



UAF Department of Social Work PRACTICUM MANUAL

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



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Welcome to Senior Practicum!

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

This Manual is meant to help students understand the program and our practicum requirements as well as expectations of students, agencies, agency supervisors, and supplemental supervisors. ***Please*** read this manual carefully in order to plan for and maximize your educational experience in your practicum work or your experience with our students in your agency. This manual is also posted on our website at <http://www.uaf.edu/socwork/>. Updates to policies and procedures are published online and reflect current policies for which students are accountable. Advising and student support are important components of the social work program.

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



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Program Overview

Program Mission

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

Program Goals

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

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

Generalist Practice Definition

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

“Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities, based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social, racial, economic, and environmental justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research informed practice and are proactive in responding to the impact of context on professional practice.” (CSWE, 2022, p.17).

Core Competencies & Practice Behaviors

The curriculum for the UAF Social Work Program is guided by nine core social work competencies. The competencies reflect the standards of the Council on Social Work Education (CSWE) and the UAF Social Work Program's Mission and Goals. Competency-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive purposeful, intentional, and professional manner to promote human and community well-being ([CSWE, 2022, p.7](#)).

The Council on Social Work Education (CSWE) *Educational Policy and Accreditation Standards* (EPAS) identifies nine social work competencies that students are expected to be proficient in upon graduation from an accredited social work program. Below are the competencies specific to this course.

Each competency describes the knowledge, values, skills, and cognitive and affective processes that make up the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, and the descriptions that precede them represent the underlying content and processes that inform the behaviors.

Competency 1: Demonstrate Ethical and Professional Behavior

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences

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

- a. apply research findings to inform and improve practice, policy, and programs; and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

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

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

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

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Purpose of Practicum Education

Practicum is an integral part of the social work curriculum. Most students consider their practicum work 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 work 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 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.

Professional Social Work Licensing

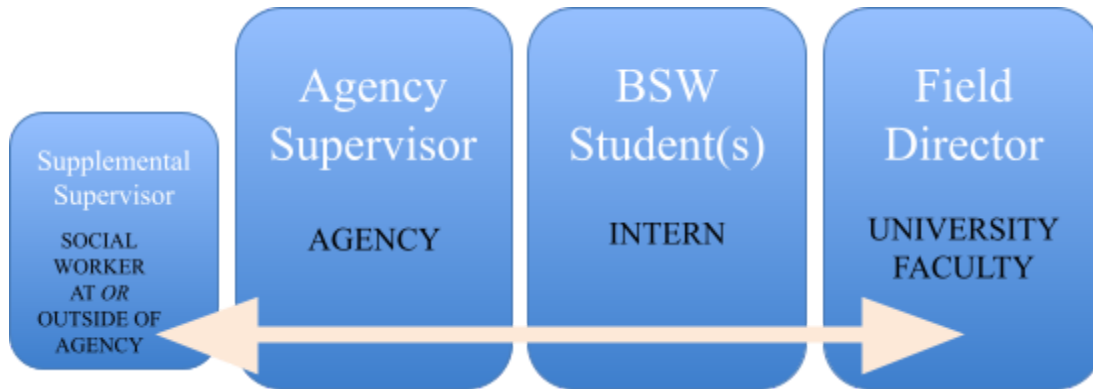
The UAF Bachelor of Arts in Social Work (BASW) program is accredited by the Council on Social Work Education (CSWE). Graduates who complete program requirements are eligible to apply for licensure through the State of Alaska Division of Corporations, Business and Professional Licensing - Board of Social Work Examiners. Successful applicants must pass an exam to receive a Baccalaureate Social Work License (LSW) from the Board of Social Work Examiners.

Students outside of the State of Alaska should look into their specific state statutes and regulations regarding social work licensure. The [ASWB Laws and Regulations database](#) is a resource to look at and compare licensing by state.

Practicum Coordination

Roles in Practicum

The practicum Director assumes overall responsibility for the practicum portion of the social work program. The director develops evaluation tools, establishes criteria for selection of agencies, agency supervisors, and supplemental supervisors, as well as training for those listed.



