



MSW Student Handbook Policies and Procedures

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Orem, UT, 84058

<https://www.uvu.edu/besc/msw/>

Table of Contents

Section I: Introduction.....	5
Mission Statement.....	6
MSW Program Options.....	8
MSW Program Committees and Councils	13
MSW Program Events	15
MSW Hooding Ceremony	16
Social Work Field Instructor Conference	16
Social Work Day on the Hill	16
Social Work Field Instructor Appreciation Breakfast	16
Guest Presentations.....	16
Student Advising and Mentoring	16
Section II: Admissions Requirements & Procedures	18
Two-Year Program Admissions Criteria.....	18
Advanced Standing Program Admissions Criteria.....	18
International Student Admission Criteria.....	20
Application Timeline, Evaluation and Decisions.....	21
Admission Decision Types and Notification	22
Admission Decision Appeals.....	23
Section III: Program Essential Skills, Functions, and Requirements.....	24
Academic and Professional Expectations	24
Essential Skills and Functions for MSW Students.....	24
General Program Requirements	28
Course Material Requirements	28
Section IV: MSW Program Policies.....	30
Course Format and Time Expectations	30
Class Attendance and Participation	32
Academic Integrity	32
Course Completion and Fulfillment of Academic Graduation Requirements	34
Enrollment and Course Progression	34
Minimum Grade and GPA Requirements	35
Registration Procedures and Course Assignments	36
Leave of Absence or Program Withdrawal	36
Evaluation of Professional Performance	37
Addressing and Support for Student Concerns	39
Student Feedback.....	39
Section V: Disciplinary Policies and Procedures for Academic and/or Professional Misconduct	41
Unsatisfactory Performance or Conduct Behaviors	42
Appeals and Due Process	44
Section VI: Field Education	47
Connection between Classroom and Field Education	47
Generalist Practice Opportunities in Field Education	49
Student Contact with Clients and Constituencies.....	49
Expectations for Students in Field Placements	51

Field Hours Requirement.....	52
Employment-Based Field Education	56
Evaluating Student Learning and Field Setting Effectiveness	58
Selection and Expectations of Field Agencies	58
Annual Field Education Events	61
Section VII: Student Resources.....	62
Section VIII: Handbook Appendices	65
Appendix A: Handbook Acknowledgement.....	65
Appendix B: Leave of Absence Acknowledgement.....	66
Appendix C: UVU Master Internship Agreement	68
Appendix D: Placement Agreement	77
Appendix E: Learning Agreement - Advanced Generalist Year	81
Appendix F: Final Field Evaluation – Generalist Year	91
Appendix G: Final Field Evaluation – Advanced Generalist Year	105
Appendix H: Student Evaluation of Field Experience	119
Appendix I: Field Instructor Evaluation of Field Education Program	122
Appendix J: Employment-Based-Practicum Application.....	124

Section I: Introduction

We are delighted to welcome you to the UVU MSW program. By choosing to pursue graduate education in social work, you are joining a profession rooted in compassion, justice, and service. Social work touches nearly every facet of society and plays a vital role in supporting individuals, families, and communities—especially those who have been historically marginalized or underserved.

The decision to become a social worker is both noble and demanding. You have been selected for this program because you have already demonstrated a deep commitment to promoting human dignity, advancing social justice, and supporting vulnerable populations. Throughout your time at UVU, you will be challenged academically and professionally. You'll engage in meaningful applied learning experiences, be immersed in current research and scholarship, and develop the advanced skills necessary to become a competent, ethical, and effective practitioner.

The UVU Master of Social Work program received initial accreditation from the Council on Social Work Education (CSWE) in 2017 and is accredited as an Advanced Generalist program. Our curriculum is grounded in CSWE's competency-based education model, which integrates coursework and field education to foster professional development. CSWE competencies represent the essential knowledge, skills, and values of the social work profession, and our goal is to ensure that you can demonstrate these competencies effectively across diverse practice settings:

Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Competency 5: Engage in Policy Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

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

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

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

Mission Statement

The Master of Social Work (MSW) program at Utah Valley University empowers students to engage with the complexities of human behavior within diverse and dynamic environments. Grounded in the *person-in-environment* framework, our program shapes social workers who are equipped to drive positive, sustainable change, promoting well-being for individuals, families, groups, organizations, and communities.

Rooted in scientific inquiry, our curriculum equips students with the knowledge and skills necessary to navigate and address the multifaceted challenges faced locally and globally. Through strengths-based, research-informed social work practices, students learn to apply the planned change model—engagement, assessment, goal setting, intervention, evaluation, and transition—to improve well-being across diverse settings.

Guided by values of service, integrity, social justice, and the importance of human relationships, our program fosters a deep understanding of the interplay between laws, policies, and culture, and their impact on access to equitable opportunities and services. We prepare students to advance human rights to enhance the quality of life for all people.

With a strong emphasis on trauma-informed care, mental health, and addiction-related coursework, we support the development of competent, ethical practitioners who are committed to the dignity and worth of every person.

Program Outcomes

- 1) Apply principles of trauma-conscious practice to engage with individuals, families, groups, organizations, and communities as a component of the interactive process of social work practice.
- 2) Assess individuals, families, groups, organizations, and communities within the context of social work practice using research-informed assessment tools.
- 3) Partner with clients to plan and implement interventions to increase well-being with individuals, families, groups, organizations, and communities.
- 4) Evaluate client services, including processes and outcomes, to increase effectiveness.

- 5) Use critical thinking and ethical decision-making models to practice social work ethically and professionally.
- 6) Ensure dignity and respect for clients by reducing inequities and promoting social, racial, economic, and environmental justice.
- 7) Practice anti-oppressive social work informed by intersectionality and the diversity of human experience and identity development.
- 8) Engage in practice-informed research and research-informed social work practice.
- 9) Evaluate the impact of laws and social and organizational policy on access to social services, equitable opportunities, and overall well-being.

Program Emphasis

UVU MSW is an Advanced Generalist program. In addition to skills related to clinical social work and substance use, UVU MSW students develop skills that span social work practice at individual and community levels, including program design, advocacy, policy analysis, and evidence-based interventions.

Diversity, Equity, and Inclusion in UVU MSW

The mission of social work is to promote human well-being and advance social justice by meeting the basic needs of all people, with particular care for those who are vulnerable, oppressed, or living in poverty. To truly honor this mission, we must not only serve individuals and communities but also commit ourselves to dismantling the racist and oppressive systems that undermine equity and justice.

Social work is a profession rooted in hope and possibility. We strive to help individuals and communities realize their full potential by addressing the inequities of poverty, responding to social challenges, and strengthening connections to resources and support. At the same time, we acknowledge that our profession has not always lived up to its highest ideals. Like many disciplines, social work has a complex history, including narratives that have contributed to oppression and racism. Recognizing these truths allows us to move forward with honesty, humility, and a deeper commitment to transformative change. (NASW, 2021).

We are committed to providing comprehensive education and training in intersectionality, helping students recognize how overlapping identities shape lived experiences and influence systems of power and privilege. Through critical reflection, open dialogue, and the cultivation of self-awareness, we prepare future social workers to engage with humility and respect across differences. This is a core professional responsibility outlined in the *NASW Code of Ethics* and required by the *CSWE Educational Policy and Accreditation Standards (EPAS)* (CSWE, 2022; NASW, 2021). These guiding frameworks call on social workers to advance human rights, promote social, racial, economic, and environmental justice, and practice with cultural humility and competence. By embracing this responsibility, our graduates are equipped to respond with

insight and compassion to the unique needs and challenges of individuals, families, and communities from diverse backgrounds, and to advocate for a more just and inclusive society.

MSW Program Options

Utah Valley University’s MSW Program is designed as a **hybrid** learning experience, combining the benefits of in-person instruction with the flexibility of independent learning. In this format, students attend in-person classes each Friday, where they engage in discussion, skill-building activities, and collaborative learning with peers and faculty. The remainder of instructional time is fulfilled through asynchronous, independent learning activities completed outside of class. This approach supports deep engagement with course material, accommodates a variety of learning styles, and fosters the development of both self-directed learning and professional collaboration—key competencies in advanced social work practice.

The UVU Master of Social Work (MSW) Program offers two enrollment options to meet the diverse needs and educational backgrounds of students. The Full-Time **Two-Year MSW Program** is designed for individuals who hold a bachelor’s degree in any field. Students in this track begin coursework in the fall semester and complete the program over two academic years: Fall–Spring, followed by a second Fall–Spring sequence. The Two-Year Program **totals 57 credits**.

The Full-Time **Advanced Standing MSW Program** is available to students who have earned a Bachelor of Social Work (BSW) from a CSWE-accredited program. This accelerated option begins in the summer semester and follows a Summer–Fall–Spring sequence, allowing students to complete their MSW in one year. The Advanced Standing Program **totals 38 credits**.

Two Year Program Course Progression

Fall Semester First Year	Course Title	Credit Hours
SW 6000	Social Work Practice I—Generalist Practice with Individuals	3
SW 6200	Human Behavior and the Social Environment	3
SW 6250	Macro Systems and Social Impact	3

SW 6630	Mental Health Assessment in Social Work Practice	3
SW 6810	Integrative Seminar I	1
SW 6910	Foundation Field Practicum I	2
	Semester total:	15
Spring Semester First Year	Course Title	Credit Hours
SW 6020	Social Work Practice II—Generalist Practice with Families & Groups	3
SW 6400	Social Work Research Methods	3
SW 6300	Social Welfare Policy and Analysis	3
SW 6320	Social Work Practice with Diverse Populations	3
SW 6820	Integrative Seminar II	1
SW 6920	Foundation Field Practicum II	2
	Semester total:	15
Fall Semester Second Year	Course Title	Credit Hours

SW 6030	Social Work Practice III—Advanced Practice with Individuals	3
SW 6050	Social Work Practice V—Advanced Practice with Organizations and Communities	3
SW 6500	Social Work Practice with Substance Related and Addictive Disorders	3
SW ----	Social Work Elective (chosen by student)	3
SW 6830	Integrative Seminar III	1
SW 6930	Advanced Field Practicum I	2
	Semester total:	15
Spring Semester Second Year	Course Title	Credit Hours
SW 6040	Social Work Practice IV—Advanced Practice with Families and Groups	3
SW 6950	Advanced Applied Research—MSW Capstone	3
SW ----	Social Work Elective (chosen by student)	3
SW 6840	Integrative Seminar IV	1
SW 6940	Advanced Field Practicum II	2

	Semester total:	12
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Advanced Standing Program Course Progression

Summer Block A	Course Title	Credit Hours
SW 6490	MSW Advanced Standing Bridge Course + Research	4
SW 6630	Mental Health Assessment in Social Work Practice	3
	Block A Total:	7
Summer Block B	Course Title	Credit Hours
SW 6491	MSW Advanced Standing Skills Course	4
	Block B total:	4
	Summer total:	11
Fall Semester	Course Title	Credit Hours
SW 6030	Social Work Practice III—Advanced Practice with Individuals	3
SW 6050	Social Work Practice V—Advanced Practice with Organizations and Communities	3

SW 6500	Social Work Practice with Substance Related and Addictive Disorders	3
SW ----	Social Work Elective (chosen by student)	3
SW 6830	Integrative Seminar III	1
SW 6930	Advanced Field Practicum I	2
	Semester total:	15

Spring Semester	Course Title	Credit Hours
SW 6040	Social Work Practice IV—Advanced Practice with Families and Groups	3
SW 6950	Advanced Applied Research—MSW Capstone	3
SW ----	Social Work Elective (chosen by student)	3
SW 6840	Integrative Seminar IV	1
SW 6940	Advanced Field Practicum II	2
	Semester total:	12

Descriptions for MSW courses can be accessed via the [UVU Catalog](#).

