the decision, (b) brief assessment of the through the performance plan process, and (c) any recommend maintaining success.	student's progress
Student signature	date
Advisor/Liaison signature	date
Other signature (specify role)	date

Final Review Date:



Interviewing with an Agency

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

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

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

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

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

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

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

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

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

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

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

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

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



UAF Social Work Department Practicum Placement Student Agreement

Please acknowledge receipt of this manual by signing this document. Your signature indicates you agree to adhere to expectations outlined in the Field Manual, as well as the behavioral expectations of students in the UAF Bachelors of Social Work program.

STUDENT RESPONSIBILITES

- 1. Adhere to the National Association of Social Worker (NASW) Code of Ethics and Social Work Values, UAF Social Work Department Policies, UAF Student Code of Conduct, and Affiliate (Agency) Polices.
- 2. Engage in professional behavior in the practicum setting to include regular communication with the Affiliate and UAF Faculty regarding the practicum placement and program expectations.
- 3. Complete all required practicum related paperwork as directed by UAF Social Work and the Affiliate.

Signature:	
Signature:	
Date:	