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

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

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

Practicum Placement Process



Assignment of Students to Practicum Placement:

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

Fall Semester before the senior year, students will complete an intent to apply form. After which, they are provided access to the application for practicum *Practicum*. Students are added to the online system we use to track practicum, called *Tevera*. Students will receive login information and directions on how to use *Tevera*. Applications are done through this site and are not accepted in any other format (*see Appendix B – Practicum Application and Appendix R – Senior Practicum Checklist for Students*). The UAF Social Work Program faculty and staff meet as an admissions committee to review all applications and to make decisions and recommendations on which students will be accepted into practicum for the following academic year.

Practicum Admission Criteria

In order to apply for practicum, students must have:

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

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

Practicum Fees

During practicum year students will be charged a \$300 Practicum Fee to support the *Tevera* Practicum Database and support practicum placement needs, a breakdown of cost is as follows:

- o A fee of \$150, applied in fall semesters through the SWK 461 course.
- o A fee of \$150, applied in spring semesters through the SWK 464 course.

Practicum 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 practicum program. This decision will be based on the strengths of the student and the strengths of the agency. Students are directed not to shop around or contact agencies prior to the placement process. If students have an interest in an agency that is not currently approved they should contact the practicum Director who will instigate the appropriate process.

The practicum Director is tasked with determining if a social service agency is appropriate to assume responsibility of supervision of a social work practicum student. Each agency will be assessed by the availability of generalist practice opportunities, as well as the ability of the agency to support and supervise a practicum student. In some circumstances, students may be placed at agencies without a social work professional on-site. These situations will be assessed on a case-by-case basis. If an agency does not have a social worker on staff to provide the student with supervision, the department will assess the need for off-site practicum 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 practicum Director cannot locate and secure a placement for a student by the course drop deadline, the student will likely receive an incomplete (I) grade, or be asked to reapply to practicum the following year.

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

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

Practicum Setting/Agency Selection:

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

Practicum Supervisor Selection

Supervisors are identified and selected concurrently with the assessment and selection of the

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

Practicum Supervisor Role and Responsibilities

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

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

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

Supplemental Supervision

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

The specific responsibilities of the Supplemental Supervisor include:

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

Placement Student Interviews with Agencies

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

The interview allows both the student and the agency the opportunity to clarify expectations and determine mutual suitability. If both the agency and student agree to the placement, the student, practicum supervisor, agency director, and practicum 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 **practicum Work Affiliation Agreement** (*see Appendix D*). This written agreement describes general responsibilities of each party involved in the practicum experience.

Practicum Placement at Place of Employment

Due to circumstances for students in some communities, we will consider practicum at their place of employment when the following criteria can be met:

1. The student's employment agency meets all Program practicum agency selection criteria.
2. The agency provides evidence of an acceptable change of assignment that allows the students to engage in direct social work practice that is different from their current responsibilities.

3. The student's employment supervisor provides in writing that the student will be allowed to complete the required hours for practicum in their new assignment for practicum.
4. The employment supervisor provides in writing that the student will have a different supervisor for their practicum practicum.
5. The proposed practicum supervisor meets all UAF practicum supervisor selection criteria, and accepts the roles and responsibilities of the student for the duration of the practicum placement.

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

Paid Practicum Placements and other Employment Guidelines

Paid practicums must be discussed and approved by the Field Director, and are done on a case by case basis. It is imperative that the department know whether or not payment is occurring for a practicum as there are insurance guidelines that must be followed. Some examples include:

- Stipends that may be offered for specific agencies.
- Students who are approved for a place of employment placement may be paid as an employee by the affiliate for their practicum hours. This is at the discretion of the affiliate and must be discussed with the Field Director ahead of time.
- An employment offer at the practicum agency given before, during, or at the end of practicum.