MSW Program Committees and Councils

The Master of Social Work (MSW) program at UVU is supported by several committees and councils that work collaboratively to ensure high-quality education, uphold professional standards, and foster a strong learning community. Each group plays a distinct role in maintaining program excellence—from overseeing curriculum and student progression, to supporting student development, to strengthening partnerships with the broader social work community. The following sections describes the purpose, structure, and responsibilities of each committee and council within the MSW program.

Master of Social Work Graduate Committee (MSWGC)

The MSW Graduate Committee (MSWGC) is chaired by the MSW Program Director and includes MSW faculty members, the MSW Field Education Director, and one or more MSW students. The committee is responsible for maintaining and improving the overall quality of the MSW program. Its work includes decisions and oversight related to admissions, student progression, learning outcomes, course offerings, program assessment, and other areas outlined in UVU Policy 658. In accordance with this policy, the committee may occasionally hold closed meetings that do not include student members when sensitive matters are being discussed.

MSW Student Development Committee (MSWSDC)

The Master of Social Work Student Development Committee (MSWSDC) is responsible for reinforcing program expectations and providing additional support to students who require it to graduate. When necessary, it is responsible for determining sanctions in line with UVU Policy 548 to address students when they fall short of Program, professional, clinical, or ethical expectations. The Committee's role is not punitive, but collaborative. Its purpose is to work alongside students to support their success in the program and to help them develop the competence and ethical foundation required for professional social work practice.

The Committee is composed of three members from the UVU MSW faculty or Field Education staff. The Committee Chair is either the MSW Program Director or a designee appointed by the Director. The remaining two members serve on a volunteer basis. The MSW Program Manager attends all Committee meetings to take official minutes and is responsible for securely maintaining all related documentation, including letters and supporting materials. When appropriate, the Committee may invite additional individuals to attend meetings to provide relevant context or insight into a student's situation.

The Committee may be convened for a variety of reasons, including but not limited to:

- A referral from MSW faculty or staff due to concerns about a student's skill development or ethical conduct

- A student failing a course
- A student being dismissed from a practicum placement
- A report from a practicum supervisor indicating insufficient skill development or unethical behavior
- A student missing two or more class sessions without appropriate communication
- A student requesting a meeting with the Committee to discuss academic or professional concerns

Additional information regarding the role of the MSWSDC, including procedures for disciplinary measures for unsatisfactory performance or conduct, is available in Section IV: Disciplinary Policies and Procedures for Academic and/or Professional Misconduct.

Social Work Advisory Committee (SWAC)

The Social Work Advisory Committee (SWAC) serves as a vital bridge between the academic program and the broader social work community. The committee meets once a semester and may communicate electronically between meetings. Its purpose is to:

1. Strengthen connections between the program and current issues in professional practice;
2. Advise on policy and curriculum revisions to ensure alignment with evolving practice needs;
3. Support ongoing program improvement through review of assessment data and collaboration in meeting CSWE accreditation standards.

Committee Composition

SWAC is co-chaired by the Directors of the MSW and BSW programs. The committee is appointed by the directors in consultation with program faculty and staff. SWAC membership must include:

- A minimum of six practicing social work professionals from the community, including at least two program alumni;
- At least three currently enrolled students, representing both undergraduate and graduate social work programs. Student representatives are expected to contribute their perspectives on curriculum, policy, and program development and to solicit and share relevant feedback from their peers.

Terms of Service

- Representatives may either be nominated for service on SWAC or may submit notification of interest to either co-chair;
- Community members serve a three-year term, renewable for one additional term;
- Student members serve a one-year term, renewable for a second year;

- Terms will be staggered to ensure continuity of participation and institutional knowledge.

All social work faculty are encouraged to attend SWAC meetings to remain engaged with community input and program development.

Master of Social Work Student Association (MSWSA)

The Master of Social Work Student Association (MSWSA) exists to foster connection, collaboration, and community among MSW students. Each academic year, students are elected to serve as MSWSA officers. With support from a designated advisor, the MSWSA plans student-led activities that promote learning, networking, and engagement. These events may take place on campus, off campus, or virtually.

Second-year students elect a President and Vice President. Additional officer roles from Advanced Standing and First-Year cohort are determined based on student enrollment.

MSWSA officers are invited to attend monthly meetings of the MSW Graduate Committee (MSWGC). The MSWSA President (or their designee) serves as a voting member of the MSWGC.

MSW Program Events

The MSW Program offers a variety of events that support student success, build professional identity, and strengthen connections within the social work community. Some events are required for all incoming students to ensure they begin the program with a clear understanding of expectations, curriculum, and field education. Other events—held in collaboration with the BSW Program, community partners, and field instructors—provide valuable opportunities for learning, networking, and professional development throughout the year. The following section outlines both required and optional events that enrich the MSW student experience.

All incoming UVU MSW students are required to attend the following program preparation events:

- **Social Work Field Education Fair**
- **MSW Program Orientation**
- **MSW Ethics Seminar** (first-year students only)

Event dates are provided after students accept their admission offer. These sessions deliver essential information about program expectations, curriculum structure, field education, and

available support services. Attendance is mandatory, and students who are unable to attend remain responsible for all content, policies, and expectations covered during these sessions.

The following program events are not considered mandatory. The MSW Program will communicate relevant information about each event annually to students.

Here are concise, polished revisions for each section:

MSW Hooding Ceremony

The UVU MSW Program hosts a Hooding Ceremony each spring to celebrate the accomplishments of graduating students. Participation is optional and not required for degree conferral, which occurs upon successful completion of all coursework and practicum hours. Students wishing to participate must submit an RSVP by the stated deadline.

Social Work Field Instructor Conference

This annual conference supports field instructors who supervise BSW and MSW students. Grounded in CSWE competencies, it offers training, program updates, and opportunities to share best practices that strengthen field education. In-person attendees may earn 2–4 CE credits.

Social Work Day on the Hill

Social Work Day on the Hill is an annual advocacy event that brings students, practitioners, and community partners together to engage with state lawmakers, learn about current policy issues, and promote legislation that supports social justice and community well-being. The event provides valuable hands-on experience in legislative advocacy and policy practice.

Social Work Field Instructor Appreciation Breakfast

This annual event, hosted jointly by the BSW and MSW Programs, recognizes the essential contributions of field instructors. The breakfast offers a space for appreciation, networking, program updates, and complimentary CE opportunities, highlighting the key role instructors play in student education.

Guest Presentations

Throughout the program, students benefit from presentations by practitioners, researchers, advocates, and individuals with lived experience. These guest sessions deepen learning by connecting classroom concepts to real-world practice and emerging issues in the field.

Student Advising and Mentoring

Academic and professional advising are essential components of supporting MSW students throughout their graduate education. The UVU MSW Program provides structured guidance to help students navigate academic requirements, develop professional competencies, and prepare for successful careers in social work. The following section outlines the two primary forms of advising—academic advising and professional advising—and explains the roles, resources, and expectations associated with each.

Academic Advising

The MSW Academic Advisor supports current and prospective students with admissions questions, course planning, registration, graduation requirements, and key program deadlines. The Advisor also provides academic counseling for students experiencing academic challenges and will reach out to students who are not meeting registration or academic expectations. Students may contact the Advisor at any time with questions or to request guidance. The Advisor also assists students who need to take or return from a Leave of Absence. Current and prospective MSW students are supported by the MSW Academic Advisor. The

Professional Advising

Professional advising helps students develop the skills, professionalism, and ethical foundation needed for social work practice. This advising occurs through practicum seminar, where students receive guidance from faculty and field education staff and engage in peer supervision. Each student is also assigned a faculty mentor who serves as a professional advisor and is available for questions about practice, ethics, and career development. Additionally, students are welcome to consult with any faculty member regarding their professional growth and goals.

Section II: Admissions Requirements & Procedures

Two-Year Program Admissions Criteria

Admission Requirements

1. Bachelor's Degree and GPA

- a. A bachelor's degree from an accredited institution with a minimum cumulative GPA of **3.0**, as verified by an official transcript.
- b. If the cumulative GPA is below 3.0, the Admissions Committee may instead calculate the GPA based on the applicant's most recent 60 semester hours (or 90 quarter hours) of undergraduate coursework. If this recalculated GPA is 3.0 or higher, the applicant meets this requirement (UVU Policy 661).

2. Prerequisite Coursework

- a. All prerequisite courses must be completed with a grade of **B- or higher**.
- b. The following prerequisites must be completed or in progress at the time of application:
 - i. **Introduction to Social Work** (must appear on a transcript or have documentation of current enrollment).
- c. The following prerequisites may be completed **after Conditional Admission** but must be finished before full admission is granted:
 - i. **Research Methods** related to behavioral sciences (e.g., psychology, sociology).
 - ii. **Statistics** any statistics course ("statistics" in the title of the course) in the social or behavioral sciences.

3. Application Materials

- a. Applicants must submit all of the following by the due date:
- b. Resume or Curriculum Vitae (CV)
- c. Application Essays
- d. Three References

Advanced Standing Program Admissions Criteria

To be considered for Advanced Standing in the MSW program, applicants must meet the following criteria:

1. Bachelor of Social Work (BSW) Degree

- a. A BSW degree from a program accredited by the Council on Social Work Education (CSWE), or
- b. An undergraduate social work degree from a program recognized through CSWE's International Social Work Degree Recognition and Evaluation Service, or
- c. A program covered under a memorandum of understanding with an international social work accrediting body. *Applicants are responsible for obtaining CSWE recognition of their international degree.*
- d. The degree must be verified by an official transcript.

2. Grade Point Average (GPA)

- a. A minimum cumulative GPA of **3.0**, as verified by an official transcript.
- b. If the cumulative GPA is below 3.0, the Admissions Committee may recalculate the GPA based on the applicant's most recent 60 semester hours (or 90 quarter hours) of undergraduate coursework. If this recalculated GPA is 3.0 or higher, the applicant meets this requirement (UVU Policy 661).

3. Recency of Degree or Demonstrated Competence

- a. The BSW degree must have been earned within the past 10 years,
- b. *OR* applicants must demonstrate generalist-level social work competency through continuing education, licensure, or professional experience.