Options to the Two-Semester Practicum

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

- **Block placements** involve students completing their required 400 hours in one semester, typically doing it this full time. If students are approved for this option, the semester opposite to the one in which the required hours are being completed, the student is expected to volunteer at an agency a minimal amount to remain involved in the practicum and practicing skills and enrolling in and complete the practicum class for both semesters.
- **Remote** options may include placement at an agency outside of the student's community, however the placement opportunities can be done within their home community. Remote options are not preferred to in-person placements and are approved on a case by case basis.
- **Hybrid** options may include a mix of in-person hours and remote hours with an agency outside of the student's community.

Each request is reviewed to evaluate the student's educational needs and will only be approved if

the exception can ensure educational integrity. The individual student's professional growth and development opportunities must be equal to or greater than other placement options. Special requests are not guaranteed and must be approved by the practicum Director and department.

Out of State Placements and International Placements

Application to Practicum by Out of State Students

All out of state students will be required to apply for admission into practicum through the program's standard application process. Admission into practicum does not guarantee that the Field Director will be able to secure a practicum out of state. We will attempt to identify appropriate placements, but despite our best efforts, we may not be able to place students in all circumstances outside Alaska. All placements are made at the discretion of the Field Director.

International Placement Requests

All potential placements must meet the department and accreditation criteria for placement and be approved by the Field Director. 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 practicum, the program has no resources to support international placements at this time. The UAF Social Work Program reserves the right to not approve an international placement request at any time.

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

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

Student Professional Liability Insurance

Students placed for practicum will be reasonably insured against negligent acts or omissions that may occur in the performance of their assigned duties in practicum. Students are covered for professional liability through a blanket University of Alaska policy through the Statewide Office of Risk Management. This is an occurrence policy and it pays up to a total of \$1,000,000 per claim and \$5,000,000 maximum per policy year. *Students are not covered for the administration or the operation of motor-driven vehicles. Coverage terminates upon graduation, if graduation occurs before the policy term expires.*

This coverage is only in place during academic semesters unless otherwise arranged with the practicum Director/Department and Risk Management. Students are required to submit the

Malpractice Insurance Representation Form (see Appendix C) upon applying to or prior to entering practicum.

- a. Students who are additionally employed and paid by the affiliate during their practicum hours will not receive this coverage from the University.
- b. Students who have a paid practicum and are not employed by the affiliate must notify the University department contact as soon as possible.

For more information on student coverage please visit:
<https://www.uaf.edu/safety/risk-management.php>

Getting Started in Practicum

Orientation to Practicum

Practicum Supervisor Training: Once approved to become an practicum supervisor, the practicum Director provides a comprehensive training for all new practicum supervisors before the start of the Fall semester, and an annual orientation meeting for all practicum instructors. In this required training, topics such as the competencies, Code of Ethics, learning agreement and other student assignments, how to provide ongoing supervision, use of our tracking platform and forms, etc. are covered. Supplemental Supervisors are also required to complete the training.

Senior Orientation and Student Support: At the start of the Fall semester for practicum students, an orientation to practicum is provided through **Senior Orientation**. This is a requirement to attend, and is provided virtually or hybrid that includes an in-person option as well as virtual together.

Students are assisted in all areas of practicum beginning with placement planning and including the development of the Learning Agreement, answering practicum related questions, and resolving problems or concerns. The Field Director is responsible for placement planning, and is available for regular communication throughout the academic year.

The seminar instructor works directly with students in each section of the practicum seminar (SWK 461/SWK 464). They complete semester agency site visits (virtually or in person) and check-ins. With the recommendation of the practicum supervisor, the seminar instructor assigns the final grade.

What should students expect to be doing when they begin?

The first semester should focus on things such as learning about the agency, shadowing workers and learning about their community. The second semester, the student will gradually take on more responsibility, which could include completing intakes/assessments, having some form of a caseload or an assigned client, and independent responsibilities. This natural progression will be dependent on the student's progress and previous experience. Refer to the ***Recommended Agency Orientation Form (see Appendix S)***.