4. Application Materials

Applicants must submit all of the following by the due date:

- a. Resume or Curriculum Vitae (CV)
- b. Application Essays
- c. Three References

Non-Matriculated Students

The UVU MSW Program does not admit non-matriculated students.

Transfer Students (UVU Policy 662)

Students who wish to transfer into UVU's two-year MSW program should apply directly to that program. Once admitted, transfer students may request to transfer graduate credit earned from a CSWE-accredited MSW program, in accordance with UVU Policy 662: Graduate Program Continuation, Credit, and Graduation Requirements.

To request credit transfer, students must submit official syllabi for each course they wish to transfer. All transfer credits are reviewed by the MSW Graduate Committee, which determines whether and how the credits apply to UVU's MSW curriculum. To be eligible for graduation, students must complete at least two-thirds of their graduate program credits at Utah Valley University.

Please note: Graduate courses taken at another institution after a student has begun the UVU MSW program are not eligible for transfer.

Credit for Life Experience

In alignment with the Council of Social Work (CSWE) Educational Policy and Accreditation Standards (EPAS), the UVU MSW program cannot grant academic social work course credit for previous work or life experience.

International Student Admission Criteria

Utah Valley University's MSW program welcomes international applicants. Admission requirements for international students are the same as those for the **Two-Year** and **Advanced Standing** MSW programs, with a few additional requirements as outlined in **UVU Policy 661**.

To be considered for admission, international applicants must meet the following criteria:

1. Bachelor's Degree and GPA

- a. A bachelor's degree from a regionally accredited U.S. institution, a nationally accredited program, or an international university recognized by a country's Ministry of Education.
- b. A minimum cumulative GPA of 3.0 is required.
- c. If the cumulative GPA is below 3.0, the Admissions Committee may recalculate GPA based on the most recent 60 semester hours (or 90 quarter hours) of undergraduate coursework.
- d. UVU International Admissions will determine whether an international degree meets the university's bachelor's degree equivalency requirement.

2. Proof of Financial Support

- a. Submission of a completed Affidavit of Support, including either:
 - i. A recent bank statement or tax return from the financial sponsor, or
 - ii. A letter from the applicant's bank (if self-sponsored) verifying funds sufficient to cover tuition, fees, and living expenses.
- b. All financial documents must be in English and list amounts in U.S. dollars.

3. English Language Proficiency

- a. For applicants whose first language is not English, one of the following is required (taken within the last two years):
 - i. TOEFL score of 4.5 (90) iBT or higher*
 - ii. IELTS score of 6.0 or higher within the past two years.
 - iii. **Due to changes in how TOEFL scores are assessed, UVU will honor a TOEFL score of 80 (or higher) through December 31, 2028.*
- b. Applicants are exempt from this requirement if they
 - i. Earned a degree (bachelor's or higher) from a regionally accredited U.S. institution,
 - ii. Or earned a degree from a recognized university in one of the following countries where English is the language of instruction:
Australia, Canada (excluding Quebec), Belize, the British Caribbean, New Zealand, Singapore, the United Kingdom, Ireland, Belize, the British Caribbean, the British West Indies, Guyana, and Liberia.
 - iii. *Note: The Graduate Council may approve additional countries or institutions.*

4. Visa and Government Requirements

- a. International students must meet all U.S. government requirements for student visas.
- b. Students on visas must be admitted as matriculated (degree-seeking) students. Non-matriculated enrollment is not permitted.

5. Application Materials

- a. All international applicants must submit the same application materials as domestic applicants, including:
 - i. Resume or Curriculum Vitae (CV)
 - ii. Application Essays
 - iii. Three References

6. Transfer Credit Policy

- a. Due to the challenges in evaluating international transcripts, no transfer credit will be granted for coursework completed at non-U.S. institutions.

Application Timeline, Evaluation and Decisions

The MSW program accepts applications annually for the following academic year. The MSW program's application system opens August 15 with the deadline for submission of all application materials near the beginning of November. Applications that are not complete, including references, will not be evaluated. The MSW Graduate Committee notifies applicants

of a decision in December. The program will communicate with applicants regarding any changes to the admissions timeline.

Evaluation of Applications

All complete applications received by the deadline will be evaluated by at least two MSW members of the MSW Graduate Committee, using a holistic process. The Graduate Committee utilizes a rubric to evaluate an applicant's preparation for social work education and practice. Meeting minimum admissions criteria does not guarantee admission to a graduate program or to UVU as a graduate student.

If needed, students may be asked to complete a formal interview with the MSW Graduate Committee and/or submit additional documentation to support a student's readiness for a career in social work. The Graduate Committee may seek additional information from faculty, applicants, or other formal sources.

When all applications have been evaluated, the MSW Program Manager calculates each candidate's scores and compiles a ranked list of candidates. The number of students the program admits is set each year by the MSW Program Director in accordance with program resources. The MSW Graduate Committee makes the final determination of admittance.

Admission Decision Types and Notification

Applicants to UVU's MSW program will be notified of their admittance decision via an email. The deadline for accepting the admission offer will be 14 days after the notification of admission acceptance. Students who do not respond to the admission offer by the deadline will have their offer rescinded.

Accept. Applicants that receive an offer of acceptance are eligible for full admittance into UVU's MSW program once the offer is accepted by the deadline.

Conditional Acceptance. Applicants who receive conditional admission must complete and submit evidence of the required actions (i.e., completing pre-requisites, graduation, etc.) before full admission will be given. The letter notifying an applicant of conditional admission will detail the conditions of acceptance, including a deadline by which the applicant must provide proof of satisfaction of conditions.

Waitlist. Those applicants who receive the notification that they have been waitlisted may receive offers of admission in the following weeks and months depending on student census. It is recommended that students on the waitlist complete any remaining pre-requisites to prepare for a possible offer of admission.

Denial. Applicants who are denied acceptance are not eligible to take classes in the MSW program. Applicants who are not admitted to the program are encouraged to reapply in subsequent years.

Admission Decision Appeals

Students may appeal the admission decision by submitting their appeal in writing to the MSW Program within 30 days of the date of denial communication. Graduate applicants who appeal a denial decision shall provide supporting materials and information justifying the appeal. The Program Director will consult with the UVU Master of Social Work Graduate Committee to determine a final admission decision. The decision of the graduate committee shall be final unless a student seeks exceptions to minimum university graduate admissions requirements specified in UVU Policy 661. In such circumstances the appeal will be submitted to the UVU Graduate Council Appeals Committee by the MSW Graduate Committee. The decision of the Graduate Council Appeals Committee shall be final.

Deferred Admission

The MSW Program does not permit students to defer an admissions offer to a later semester. Acceptance of graduate admissions offers is valid only for the semester in the offer. Applicants who do not begin attendance during the semester in their admissions offers must reapply and pay the application fees before the applicable semester application deadline.

Section III: Program Essential Skills, Functions, and Requirements

Academic and Professional Expectations

Transitioning to Graduate Level Social Work Education

The UVU MSW Program is intentionally designed to be academically and professionally rigorous. Students admitted to the program are expected to engage in graduate-level coursework and meet standards that exceed those of undergraduate education. This level of challenge is essential for preparing skilled practitioners who are equipped to navigate the complexities of direct social work practice.

Social workers must be able to form authentic, professional relationships with individuals from diverse backgrounds, advocate for and support vulnerable populations, and apply effective, evidence-based interventions. The program emphasizes critical thinking, ethical decision-making, and self-reflection—core components of advanced social work practice. Students should be prepared to engage fully in a learning experience that is both demanding and transformative.

We recognize that graduate students are often managing multiple demands across personal, academic, and professional domains. Developing the ability to **prioritize responsibilities** is an essential part of professional growth. In the classroom, this means demonstrating respect for the learning environment through:

- Regular and punctual attendance
- Active and thoughtful participation
- Minimizing distractions (e.g., silencing cell phones, avoiding side conversations)
- Being fully present and engaged during class time

The role of a student is a professional role. The habits students develop here will serve as the foundation for future social work practice.

Essential Skills and Functions for MSW Students

Overview

The Master of Social Work (MSW) Program at Utah Valley University prepares students for competent, ethical, and inclusive practice. Success in graduate social work education requires more than academic knowledge; it also requires a set of essential professional skills, behaviors,

and capacities that enable students to participate fully in coursework, field education, and community-engaged learning.

The Essential Skills and Functions outlined below provide reasonable assurance that students can meet the academic and professional demands of the program. These standards are used—alongside academic performance and field evaluations—to assess students’ readiness, progress, and suitability for professional social work practice.

These expectations apply to all MSW students and align with the **NASW Code of Ethics**, **UVU Policy 548**, **UVU Policy 541**, and **UVU Policy 658**. Failure to consistently meet these expectations may result in review by the MSW Student Development Committee (MSWSDC) and may impact a student’s standing in the program.

1. Professional Conduct and Ethical Responsibility

MSW students are preparing for a profession governed by strong ethical obligations. Students must uphold:

- The NASW Code of Ethics
- Standards of honesty, integrity, responsibility, and professionalism in all academic and clinical activities
- Policies and expectations of the MSW Program, UVU, and field agencies
- Privacy and confidentiality protections
- Appropriate professional boundaries in all academic, field, and online interactions

Violations of ethical or professional conduct constitute a breach of UVU Policy 548 and will be reviewed through the MSWSDC.

2. Self-Awareness and Emotional Regulation

Social work requires the capacity to reflect on personal identity, values, and lived experiences and to engage constructively in challenging conversations. Students must demonstrate:

- Awareness of how personal beliefs, experiences, and identities shape professional responses
- Ability to manage emotional reactions in coursework, supervision, and field settings
- Willingness to receive and integrate feedback
- Ability to remain engaged when experiencing discomfort or disagreement
- Capacity to separate personal needs from professional responsibilities
- Emotional stability and self-regulation under stress, including during crisis or high-conflict situations

The program does not shield students from difficult content. Growth, introspection, and respectful engagement are essential to professional development.

3. Communication Skills

Students must communicate effectively, respectfully, and professionally across multiple contexts. This includes:

- Clear, organized, and timely written communication
- Professional email etiquette and timely responses
- Effective verbal communication in classes, groups, and field settings
- Accurate and appropriate documentation consistent with agency standards
- Ability to present information clearly and professionally

Effective communication is essential to client care, teamwork, and ethical service delivery.

4. Cognitive and Intellectual Abilities

Graduate social work education requires advanced critical thinking and academic skills. Students must be able to:

- Comprehend, integrate, and apply information from multiple sources
- Synthesize complex information and respond appropriately in dynamic client situations
- Problem-solve, think critically, and exercise sound clinical judgement during client interactions
- Engage in ethical reasoning and sound decision-making
- Demonstrate competent academic writing and professional documentation
- Apply research-informed and evidence-based practice
- Meet academic deadlines and program requirements

These abilities are foundational to competent social work practice and evaluation.

5. Interpersonal and Professional Relationship Skills

Students must be able to build and maintain productive working relationships with clients, peers, faculty, supervisors, and community partners. Expectations include:

- Demonstrating empathy, compassion, and respect
- Collaborating effectively across differing viewpoints and roles
- Receiving direction and corrective feedback with professionalism
- Addressing conflict through appropriate channels
- Advocating responsibly while recognizing context and authority structures

Social work requires strong relational skills; students must demonstrate readiness to engage professionally with diverse individuals and groups.