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

- Attending the agency's standard "new employee" orientation, if there is one.
- Reading over policies and procedures.
- Reading over paperwork and forms commonly used in the agency
- Shadowing various workers during intakes or other tasks, and completing intakes.
- Sit in on and observe client groups.
- Attending committee, coalition, or other meetings.
- Shadow intakes/assessments and take notes. Complete "mock" charting based on the intake to practice their communication and documentation skills.

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

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

Grading and Evaluation of Practicum

At the start of the student's practicum placement, the Learning Agreement, copy of the practicum Evaluation, and course syllabi for the semester are distributed to students and to **Practicum Supervisors** through Tevera. 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 Director works closely with the practicum supervisor and the Student to identify activities and opportunities to enhance the student's demonstration of the CSWE Competencies and Practice Behaviors.

Required Coursework and Practicum Education Hours

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

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

Students are required to develop **Learning Agreements** with their **Practicum Supervisor** that specify student's learning activities within that agency. The learning agreement then serves as

criteria for evaluation of the student's progress toward acquiring the CSWE Competencies and Practice Behaviors. The **Practicum Supervisor** and the Field Director approve the learning agreements. Students are expected to meet weekly for a minimum of one hour of *supervision* with their agency based **Practicum Supervisor**. Please see the *Glossary of Terms (see Appendix A)* for an explanation of the roles various individuals play in the practicum experience.

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

As part of the ongoing performance evaluation, **Practicum Supervisors** submit a mid-semester evaluation of student growth and progress, address strengths, and highlight areas for improvement and change if necessary.

At the completion of each 200 clock hour semester the practicum supervisor and student participate in an evaluation conference completing the *Practicum Placement Assessment Instrument (see Appendix H)*. 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 Director on the last day of each semester. The practicum supervisor is asked to evaluate professionalism and make a grade recommendation. The practicum Director has the responsibility to assign the final grade that includes student participation in the concurrently held seminar (SWK 461 and SWK 464).

If an agency supervisor expects to recommend a grade of not passing, the practicum Director must be notified as early as possible so a process for resolution can be initiated. Students who do not meet the minimum expected competencies and practice behaviors within the required number of clock hours may receive a failing grade. Students must receive a grade of "C" or better to continue in the subsequent practicum. *See below for further details of each grading area.*

Timesheets: Students are directed to keep track of their hours, and are required to turn in a timesheet weekly, completed and signed on Tevera by both the student and their practicum supervisor. Students can count time spent in practicum and time spent at applicable trainings towards their practicum hours. Students must complete 200 hours per semester (400 hours total).

Students may count:

Senior Intensive

Time spent in practicum

No more than 20 hours of training. Special permission of the Field Director is needed to count additional training hours.

Students may not count:

practicum seminar

Attending class

Time spent on coursework
time spent completing pre-placement requirements such as background checks, etc.

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

School Holidays and Breaks: Students may not complete hours during school breaks or holidays due to insurance guidelines. Prior approval may be requested by students to the Field Director, however it must be within special circumstances and reasoning.

The Learning Agreement: This is completed on Tevera in the fall, and updated in the spring. The **Practicum Supervisor and the student should complete this together**, coming up with tasks/activities that will demonstrate the student's competency in the nine competency areas identified by the CSWE, as well as identify how these activities will be evaluated to show competency. The competencies are listed above on page 3.

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

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

Evaluation of Student Skills/Competencies: practicum supervisors and their assigned student will be sent individualized links in Tevera for the ***practicum Practicum Placement Assessment Instruments*** at the end of each semester. This is an individualized link connected to the student. Practicum supervisors should complete the areas on the link, evaluating the student's competencies thus far in placement, at the end of the Fall semester and then again at the end of placement in the Spring semester. This should be done with the student and/or reviewed with the student prior to the end of semester site visit. This form should, under no circumstances, be completed by the student. Both the practicum supervisor and student electronically sign the evaluation. ***See Appendix H for example forms of this evaluation.***

Site Visits: At the end of each semester, the **Practicum Seminar Instructor** will schedule a site visit to discuss how the student has done in practicum, and address any concerns. During the Fall site visit, the Spring semester will also be discussed. For students living in Fairbanks, these site visits will be in person if possible. For out of area students, these will occur virtually over a videoconferencing platform, with all parties participating.

Student Safety

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

It is imperative that practicum agencies are able to outline ways in which the safety of their employees, volunteers, and students is maintained. Safety for students in practicum is vital, and the program will assess potential safety risks initially based on agency policies and procedures. Areas of Safety and Policies that are considered:

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

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

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

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

Practicum Supervision

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

Goal of Supervision

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

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

Types of Supervision

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

How can everyone get the most out of supervision?

First, students should come prepared to weekly supervision meetings by:

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

During supervision, students should:

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

During supervision, practicum supervisors and Supplemental Supervisors should:

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

Student Rights and Responsibilities

Student Conduct Expectations and Criteria for Student Evaluation

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

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

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

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

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

1. **Accountability:** Attend class, arrive on time, and return from break in a timely manner. Participate in group activities and assignments at a comparable level to peers. Complete work in a timely fashion and according to directions provided. Come to class prepared, with readings and other homework complete.
2. **Respect:** Treat all your peers, your instructors, and all those with whom you come in contact, with dignity and respect at all times. Listen while others are speaking. Give feedback to peers in a constructive manner. Approach conflict with peers or instructors in a cooperative manner. Use positive and nonjudgmental language. Turn off any electronic devices that might disrupt the classroom environment or at the direction of an instructor.
3. **Confidentiality:** Treat any personal information that you hear about a peer or an instructor or client in an agency as strictly confidential. Maintain any information that is shared in class, dyads or smaller groups within that unit. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about personal issues or struggles, they may consult with their instructor to receive a referral for counseling.) Understand never to use names of clients or disclose other identifying information in the classroom.
4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities. Come to class with books, handouts, syllabus, and writing implements. Seek out appropriate support when having difficulties to ensure success in completing course requirements. Take responsibility for the quality of completed tests and assignments. Strive to work toward greater awareness of personal issues that may impede your effectiveness in class or with clients.
5. **Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities. Academically commit yourself to learning the rules of citing others' work properly. Do your own work and take credit only for your own work. Acknowledge areas where improvement is needed. Accept and benefit from constructive feedback.
6. **Diversity:** Strive to become more open to people, ideas, and beliefs that may be unfamiliar. Embrace diversity. Maintain speech free of racism, sexism, ageism, heterosexism, stereotyping, etc. Use person first descriptions and respect identified pronouns. Exhibit a willingness to serve diverse groups of persons. Demonstrate an understanding of how values and culture interact.
7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and also when creating client records. Demonstrate assertive communication with peers and instructors. Practice positive, constructive, respectful and professional communication skills with peers and instructors paying attention to body language, empathy, and active listening.
8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk. Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for groups and individuals. Strive to learn about methods

of empowering populations and enhancing social justice at micro, mezzo and macro levels.

Criteria for Student Performance Evaluation and Review

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

1. Active substance abuse.
2. Lying, cheating, or any form of plagiarism in coursework or practicum work.
3. Impaired performance in the classroom or practicum. 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). 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 practicum practicum will be granted. Each situation will be evaluated on a case-by-case basis, however any Barrier Crime conviction may result in termination from the major and permanent denial of practicum admission, regardless of the statute time frames.
5. Inadequate interpersonal relationship skills necessary for social work practice, to include the inability to form positive working relationships with faculty, peers, supervisors, and clients.
6. Inadequate written or verbal communication skills, which impede the ability to work with faculty, peers, supervisors, and clients.
7. Excessive absences from class, or practicum, 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.