6. Commitment to Inclusive and Culturally Responsive Practice

Consistent with the values of the social work profession, students must:

- Provide respectful, affirming care across identities and social locations
- Examine and address personal biases and assumptions
- Demonstrate cultural humility and openness to varied worldviews

- Recognize the impact of systemic oppression on individuals and communities
- Engage respectfully with perspectives different from their own

Diversity-informed practice is a core competency and essential requirement of the MSW Program.

7. Self-Care and Professional Wellness

Effective social work practice requires ongoing attention to personal health and well-being. Students must:

- Recognize signs of stress, burnout, or impairment
- Use appropriate self-care strategies
- Seek support when personal challenges affect academic or professional performance
- Follow faculty recommendations aimed at maintaining academic, physical, or psychological well-being

Self-care is considered a professional responsibility in social work.

8. Professional Behavior, Reliability, and Conduct in Field Education

Field education is the signature pedagogy of social work and requires consistent professionalism. Students must demonstrate:

- Punctuality, reliability, and regular attendance
- Completion of coursework, assignments, and documentation on time
- Adherence to agency policies, safety procedures, and dress codes
- Responsible use of technology and client records
- Professional conduct in all interactions with agency personnel and clients

Field placement performance is a key measure of professional readiness.

9. Motor, Sensory, and Technological Skills

Students must have sufficient abilities to:

- Observe and assess client behavior, affect, safety cues, environmental safety concerns and signs of abuse or neglect
- Participate fully in experiential learning such as role plays, simulations and field activities
- Use required technologies, including learning platforms and agency software
- Perform tasks necessary for assessment, documentation, and communication
- If applicable, capacity to travel to practicum/internship sites and community settings.

10. Crisis Response Competence

Students must demonstrate:

- Ability to assess risk (suicidal ideation, self-harm, harm to others, abuse/neglect).
- Immediate and appropriate intervention in crisis situations.
- Knowledge of emergency procedures and referral protocols.
- Ability to communicate and collaborate with interdisciplinary teams, emergency responders and community resources in stress and potentially dangerous situations.
- Professional judgment in prioritizing client safety.
- Ability to develop and implement safety plans collaboratively with clients and families

Accessibility and Accommodations

UVU is committed to accessible education. While reasonable accommodations will be provided in accordance with the Americans with Disabilities Act (ADA), accommodations cannot fundamentally alter essential program requirements, compromise professional standards of practice or client safety and must allow for demonstration and evaluation of essential competencies required by accrediting bodies and codes of ethics. Accommodations may adjust *how* a student performs tasks but do not remove or modify the essential functions required for the degree or for social work practice. Students are encouraged to engage with UVU Accessibility Services and program faculty early to determine appropriate accommodations.

Title IX Notice

If you disclose sexual discrimination, harassment, assault, or other sexual misconduct to a UVU professor or employee—even in class discussion or coursework—they are required by law to inform the Title IX Office. This does not mean you have done anything wrong. It allows the University to connect you with supportive resources and outline your options. You are never required to pursue any particular course of action, but help will be available to you.

General Program Requirements

Technology Requirements

As a hybrid program, the UVU MSW Program requires all students to have reliable access to the technology necessary for active participation in both in-person and online learning components. This includes a computer with internet access capable of supporting video conferencing, accessing the Canvas learning platform, and engaging with course materials.

Students who do not have personal access to a reliable computer are encouraged to utilize **computer labs on UVU's main campus** or **check out laptops through the Fulton Library**.

All UVU students are provided with a **university email address**, which the MSW Program will use exclusively for official communication. Students are responsible for checking this email

regularly to receive important updates regarding program requirements, course registration, field education, and communication from faculty.

Course Material Requirements

Students are expected to obtain all required course materials as designated by individual instructors. UVU offers Wolverine Access, a service that automatically provides digital or physical access to required textbooks for a flat-rate fee, which is charged to the student's tuition and fees each semester.

Students may choose to:

- Use the materials provided through Wolverine Access,
- **Opt out** of the service, and
- Purchase required materials independently.

For more information about Wolverine Access and textbook services, visit the UVU Textbook Information Page: <https://store.uvu.edu/wolverine-access>

Section IV: MSW Program Policies

Academic Performance and Standards

A student's academic performance in the MSW program is evaluated through multiple factors, including **course grades, class attendance and participation**, and the consistent **practice of academic integrity**.

Graduate-Level Academic Expectations

Graduate-level coursework at UVU, as defined in **UVU Policy 524 (Section 5.1.3)**, involves "additional and substantive learning objectives and assignments" beyond those expected in undergraduate courses. MSW students should anticipate a rigorous academic experience. Students are expected to:

- Demonstrate critical thinking and synthesis of content
- Apply learning to complex, real-world situations
- Actively engage in discussions and practice-informed learning
- Transition from an undergraduate mindset to one that emphasizes professional preparation and application of knowledge

The rigor of MSW coursework reflects professional standards and prepares students for the responsibilities of competent and ethical social work practice.

UVU's MSW program is designed as a **hybrid learning experience**. This means that **instructional time is divided between in-person classroom sessions and asynchronous, independent learning activities** completed outside of class. Students are expected to engage fully in both components.

Course Format and Time Expectations

Most MSW courses are **3 credit hours**, which includes per course:

- **45 total hours** of instructional time per semester
 - Half of this time is delivered **in person** through weekly Friday class sessions.

- The other half is delivered **asynchronously online**, requiring students to engage with course preparation and study materials outside of class (e.g., readings, recorded lectures, discussion posts, assignments).
- **90-120 hours per semester** on reading, studying, writing, and completing assignments.
 - According to the **U.S. Code of Federal Regulations (Title 34, Chapter VI, Part 600, Subpart A §600.2)**:
 - “A credit hour is defined as... one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks.”

Based on these standards, in addition to class on Fridays, students can expect:

- For a 3-credit course, students should expect to spend **6–9 hours per week** on reading, studying, writing, and completing assignments, and
- 90 minutes of asynchronous instruction—equivalent to one weekly class session—fulfilled through online learning activities such as discussion boards, reflection assignments, and application-based tasks that require students to analyze and synthesize course materials.

This means that, in total, students should plan to spend approximately **7.5 to 10.5 hours per week outside of class** per course.

Academic Writing

Clear, professional writing is a foundational skill in social work practice. Throughout the MSW program, your ability to communicate ideas effectively in writing will be part of how your learning is assessed.

Students are expected to:

- Organize and present ideas clearly and logically
- Use precise language and proper grammar
- Edit and proofread all written assignments carefully
- Demonstrate content mastery through written analysis and reflection

MSW students are also expected to consistently use APA Style in all written work. The Publication Manual of the American Psychological Association (7th Edition) is the official guide for APA formatting and citation conventions.

UVU's Writing Center has services specific for graduate students and is available to support students with academic writing and APA Style. We encourage all students to take advantage of this resource throughout the program.

Grading Scale

The MSW program uses the following grading scale:

100 - 94 = A	86 - 83 = B	76 - 73 = C	66 - 63 = D
93 - 90 = A-	82 - 80 = B-	72 - 70 = C-	62 - 60 = D-
89 - 87 = B+	79 - 77 = C+	69 - 67 = D+	59 - 0 = E

Class Attendance and Participation

Due to the hybrid structure of UVU's MSW program, weekly in-person attendance is essential and contributes to academic evaluation. **MSW students are required to attend class on campus every Friday from 8:00 AM to 5:00 PM.** Students are expected to come prepared each week, having completed all assigned readings, study materials, and coursework.

In-person class time is designed to deepen and apply learning through discussion, skill-building exercises, role-plays, and clarification of complex concepts—not to summarize study materials. It is the student's responsibility to come ready to engage at a graduate level.

If an absence is unavoidable, students must notify their instructors as early as possible. **Please note that personal or family vacations, weddings, conferences, and specialized trainings are not considered unavoidable absences.** Virtual attendance will not be offered or accepted as full attendance unless approved in advance by the instructor due to illness or emergency.

Students are responsible for reviewing each instructor's specific policies related to attendance, participation, late assignments, and make-up work, as outlined in the course syllabus.

Students who miss **two in-person class sessions** will be referred to the MSW Student Development Committee. Such absences may be considered unsatisfactory academic performance or conduct under UVU Policy 548 and may result in disciplinary action.

In the event of inclement weather or other extraordinary circumstances, the UVU MSW Program will follow university-wide guidance. If the university announces a delayed start or campus closure, MSW faculty may hold class virtually. Attendance expectations will apply to these virtual sessions unless otherwise stated by the instructor.

Academic Integrity

Integrity is a core professional value of the social work profession. According to the National Association of Social Workers (NASW) Code of Ethics, “Social workers behave in a trustworthy manner... act honestly and responsibly and promote ethical practices...” (NASW, 2022). In the MSW Program, academic integrity is considered both an academic expectation and a professional and ethical responsibility. Violations of academic integrity are taken seriously and may result in academic or disciplinary consequences.

All MSW students are expected to adhere to **UVU Policy 541: Student Code of Conduct**, which outlines students' rights, responsibilities, and behavioral expectations. Under Policy 541 (Section 4.3.2.2), academic misconduct is defined as:

“Including but not limited to cheating, plagiarism, fabrication, and/or possessing or providing to the University any false, falsified, altered, forged, or substantially misleading materials, documents, accounts, records, identification, or financial instruments.”

Academic integrity means that students submit work that reflects their own original ideas, analysis, and effort. It also means appropriately acknowledging and citing the work of others. Violations of academic integrity include, but are not limited to:

- **Cheating** on exams or assignments
- **Plagiarism** or failing to properly cite sources
- **Fabrication** of data or information
- **Unauthorized use** of materials or resources
- **Misuse of artificial intelligence tools**, including generating and submitting written work using AI such as ChatGPT, when such use is prohibited by the instructor or not appropriately cited

Students are responsible for understanding what constitutes academic dishonesty and for reviewing all UVU’s *Student Code of Conduct*. Faculty members may outline additional expectations regarding academic integrity in their course syllabi. Violations will be referred to the MSW Student Development Committee and to UVU and could result in formal academic or disciplinary action.

Generative AI

The UVU MSW Program recognizes that artificial intelligence (AI) tools show potential in enhancing learning. AI technologies can assist with brainstorming, simplifying complex topics, generating outlines, and exploring new ideas. As such, we view AI as a tool with emerging usefulness for social workers—particularly in areas of efficiency, communication, and planning.

However, it is critical to understand both the **strengths and limitations** of AI. Current AI tools present serious concerns:

- **Inaccuracy and overconfidence:** AI-generated content often contains factual errors and fabricated information, despite sounding authoritative.
- **False citations and quotations:** AI frequently produces non-existent or incorrect references.
- **Lack of contextual understanding:** AI cannot fully grasp the complexity of human experiences, intersectionality, trauma, and systemic factors essential to social work assessment and intervention.
- **Ethical concerns:** AI tools are trained on vast quantities of text, raising issues around copyright, intellectual property, and the uncritical replication of cultural biases embedded in those texts.