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

Evaluation of Student Performance: Process and Procedure

1. If a student's conduct comes into question, the student's faculty advisor is alerted so that the matter can be remedied quickly. The adviser will work with the student informally to address the concern.
2. If unsuccessful, the social work faculty as a group will meet with the student and attempt to work out a solution (eg. Student may be referred to a support service offered through UAF, or in the community, the student may be encouraged to consider a different degree program, etc.)
3. If there appears, as is usually the case, a potential for corrective action, the student will be informed, personally and in writing, of the changes requested or actions to be taken within a specific time period. All corrective action will be documented on an ***Individual Performance Plan (see Appendix O)***.
4. If a student's inappropriate behavior warrants a removal from practicum placement, corrective action will be documented in the individual performance plan and the program will assess student's ability to complete and find a secondary placement or be advised out of the major. A secondary placement is not guaranteed.
5. If a student's inappropriate behavior warrants a University level intervention, the situation will be referred to the Office of Rights, Compliance, and Accountability for disciplinary action. That recommendation will be taken into consideration by the social work department, as well.
6. Should it become necessary to dismiss the student from the major, the faculty will indicate reasons in a written statement presented to the student.
7. 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.
8. Should the student wish to continue the process, an appeal may be made at levels beyond the department, (i.e., Dean of the college, Provost of the university). Formal hearings can be requested and convened at any level. Students are not penalized for appeals. For more information about appeals go to <https://uaf.edu/csrr/appeals.php> for more information.
9. If the student does have to leave the major, the faculty advisor will assist in the transfer to another major.

Grade Appeal

The Grade Appeals Policy, passed by the UAF Faculty Senate, exists for students to seek review of final grades "alleged to be arbitrary and capricious." The procedures are designed to provide a means for students to seek review of final course grades alleged to be arbitrary and capricious. Before taking formal action, a student must attempt to resolve the issue informally with the instructor of the course. A student who files a written request for review under the outlined

procedures shall be expected to abide by the final disposition of the review, as provided below, and may not seek further review of the matter under any other procedure within the university. For a copy of the complete procedures, please visit the following UAF Website:

<https://www.uaf.edu/orca/resources/appeals.php>

UAF TITLE IX REFERENCE & RESOURCE GUIDE

Placement in Off-Campus Educational Programs and Research Activities

DOCUMENT PURPOSE

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

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

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

DEFINITIONS:

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

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

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

- **Sexual Contact** includes contact with the breasts, buttock, groin, or genitals, or touching another with any of these body parts, or making another touch

themselves with or on any of these body parts; or any other intentional bodily contact of a sexual nature. Sexual contact includes contact through clothing. Sexual contact does not include normal caretaker responsibilities.

- **Sexual Misconduct** includes rape, sexual assault, sexual battery, sexual exploitations, and other forms of non-consensual sexual activity.
- **Coercion** is the use of pressure to compel another person to engage in any sexual activity against that person's will. Coercion may include express or implied threats of physical, emotional, or other harm. Coercion invalidates consent.
- **Consent** is the voluntary, informed, un-coerced agreement through words or actions freely given, that a reasonable person would interpret as a willingness to participate in mutually agreed-upon sexual acts. Consensual sexual activity happens when each partner willingly and affirmatively chooses to participate. A person who is incapacitated cannot consent.
- **Dating Violence** is behavior(s) used to exert power and control over a dating partner. Examples of power and control may come in the form of emotional, verbal, financial, physical, or electronic media abuse.
- **Domestic Violence** is a pattern of coercive, controlling behavior in which one intimate partner uses physical violence, coercion, threats, intimidation and emotional, psychological, electronic media or economic abuse to control and change the behavior of the other partner.
- **Force** is the unwelcome use or threat (whether express or implied) of physical violence to compel another person to engage in any sexual activity against that person's will. Force invalidates consent.
- **Incapacitation** is when individuals are in a state or condition in which they are unable to make sound decisions. This can be due to sleep, age, unconsciousness, alcohol, drug use, or mental and/or other disability. For example, someone who is unable to articulate what, how, when, where, and/or with whom the person desires a sexual act to take place is incapacitated.
- **Stalking** is repetitive and/or menacing pursuit, following, or interference with the peace and/or safety of an individual(s).
- **Retaliation** is adverse action or harassment against individuals who report sexual or gender-based discrimination, including sexual harassment or sexual assault, or who participate in the university's investigation and handling of such reports in any way.
- **Title IX Violation** is the collective term used for incidents involving discrimination, harassment, sexual harassment, sexual misconduct, stalking, dating violence, domestic violence, and/or retaliation and is covered under UA's Sexual and Gender-Based Discrimination Policy 01.04.
- **Hostile environment** is when discrimination under this sex and gender-based discrimination policy is sufficiently serious (i.e., severe, pervasive, or persistent) and is both subjectively and objectively offensive so as to deny or limit a person's ability to participate in or benefit from the university's programs, or to interfere with a university employee's ability to perform the employee's job.
- **Confidential Employee:** Any University employee who is a licensed medical, clinical or mental-health professional (e.g., physicians, nurses, physicians'