Because of these issues, the use of AI tools in academic writing must be approached with extreme caution and transparency. **Copying content generated by AI without proper attribution is considered plagiarism** and constitutes a violation of academic integrity. Students will be held accountable under UVU Policy 541 for such violations.

Although citation styles such as APA are beginning to outline how AI-generated content can be cited, **the UVU MSW Program does not currently support the use of AI-generated content in formal academic writing**, including papers, discussion posts, and other graded assignments. Academic writing in graduate-level education values **credibility, source transparency, and author accountability**—standards that AI tools cannot meet.

If an instructor allows AI as a learning tool or resource, they will provide clear guidelines for its appropriate use. Students are expected to follow those guidelines and ask questions when unsure.

Course Completion and Fulfillment of Academic Graduation Requirements

MSW students are expected to complete all coursework and field practicum requirements according to the pace and structure defined by the program. This includes:

- **Two-Year Program students:** Completion of all requirements over **four consecutive semesters** (Fall, Spring, Fall, Spring)
- **Advanced Standing students:** Completion of all requirements over **three consecutive semesters** (Summer, Fall, Spring)

Enrollment and Course Progression

In accordance with UVU **Policy 524**, the following standards apply:

- Once enrolled, students must maintain **continuous full-time registration** during all required semesters.

- *Advanced Standing students* must remain enrolled full-time during **summer, fall, and spring**.
- *Two-Year program students* must remain enrolled full-time during **fall and spring**.
- Students must complete coursework in the **semester sequence outlined by the program**. This course sequence is posted on the MSW Program website and included in this handbook.
- Students who are unable to complete courses or practicum requirements in the expected order must meet with the **MSW Academic Advisor** to develop a formal **Progression Plan**.
- If a student falls behind in **practicum hours**, the **Field Education Director** will assist in developing a field-specific plan to support the student's timely progression.
- Courses with prerequisites may not be taken out of sequence unless prior approval is granted by the **MSW Program Director**.
- Course Progression and Graduation Ceremony Attendance
 - Students sometimes need to complete remaining practicum hours or a required course during the summer semester after the Hooding Ceremony. In these cases, students may still choose to participate in the ceremony with their cohort. However, participation in the Hooding Ceremony does not replace the requirement to complete all academic and field obligations for the degree. Students who will not meet graduation requirements until the fall semester or later must wait to participate in the following year's Hooding Ceremony.

Minimum Grade and GPA Requirements

- Students must earn a **minimum grade of B-** in each course for it to count toward graduation requirements.
- If a student earns **below a B-** in a course, they may **retake the course once**.
- If the student earns below a B- on the second attempt, they will be **suspended** from the MSW program.
- Students must maintain a **minimum cumulative GPA of 3.0** throughout the program.

- If the GPA falls below 3.0, the student will be placed on **academic notice** for one semester.
- If the GPA remains below 3.0 after the notice semester, the student will be **suspended** from the program (UVU Policy 524, Section 5.4.2).

Registration Procedures and Course Assignments

To ensure every student can register for all required courses and to meet UVU's enrollment and instructional requirements, the MSW Program provides clear registration instructions and assigns registration schedules each semester. This structured approach supports timely graduation and equitable access to required coursework for all students.

The MSW Program will communicate registration deadlines, procedures, and course requirements in advance of each registration period. To balance course enrollment and maintain program integrity, students may be assigned to specific sections of required courses. These assignments are made at random and are intended to evenly distribute enrollment across sections.

Students are not assigned to electives or seminar sections; students select these courses based on availability during registration.

Students are expected to follow the program's registration instructions. Those who do not adhere to these instructions will be asked to adjust their registration accordingly. Requests to modify registration based on preference for specific peers or instructors will not be considered. Likewise, requests to trade sections or registration tracks with another student will not be approved unless there is a compelling and documented justification, subject to approval by the MSW Program Director.

Leave of Absence or Program Withdrawal

The UVU MSW Program expects students to maintain continuous enrollment throughout the duration of their academic program. If a student cannot do so due to extraordinary circumstances, they may petition for a **Leave of Absence (LOA)**.

Students considering an LOA are required to meet with the MSW Program Director to discuss the circumstances and determine whether a leave is appropriate. Approval of a leave is not guaranteed and is at the discretion of the MSW Director and/or the MSW Graduate Committee. If a leave is granted, the student must complete both the **MSW Leave of Absence Agreement** and UVU's official **Graduate Student Leave of Absence Form**. The MSW Leave of Absence Agreement will outline specific expectations and conditions for returning to the program in good standing.

Due to the cohort-based structure and prescribed course sequencing, students must take leave for a **full academic year**. Upon return, students will re-enter the program in the appropriate sequence based on course offerings and availability. Students must adhere to all conditions set forth in their MSW Leave of Absence Agreement.

Eligibility Criteria for a Leave of Absence:

- Only emergent, unforeseen, or otherwise extraordinary circumstances will be considered valid justification for an LOA.
- Requests based solely on scheduling conflicts, or non-emergency personal preference will not be approved.
- Students must begin coursework before qualifying for an LOA. Requests for deferral (i.e., postponing program entry before classes begin) are not typically approved. Applicants who cannot begin as scheduled must reapply to the program in a future admission cycle.
- A maximum of **two approved LOAs** may be granted during a student's time in the MSW program, with the second being less likely to receive approval than the first.

Permanent Withdrawal from the Program:

Students who decide to permanently withdraw from the MSW Program must complete and submit the **Graduate Student Withdrawal Form** to the MSW Program Director. Upon submission, the student will be dropped from all registered classes for the "Semester Leaving." Students who later wish to rejoin the program must **reapply through the formal admissions process** and may or may not be readmitted.

Evaluation of Professional Performance

The UVU Master of Social Work (MSW) Program is committed to preparing students for ethical, competent, and professional advanced social work practice. In alignment with UVU Policy 548: *Academic Rights and Responsibilities of Healthcare and Counseling Clinical Programs Students*, MSW faculty are responsible for evaluating each student's readiness for professional practice. This evaluation goes beyond academic performance and includes assessment of behavior, ethics, professionalism, and compliance with program expectations.

Faculty assess professional performance using a range of information, including but not limited to:

- Academic performance in coursework
- Ethical conduct and respectful behavior in classroom and field settings
- Compliance with program requirements, policies, and procedures
- Observations of professionalism and interpersonal behavior

Students are also evaluated by their Field Instructors and supervisors on each of the nine CSWE competencies throughout their generalist and advanced field placements.

In addition to the behaviors outlined in UVU Policy 548, the MSW Program considers the following behaviors as potential concerns that may lead to remediation or dismissal in accordance with Policy 548:

- **Failure to meet program expectations:** Student does not complete or maintain academic, field, or professional requirements as defined in this handbook.
- **Ethical violations or lack of professional values:** Student does not demonstrate an understanding of social work values and ethics, or fails to apply them in practice; this includes an inability or unwillingness to separate personal and professional values or behavior that violates the NASW Code of Ethics.
- **Unprofessional conduct or presentation:** Student fails to present themselves professionally in the classroom, field placement, or other academic settings, as evidenced by inappropriate dress, behavior, or interpersonal conduct.
- **Resistance to feedback:** Student does not demonstrate openness to feedback or an ability to integrate supervision, guidance, or direction from instructors, supervisors, or peers, limiting professional growth.
- **Lack of collaboration:** Student demonstrates a consistent pattern of uncooperative or non-collaborative behavior with peers, faculty, field instructors, or others.
- **Lack of empathy or respect:** Student fails to demonstrate empathy, respect, and cultural humility in interactions with clients, colleagues, peers, faculty, or other stakeholders.
- **Legal or ethical concerns:** Student is charged with or convicted of a legal offense that may impact their ability to practice professionally or meet licensing requirements.
- **Unsuccessful field performance:** Student fails to successfully complete generalist or advanced field placement, including meeting the expectations of the Learning Contract, completion of required hours, and performance standards as outlined by the Field Instructor, Task Supervisor, and Field Director.
- **Poor academic engagement:** Student does not demonstrate a commitment to academic success, as evidenced by poor attendance, consistent late or incomplete assignments, or failure to meet course expectations.

- **Insufficient skill development:** Student does not demonstrate the foundational and advanced skills required for social work practice, including communication, writing, assessment, or engagement skills at a level expected of an MSW graduate student.

Concerns about student professional performance may result in a formal review by the MSW Program Director and/or MSW Graduate Committee. Remediation plans will be developed as appropriate, and students may be subject to probation, suspension, or dismissal, in accordance with UVU policies and program standards.

Addressing and Support for Student Concerns

The UVU MSW Program is committed to fostering a respectful, inclusive, and professional learning environment. If a student has a concern related to any aspect of the program, the following steps outline the process for addressing it in a constructive, ethical, and solution-focused manner.

Student Feedback

Student feedback plays a vital role in the ongoing development and assessment of the MSW Program. Each student has both the right and the responsibility to contribute to the program's growth by sharing their experiences and insights. Students are strongly encouraged to complete course evaluations and program satisfaction surveys when prompted. These tools are essential to the program's continuous improvement efforts and help inform decisions about curriculum, instruction, and student support.

In addition, students are welcome to provide feedback on any aspect of the program, including the policies outlined in this handbook. Feedback may be submitted directly to the MSW Program Director. Students who wish to discuss concerns, suggestions, or experiences in more detail are encouraged to schedule an appointment with the MSW Program Director.

The voices of students matter—input helps shape the future of the program for all.

Concerns Involving Another Student

Students are encouraged to first address the issue directly with the other student, using appropriate professional communication and conflict resolution skills informed by social work values.

If the issue remains unresolved, the student may seek support from a trusted MSW faculty member or consult the UVU Ombuds Office for guidance in navigating the situation.

Concerns Involving an MSW Faculty or Staff Member

Students should make a good-faith effort to resolve the concern directly with the faculty or staff member involved, using respectful and professional communication.

If direct resolution is not successful, the student may bring the concern to the MSW Program Director.

Further Escalation

If the concern is not resolved after meeting with the Program Director, the student may escalate the matter to the Chair of the Department of Social and Behavioral Sciences.

Extraordinary Circumstances

For serious concerns—such as discrimination, harassment, sexual misconduct, domestic violence, or other violations of personal or civil rights—students should contact the UVU Title IX Office immediately.

Professional Expectations

All students are expected to engage in this process in a professional and ethical manner consistent with the **NASW Code of Ethics** and relevant university policies.

Behavior that is unprofessional, disruptive to the learning environment, or unethical may be referred to the **MSW Student Development Committee (MSWSDC)** for review and possible intervention.

Section V: Disciplinary Policies and Procedures for Academic and/or Professional Misconduct

MSW Student Development Committee

The Master of Social Work Student Development Committee (MSWSDC) serves a critical disciplinary function within the MSW Program. It is charged with upholding professional, clinical, ethical, and academic standards by reviewing and responding to student conduct or performance that does not meet program expectations. In accordance with UVU Policy 548, the MSWSDC is responsible for determining appropriate sanctions or remedial actions when concerns arise. While the committee maintains a disciplinary role, its approach is educational and developmental rather than punitive. The MSWSDC works in collaboration with students to address areas of concern, reinforce program expectations, and support students in developing the competence, professionalism, and ethical foundation essential to successful social work practice.

The Committee may be convened for a variety of reasons, including but not limited to:

- A referral from MSW faculty or staff due to concerns about a student's skill development or ethical conduct
- A student failing a course
- A student being dismissed from a practicum placement
- A report from a practicum supervisor indicating insufficient skill development or unethical behavior
- A student missing two or more class sessions without appropriate communication
- A student requesting a meeting with the Committee to discuss academic or professional concerns

MSWSDC Procedures

When a student is referred to the Master of Social Work Student Development Committee (MSWSDC), the committee will schedule a support meeting with the student to review the concern and determine next steps. Students may also request a meeting with the committee if they are experiencing challenges that require additional support for successful program completion.

Support meetings are typically scheduled for one hour. Students will receive advance notice and are expected to make themselves available at the designated time. If a student chooses not

to attend, the committee will proceed in their absence and make decisions or recommendations as appropriate.

In cases involving less serious concerns, the committee may choose to issue a written notice in lieu of a meeting. This notice will outline the performance issue(s) or unmet expectations and provide clear instructions for resolution within a specified timeframe.

Unsatisfactory Performance or Conduct Behaviors

The MSWSDC is responsible for addressing students when they fall short of program requirements and expectations. According to UVU Policy 548, unsatisfactory performance or conduct requiring sanctions occurs when a student violates any of the following:

- Legal requirements, whether local, state, or federal;
- Utah Valley University Policy 541 *Student Code of Conduct* policies and procedures;
- University Clinical Education Council guidelines;
- University clinical program (MSW) guidelines, standards, practices, or expectations;
- Clinical training site policies, procedures, guidelines, standards, practices, or expectations
- Professional ethical standards for the student's field of clinical study;
- Any other expectations communicated to the student verbally or in writing by a supervisor; or
- Other behaviors engaged by a student that a reasonable clinical professional would believe to be in violation of expectations, when these expectations are defined in policy, practice, guidelines, standards, or expectation.

Moreover, the MSW Program considers the following unsatisfactory performance and will automatically trigger a response and/or meeting with the MSW Student Development Committee to facilitate remediation measures:

- Two or more absences from one course;
- Lower than C grade in any course;
- Cumulative GPA falling below a 3.0;
- Academic dishonesty (in conjunction with a report to the Student Conduct Office);
- Significant concern raised by an MSW faculty member, adjunct, staff, or field practicum instructor about a student's competence;
- An unwillingness to incorporate professional values and ethics in their social work practice, including classroom behavior, an inability to separate personal and professional values, and/or a willingness to violate the NASW Code of Ethics;
- Consistent and/or significant disruptions of the learning environment; or
- Dismissal or self-termination from a practicum site.

Sanctions

When necessary, the MSWSDC may determine any of the following sanctions, as outlined in Policy 548 and the UVU Student Rights and Responsibilities Policy:

- Warning
- Requiring a student to retake an exam(s)
- Requiring a student to re-write a paper(s) and/or repeat an assignment(s)
- A grade reduction
- A failing grade
- Loss of privileges
- Fine
- Restitution
- Discretionary sanctions such as work assignments, personal development assignments, essays, or service assignments.
- Probation with specified conditions
- Dismissal, which results in the student's termination from the clinical program.
- Revocation of admission or degree (for fraud, misrepresentation, or other serious violations of institution standards in obtaining the degree; must be reviewed and confirmed by the Vice President of Academic Affairs and President)

Disciplinary Procedures

Disciplinary and corrective actions are progressive in nature, beginning with the least severe action necessary to correct misconduct or insufficient competence. Sanctions increase in severity if the conduct is not corrected. However, it is important that the degree of discipline be related directly to the seriousness of the offense and the student's record; **therefore, it is possible that the following corrective actions may not necessarily follow the order listed below, and/or may be repeated.** Whenever possible, the MSWSDC will indicate to students how it or the Program can support the student in addressing performance concerns.

If a student's misconduct poses a significant risk of harm to the University, university community, or practicum community site by posing physical or psychological damage, injury, financial loss, or exposure to legal liability, or violates the NASW Code of Ethics, probation and dismissal may be considered as a first response.

When the MSWSDC determines the student's academic or professional performance is unsatisfactory, or when one or more of the triggering events listed above occurs, it may impose one or more of the following sanctions: informal remediation, formal remediation, probation, and dismissal.

Informal remediation: The goal of informal remediation is to improve student success in the MSW Program. Informal remediation is “for minor misconduct issues or deficiencies in the student’s didactic or clinical performance” (UVU Policy 548 5.2.1). The committee will memorialize a remediation plan and provide a copy to the student and keep the memorialized informal remediation plan in a secure electronic recordkeeping location. The informal remediation plan shall list each performance or conduct problem, list the steps the student needs to take to address the problem, and establish a timeline for addressing each problem. When applicable, the committee will list what the Program can and will do to help the student address the problem. Remediation plans will be addressed with the student in person, via Teams, or via email. Informal remediation plans are not appealable; however, they are not reportable in future reference letters. The failure of the student to resolve the issue may result in further disciplinary matters.

Formal Remediation: The next step when informal measures fail to resolve the misconduct, when the student has a history of one or more instances of misconduct or performance deficiencies, or the misconduct is significant. The MSWSDC will meet with the student and shall memorialize in writing the formal remediation plan and provide a copy to the student and submit a copy to the Office of Student Conduct. The formal remediation plan shall list each performance or conduct problem, list the steps the student needs to take to address the problem, and establish a timeline for addressing each problem. When applicable, the committee will state what the MSW Program can and will do to help the student address the problem. Remediation plans will be addressed with the student in person, via Teams, or via email. If the performance or behavior issues are not fully resolved within the timeline provided, the lack of satisfactory performance completion of the plan will be documented with the Office of Student Conduct.

Probation is the final warning to a student of unacceptable performance or conduct and may be the first corrective action taken if the misconduct is severe. When a student is placed on probation, they will receive notice from the MSW Student Development Committee that they have been placed on probation. The notice will include a plan detailing procedures to correct behavior. The required behavioral criteria will be delivered with a timeline to address each issue. Probation is reportable on future reference letters and to licensing boards. Students who do not comply with or satisfy the terms of their probation will be subject to additional sanctions or be invited to resign from the program. When a student satisfies the concerns detailed in their probation notice by the deadline, their probation is terminated.

Dismissal results in the student’s termination from the MSW Program. Dismissal occurs when all other gatekeeping measures fail or when a student’s misconduct is negligent or egregious. The UVU MSW Program has adopted UVU’s termination policies set out in Policy 548. Dismissals are reportable on future reference letters and to licensing boards.

Appeals and Due Process

The MSW Program's due process aligns with UVU Policies 548 for professional and ethical performance and 524 for graduate academic performance.

Informal Remediation: As per policy 548, informal remediation measures are not appealable.

Formal Remediation, Probation, and Dismissal: Appeals must be submitted in writing to the MSW Program director within five business days after the student's receipt of notification of disciplinary action. The MSW director (or designee) shall respond in writing within 15 business days of the director's receipt of the appeal. To recommend overturning the original academic sanction, the MSW director must determine that the academic sanction was arbitrary or capricious. In the case of formal remediation, the decision of the MSW director is final. If the MSW Program Director was involved in the decision to discipline the student, the UVU Director of Clinical Studies may designate a third-party to respond to in place of the MSW Program Director. For remediation and probation, the decision of the MSW Program Director or designee of the Director of Clinical Studies is final.

In the case of **dismissal**, a second level of appeal is available. The student may file a written appeal of the MSW Director's decision, or designee, to the UVU Director of Clinical Studies within five business days. The contents of the written appeal must include:

- Description of the matter in dispute;
- A statement as to why the student considers the action unfair or inappropriate
- A statement of the requested remedy;
- A copy of the student's original appeal;
- A copy of the Director's (or Designee's) response.

For dismissal appeals, the student is entitled to a formal hearing before the Clinical Student Appeal Committee. Within ten (10) business days of receiving a notice of appeal from a dismissal action, the UVU Director of Clinical Studies shall contact the Clinical Student Appeal Committee to schedule a hearing. If the student does not file a written appeal within the indicated timeframe, the student shall have waived the right to further appeal the academic sanction.

Refuting Suspicion of Academic Dishonesty

If you are suspected of academic dishonesty, the first step is a conversation with your instructor. If the infraction was clearly unintentional, there may be no sanctions. A lowered grade and/or the chance to revise the assignment may be required.

In more serious instances of academic dishonesty, your instructor will report the academic dishonesty to the UVU Student Conduct Office. The assignment may receive an automatic zero and/or other sanctions may be assigned. In this scenario, you have the right to appeal the report

with the Social and Behavioral Sciences department chair. Regardless of the chair's decision, the incident report remains a part of your permanent record. If you are unhappy with the chair's ruling, you then have the right to file an appeal with the Dean of the College of Humanities and Social Sciences. The Dean's decision on the matter will be final.

UVU Nondiscrimination Statement

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age, disability, veteran status, pregnancy, childbirth, pregnancy-related conditions, citizenship, genetic information, or any other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other university benefits or services. Inquiries about nondiscrimination at UVU may be directed to the following individuals:

Title IX Coordinator and Director of Equal Opportunity
Title IX Office, Ste. BA 203
800 W. University Parkway
Orem, UT 84058
801.863.7999
titleix@uvu.edu

Title IX states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Students who believe they have been excluded from participation in, denied the benefits of, or discriminated against because of their sex may contact the EO/AA office to make a report, ask questions, or share concerns by email at: titleix@uvu.edu, in-person at BA-203, or by phone at: (801) 863-7999.

ADA Coordinator (Current and Prospective Students and Visitors)
Accessibility Services Office, Ste. LC 312
800 W. University Parkway
Orem, UT 84058
801.863.8747
accessibilityservices@uvu.edu

Section VI: Field Education

In this portion of this manual, the Utah Valley University Master of Social Work Field Education Program specifies its policies, criteria, and procedures for selecting field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the Council on Social Work Education Social Work Competencies as outlined in the 2022 Educational Policy and Accreditation Standards (EPAS). It is designed to help students and field instructors understand all aspects of the Field Education Program and its approach to training the next generation of social workers. All forms used by the program are completed electronically and are included in the appendices for reference purposes only.

Signature Pedagogy: Field Education

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline – to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum – classroom and field – are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program (Council on Social Work Education [CSWE], 2022).

Connection between Classroom and Field Education

The Field Education Program connects the theoretical and conceptual contributions of the classroom and field settings primarily through an Integrative Seminar (“seminar”) course, learning agreements, and clearly defined positions and relationships between the University and field settings.