assistants, psychologists, psychiatrists, professional counselors and social workers, and those performing services under their supervision), *when acting in his or her professional role* in the provision of services to a client who is a University student and (2) any University employee providing administrative, operational and/or related support for such health care providers in their performance of such services. Student employees, with the exception of those working in Residence Life, are not designated responsible employees at the University of Alaska.

- **Responsible Employee:** All University employees are required to report sexual misconduct to the Title IX office within 24 hours. Student employees working in Residence Life facilities are responsible employees.

<http://www.alaska.edu/titleIXcompliance/responsible-employee/>

WHERE DOES THIS APPLY?

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

YOUR RIGHTS UNDER TITLE IX:

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

REPORTING OPTIONS:

Emergency Situation

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

Non-emergency Situation

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

Confidential or Anonymous Reporting Options:

If you are on a University of Alaska Fairbanks campus:

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

Non-Confidential Reporting Options:

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

Office for Student Rights, Compliance and Accountability, Title IX coordinator
Kaydee Van Flein

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

Phone: (907) 474-7300

Office Location: 1692 Tok Lane, 3rd floor, Constitution Hall, Fairbanks AK, 99775

Website: <https://www.uaf.edu/equity/>

Office for Student Rights, Compliance and Accountability (responsible employee):

Phone: (907) 474-7300

Email: uaf-orca@alaska.edu

Office Location: 3rd floor Constitution Hall, Fairbanks, AK 99775

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

National and International Resources

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

IMPORTANT NOTES:

Privacy, Confidentiality and Responsible Employees

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

Amnesty Protections for Reporters

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

UAF GOALS AND EXPECTATIONS Off-Campus Educational and Research Activities

UNIVERSITY OF ALASKA FAIRBANKS GOALS:

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

EXPECTATIONS FOR PARTICIPANTS IN OFF-CAMPUS ACTIVITIES:

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

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

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

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

EXPECTATIONS FOR AN INTERNSHIP/ PROJECT COORDINATOR OR DEPARTMENT:

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

EXPECTATIONS FOR A THIRD PARTY EDUCATIONAL PROVIDER:

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

Appendix List

Please review the attached Appendices, which include:

- A. Glossary of Terms for Practicum Manual
- B. Practicum Application*
- C. Malpractice Insurance Representation Form*
- D. Practicum Affiliate Agreement Template Form
- E. Student FERPA Release for Practicum*
- F. UAF Learning Agreement Form*
- G. Timesheet Form*
- H. FFPPI Evaluation Sample Form (Skills Assessment – done online)
- I. Potential practicum Placement Agencies (not all-inclusive)
- J. Agency Information Sheet*
- K. Practicum supervisor Qualifications Form*
- L. Proposal for Practicum at Placement of Employment*
- M. Proposal for Exception to Two-Semester Placement
- N. Social Work Licensing
- O. Individualized Performance Plan
- P. Interviewing with an Agency
- Q. Practicum Process Handout
- R. Student Checklist for Practicum*
- S. Agency Orientation Form*
- T. Weekly Supervision Agenda Form*
- U. Confirmation of Placement Form*
- V. Student Agreement*

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