Field Education Seminar

Seminar is a weekly one-credit course that students are required to enroll in each semester they are in a field practicum. Each seminar class has an enrollment capacity of 15 students to enable students to discuss and connect classroom learning with practice opportunities in their field settings. The primary assignments in seminar include the learning agreement, regular journal entries, and class presentations. The online

timesheet for tracking student hours, sign-ups for site visits, and completion of competency-based evaluations are also administered through Canvas.

Students are required to submit journal entries approximately twice a month. The purpose of journal assignments is to encourage students to engage in self-reflection as well as critical thinking about experiences in the field setting. Journal prompts, to which students must respond thoughtfully and in-depth, are designed to help students thoroughly examine their knowledge, values, skills and cognitive and affective processes involved in the development of each competency.

Seminar class presentations may include an agency spotlight, practice explorations designed to understand application of ethical standards to real-life scenarios, and introduction to community resources and practice skills that can be immediately used by students in their own field settings.

Learning Agreements

The learning agreement is used to help the student develop and demonstrate proficiency in each of the nine social work competencies (as defined in CSWE's 2022 EPAS) in the field setting. At the beginning of the semester, students work with their field instructors to develop 1-3 goals for each of the competencies. The learning agreement is discussed throughout the year in seminar, field supervision, and site visits. Progress on the learning agreement is evaluated by the student and the field instructor at the end of each semester. The student's ability to demonstrate social work competencies, as evidenced in part by completion of learning agreement goals, is evaluated by the field instructor at the end of the year.

As students develop the learning agreement, they are encouraged to explore generalist practice opportunities available to them in their field settings and create three goals for each of the nine social work competencies. By completing the learning agreement, students are enabled to create meaningful ways to engage, assess, intervene, and evaluate practice with individuals, families, groups, organizations, and communities. The field instructor, field liaison and Field Director work together in monitoring the development of the learning agreement to ensure that the student can demonstrate social work competencies as they successfully achieve their goals.

Field Education Roles

There are four roles within the Field Education Program that are designed to connect classroom learning with the field setting:

1. **MSW Field Education Director** - oversees the total effort of the Field Education Program, negotiates general arrangements with agencies, assigns

students to agencies, teaches seminar, performs site visits, and serves on the MSWSDC.

2. **Field liaisons** – full-time faculty members that teach seminar.
3. **Field agency representatives** - selected by agency administrators to coordinate the placement and supervision of students in larger agencies.
4. **Field instructors** – the LCSW the agencies assign to monitor student workloads, assist in the development of the learning agreement, and provide regular, direct supervision for the students.

Generalist Practice Opportunities in Field Education

The Field Education Program provides a wide variety of generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities. All field agencies must be approved by the Field Education Program to ensure they employ staff members who meet the licensing and experience requirements established by the CSWE.

Field settings where the MSW places students in an advanced generalist practicum include but are not limited to:

- Community mental health agencies (low-income individuals/families)
- County jails
- Utah State Prison
- Psychiatric hospitals
- School districts
- Programs serving refugees
- Medical hospitals
- Home health and hospice
- Community agencies serving the LGBTQ+ individuals and families
- Agencies supporting victims of domestic violence and/or sexual abuse
- Integrated care clinics
- Substance abuse treatment programs
- Residential treatment centers (adolescents and adults)
- Agencies providing court-ordered treatments

Student Contact with Clients and Constituencies

All students in the Field Education Program will demonstrate social work competencies through in-person contact with clients and constituencies. Field settings are selected

based on their ability and willingness to engage students as learners and provide ample opportunities for students to experience all system levels (individuals, families, groups, organizations, and communities) of social work practice. As part of their learning agreement, students will develop goals based on meaningful interactions with the clients and constituencies served by the field agency.

The Field Education Program does not require a certain number of face-to-face hours, or a certain number of in-person contact experiences across system levels. This allows the student and field instructor to develop goals for in-person contact that are responsive to the needs of the student as learner and the opportunities in the field setting for micro, mezzo, and macro practice. Student opportunities for in-person contact are continuously monitored through student completion of seminar assignments, site visits, and end-of-semester evaluations.

If the student does not feel that sufficient opportunities for in-person contact are being allowed in the field setting, the Field Director will work with the student to advocate for more opportunities for the student to demonstrate the social work competencies. The Field Director will determine when and if it is necessary for the student to be assigned to a different field placement due to agency concerns. If reassignment occurs, the Field Director will reevaluate the agency to determine if the partnership can continue.

Placement Process

Prior to being assigned to a field setting, students are invited to attend the Social Work Field Education Fair, held annually in February. Here, students can learn about the various field settings in which they might be placed. After the Field Fair, students are encouraged to reach out to agencies to arrange an interview. Ideally, students are placed in field settings that are different from previous experiences to better prepare them for competent generalist practice at the micro, mezzo, and macro levels. Students are encouraged to secure their placements for the following academic year as soon as possible. For those students who have not secured a practicum by the deadline established by the Field Director, the Field Director will determine their field assignment.

Once they receive a field placement, students are able to proceed with the completion of the Field Placement Agreement, which is distributed to students via email. Once the Field Placement Agreement has been submitted, the placement is formalized and the student is able to begin the onboarding process with the organization, which may include completion of background checks, drug screenings, providing verification of immunizations, required trainings, etc.

If a student is not accepted by the assigned field placement due to student-related, nonagency issues, this will be considered an unsuccessful placement, and the student will need to meet with the Field Director to re-evaluate the placement process. A student experiencing three

unsuccessful interviews for placement at any point during the program will be placed on probation and be required to meet with the MSWSDC and Field Director for assistance with placement. If placement is not confirmed with one additional interview, this will be considered grounds for dismissal from the program. Any questions, concerns, or problems that arise from the field placement interview process should be referred immediately to the Field Director.

Some organizations may require health screenings, drug testing, criminal background checks, and/or fingerprinting. These costs are covered by the student. Students should be aware that results may be shared with the Field Director. It is the student's responsibility to inform the Field Director of any information that would be reasonably understood to have a direct impact on field placement assignments. Depending on the student's area of interest for field placement, other types of information that would potentially be relevant include personal experience with domestic violence or sexual assault, a history or current involvement with Child Protective Services, a history of substance abuse and/or mental illness, or other such issues. If the student or a close family member received services from any local agencies that may be recommended as a field placement, that information should be disclosed as well. Students are encouraged to make an appointment with the Field Director to discuss any concerns about current or past experiences that may impact field placement. Students are asked to share sensitive information only to assist the Field Director in the field placement process. This information may be disclosed to the MSW Program Director and/or to a potential field instructor, only if it is relevant to the student's field placement. Students who have concerns about the release of any specific information should discuss them directly with the Field Director.

Expectations for Students in Field Placements

Student Eligibility for Field Practicum

Students who are admitted to the MSW program are automatically admitted to the Field Education Program.

As dictated by the University's graduate policy for academic standing, students must maintain a minimum cumulative 3.0 GPA to remain in the MSW Program. Therefore, the student must maintain a minimum cumulative 3.0 GPA to remain in the field setting. If the student's GPA falls below 3.0, they are placed on academic probation for the following semester. A student may remain in their field placement while they are on academic probation with permission from the Field Director, who makes the decision in consultation with the MSW Program Director. If the students' GPA remains below 3.0 after the probation semester, they are suspended from the MSW Program and also terminated from the field practicum.

Remaining in the field setting is based not only on a student's academic performance, but consideration is also given to the student's demonstrated reliability, ethical behavior, capacity

for self-reflection and empathy, and ability to develop and maintain cooperative and collegial relationships, which are continually monitored by both the Field Director and Field Instructor. If either party has concerns about the student, they are discussed as soon as possible with the MSWSDC and a plan for addressing and resolving any issues is developed and carried out by the Field Instructor and the Field Director.

Students are monitored in field placements primarily through completion of seminar assignments and site visits. Additionally, students are required to act professionally, take responsibility for their own learning, and behave ethically.

Students in a field placement act as representatives of the organization, the MSW Program, and the social work profession. As such, they are required to present themselves in a professional manner. Students are expected to:

- Arrange their own transportation to arrive at the field placement on time, as scheduled.
- Carefully plan for any absences from the field placement. Students do have a right to all federal and state holidays recognized by Utah Valley University; however, they should be aware that University breaks do not necessarily correspond with field placement holidays. It is their responsibility to discuss all absences with the field instructor in advance. In the case of an absence because of illness or other emergency, they must notify the field instructor prior to the first scheduled hour of work. An absence of five or more consecutive days requires pre-approval from the Field Director.
- Abide by norms of dress appropriate to their particular field setting.
- Use time at the field placement for field education purposes only.
- Complete all field agency assignments carefully and in a timely manner.

Students are also expected to demonstrate a commitment to, and responsibility for, their own learning both in the field and in the classroom. Students must therefore:

- Create and be accountable for learning agreement goals to demonstrate social work competencies.
- Contribute to the effective use of weekly supervision time with the field instructor.
- Attend and participate in weekly seminar.
- Complete all assignments as outlined in the seminar course syllabus.

Field Hours Requirement

Students are required to complete 400 hours in a single field setting during their first year of the MSW Program and 550 hours in a different field setting during their second year of the MSW Program for a total of 950 hours of field education. Advanced standing students complete 550 hours of field education. Academic credit received for field practicum hours is structured to allow no more than 200 hours per semester for first year students and 250 hours per semester for advanced standing and second year students. Advanced standing and second year students may also complete an additional 150 hours during the summer, to offset required hours during their final year of the program.

Students may begin any training or onboarding activities required by the practicum agency up to 3 weeks prior to the beginning of the fall (or summer, if applicable) semester. Direct work with agency clients may not begin until the first day of the semester. Students are not expected to work during holiday breaks and must receive written permission from the Field Director to do so. Students are required to log their hours daily in the timesheet provided by the MSW program. Supervisors are provided with access to review and approve student hours. Timesheets are checked randomly throughout the semester. Any hours that are over two weeks in arrears (i.e.: over two weeks late being recorded) will not be applied to the hours required for the semester. Maintaining accurate, timely records is an ethical obligation (NASW, 2021, Section 3.04).

Guidelines for Problem Resolution in Practicum

In general, problems in the field should be attended to sooner rather than later. Many concerns can be addressed easily once they are openly identified and discussed.

In rare cases, a field placement may be discontinued through no fault of the student. For example, if an agency closes unexpectedly, a qualified field instructor becomes permanently unavailable, or a student's personal safety is jeopardized by remaining in the placement, the Field Director will make every effort to reassign the student to another field placement as quickly as possible.

A student who is experiencing problems in the field should first discuss them with the field instructor. If additional assistance is needed, the problem should then be brought to the attention of the Field Director. When appropriate, the Field Director will facilitate a conference which may include the student and the field instructor to discuss and resolve the problem. If a conference has been required, the Field Director will closely monitor the situation by maintaining regular contact with the parties involved for the remainder of the field placement.

A field instructor who has concerns about the student's performance in the field placement should follow the same process. First, the field instructor should discuss the problem with the student directly. If additional assistance is needed, the problem should then be brought to the

attention of the Field Director. When appropriate, the Field Director will facilitate a conference which may include the student, field instructor, and/or the MSW Program Director to discuss and resolve the problem. If a conference has been required, the Field Director will closely monitor the situation by maintaining regular contact with the parties involved for the remainder of the field placement.

Throughout the process of addressing problems in the field, documentation should be maintained by all involved, including a notation of the date or dates of contact, and a clear description of any plans or corrective actions agreed upon. In some cases, the Field Director may refer the student to the MSWSDC. Whenever possible, students will be given an opportunity to correct mistakes or deficiencies and to demonstrate improvement. However, please note that field instructors are not expected to tolerate inappropriate behavior that is disruptive to the functioning of the agency or potentially harmful to clients or colleagues.

Prohibited Behavior and Ethical Responsibilities

To remain in field, students are required to maintain the standards of behavior established by Utah Valley University, the MSW Program, and the social work profession. A student whose inappropriate behavior constitutes a significant violation or pattern of violations of professional standards (for example, failure to adhere to the NASW Code of Ethics), may be dismissed from the field placement, thereby earning a failing grade in the field practicum and seminar. The Field Director has a responsibility to remove a student from field for any of the following reasons:

- Student's failure to abide by the NASW Code of Ethics, NASW Practice Standards & Guidelines, the assigned field agency's policies or procedures, and/or UVU's Student Code of Conduct.
- Student's violation of any of the principles outlined in the NASW Code of Ethics and Practice Standards & Guidelines.
- Student's attempt to harm oneself or others.
- Student's lack of progress in correcting identified deficiencies and concerns (e.g., as outlined in the plan determined in cooperation with the MSWSDC).
- Student is arrested or charged with a crime. The student should immediately contact the Field Director who will consult with the MSW Program Director to determine whether the student will be allowed to continue in the field and, if so, under what conditions.

- To the extent that the field instructor or Field Director has a concern that a student is unfit to perform any of the required duties associated with the field placement, the student may be immediately removed from the field placement and the Field Director may require the student to provide adequate assurances from an appropriate health care professional acceptable to the MSW Program that the student is fit to perform all duties associated with the field placement.
- Any student who is credentialed by a state regulatory board is responsible for notifying the Field Director immediately of any sanction or disciplinary actions taken against them during their tenure in the MSW Program. The Field Director will consult with the MSW Program Director to determine whether the student will be allowed to continue in the field and, if so, under what conditions.

Students are required to behave in accordance with the NASW Code of Ethics. This includes the expectation that students in practicum will appropriately identify themselves as students, as well as the mandate that they will respect clients' rights to confidentiality. If the student uses client-related material in class, the information must be carefully disguised so that the client's identity is protected. If at any time during practicum a student has questions or concerns about a potential ethical dilemma, they have a responsibility to discuss the matter with the Field Director.

Any student who is removed from the field agency for the above-mentioned reasons may forfeit completed hours in that field placement and receive an "E" grade for the field practicum and seminar. Additionally, the student will be referred to the MSWSDC and be sanctioned based on UVU Policy 548. In such situations, the student may be denied another field placement and dismissed from the program. The student will receive written documentation of reasons for removal and an outline of procedures that will occur after removal.

Supporting Student Safety

Supporting student safety in the field is a top priority for the field education program. Although a certain level of risk is inherent in social work practice, several measures are taken to mitigate as much risk as possible. Field agencies are carefully screened to ensure they are compliant with state licensing requirements. All field agencies must complete a Master Internship Agreement with UVU and are covered by the university's liability insurance. The Field Director works to develop and maintain rapport with field agencies and individual field instructors so that all field settings are known by the field education program.

Risks inherent in social work practice, as well as strategies for improving safety, are discussed during the annual New Student Orientation and in weekly seminars. Field agencies and field

instructors are expected to provide students with training related to agency risk management. Students are expected to adhere to agency policies and to promptly report any concerns about safety to their field instructor or to the Field Director. Students complete a Practicum Orientation Checklist with the assistance of their field instructor, which encourages them to identify safety concerns at their field practicum.

Employment-Based Field Education

The CSWE permits field placements in an organization in which the student is also employed. Student assignments and employee tasks may qualify as field hours when directly linked to the nine social work competencies and level of practice (generalist and advanced). Field education supervision may be provided by the same supervisor if field education supervision is distinct from employment supervision, and the supervisor meets standards established by the CSWE (CSWE, EPAS AS 3.3.7).

It is the student's responsibility to manage the employment-based field education process. An employment-based field placement requires more responsibility on the part of the student. This includes: 1) completing the application, 2) making sure the necessary parties agree, and 3) gathering signatures. Students who have not been successful at a traditional agency field placement will not be approved for employment-based field placements. See Appendix K for Work-Based Practicum application.

Employment-Based Field Placement Criteria

The following criteria must be met for the student to be approved for an employment-based field placement. Before pursuing an employment-based field placement, students should review the employers' policies and procedures for an employment-field placement.

1. Students must be in good standing and not involved in a review process. Students who have been terminated from a field placement will not be approved for an employment-based field placement. The field placement must allow the student to participate in activities directly linked to the nine social work competencies. This may or may not be in the same setting as the student's current work. **The current best practice is for students to have separate and unique work and field responsibilities.** If students use any of their regular work hours to count as field, they must complete an Employment Based Project (description below). If their work and field duties/hours are separate, they do not need to complete an Employment-Based Project.
2. The student must have been employed by the fieldwork site for a minimum of 60 days before submitting an employment-based field placement proposal.

3. The student may only count 15 hours per week of their work hours towards the required field hours. If, for unforeseen circumstances, a student has fallen behind on field hours, they may submit a request to count more than 15 hours per week.
4. A field instructor is defined as an individual with a master's in social work (MSW) from a CSWE- accredited program and who has at least two years of post-master's social work degree practice experience in social work (CSWE, AS M3.3.6).
5. The field instructor must agree to provide a social work perspective to the student's field education experience. The student's role as a learner should be prioritized.
6. The agency must support the student/employee in attending all classes.
7. The agency must be willing to allow the field instructor to attend field education training and events. The field instructor must have sufficient time to provide the required minimum of at least one hour per week of supervision for the student. Supervision must focus on learning, skill development, and progress and growth in each of the nine competencies.
8. The agency must be able to provide placement experience that aligns with established criteria for the respective year in which the student is enrolled (i.e.: first/foundation placement or second/advanced placement).
9. The Employment-Based Application must be received by the Field Director on or before February 1st, with no exceptions. The application will be reviewed, and a decision will be made as soon as possible. A site visit may be required as part of the application review process prior to determining approval.

Employment-Based Project

Students who are requesting an employment-based practicum will be expected to create a learning contract that contains at least one project that spans two semesters. The project should incorporate the majority of the nine competencies, illustrate the application of social work values and ethics, and demonstrate substantial professional growth and development. Topic areas could include racial equity, anti-racism within social work practice, trauma-informed practices within the agency.

Students will also be required to write a reflection about how the project has allowed them to integrate course content with field. The student's field instructor will evaluate and comment on their project at the mid- and final placement evaluations.

Termination of Employment

If a student placed in a workplace field placement is terminated from their position of employment, they are automatically terminated from their practicum placement at the same time. The student will then be referred to the MSWSDC to determine sanctions and/or collect information regarding their experience that may be relevant to potential future placements.

Evaluating Student Learning and Field Setting Effectiveness

The Field Director and field liaisons monitor student learning and field setting effectiveness through weekly seminar discussions, student completion of seminar assignments including submission of regular journal entries, site visits, and end-of-semester evaluations. Evaluations are designed to assess students' development of social work competencies and measure progress on learning agreement goals. Copies of Field Education evaluations are included in the Appendices of this handbook. If the field liaison or Field Director has concerns about the student or the field setting, they are discussed as soon as possible in the MSWSDC, where a plan for addressing and resolving any issues is developed and then carried out by either the field liaison or the Field Director.

If a field instructor has concerns about the student's performance or the appropriateness of allowing a student to continue in a field placement for any reason, the Field Director will facilitate a conference which may include the student, field instructor, and/or the Program Director to discuss the student's suitability to the MSW Program and the social work profession. In some cases, the Field Director may refer the student to the MSWSDC. However, if the student is removed from the placement (either by the agency or the Field Education Program), the student may forfeit completed hours in that field placement and receive an "E" grade for the field practicum and seminar. The student may be denied another field placement and dismissed from the program. In some cases, based on the recommendation of the Field Director, the MSW Program may give the student permission to apply for a second field placement the following year. Any student who is unable to successfully complete the second field placement will be dismissed from the program.

Selection and Expectations of Field Agencies

The Field Education Program provides a wide variety of generalist practice opportunities for students to demonstrate social work competencies and requires that the following criteria be met by each field setting:

- Vision, mission, goals and standards must be compatible with the vision, mission, values, ethical standards, and ethical principles of the social work profession.
- Must demonstrate a respect for all persons, and an understanding of the dimensions of diversity, including age, class, color, culture, disability and ability, ethnicity,

gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

- Must value social work students and demonstrate a willingness to participate in their training and education.
- Must have been in operation for at least 5 years.
- Must provide at least one staff person who meets the Field Education Program's criteria for field instructor credentials and social work practice experience to use the time and resources necessary to provide appropriate field instruction to each student.
- Demonstrate the willingness and ability to provide students with a variety of learning experiences that meet the requirements of the Field Education Program, including:
 - An initial orientation to the agency, including its policies, procedures, and training specific to student safety.
 - Opportunities to learn about the agency in the broader context of its funding sources and organizational structure.
 - Opportunities to attend staff meetings and in-service staff development programs.
 - Regular in-person contact with clients.
 - Opportunities to practice and demonstrate social work competencies.

New Agencies

Although the Field Education Program already has a robust database of field placements where students are regularly placed, new organizations are welcome for consideration. Interested agencies must complete an online form providing information related to the above criteria. The Field Director will contact the agency to further discuss the information provided by the organization and arrange for a site visit. The information will then be reviewed by the Field Director, and the organization will receive written notification of the Field Education Program's decision. If approved, the organization must complete a Master Internship Agreement with the University.

Expectations of Field Instructors

A field instructor for MSW students must possess a CSWE-accredited MSW degree, completed two years of post-degree social work practice experience and be licensed as an LCSW in the state of Utah. On rare occasions, a field instructor may be appointed by the agency who has special qualifications for the role but does not have a social work degree or sufficient post-degree social work practice experience. In such a case, an agency staff member who holds the required MSW degree and has sufficient post-degree practice experience and licensure may provide supervision.

The Field Education Program places students in the same field settings year after year, usually within a 60-mile radius of the University, where field instructors have been screened to ensure they have the credentials and social work practice experience required for CSWE accreditation. This is verified each year through an online survey that students complete with information regarding their field instructor's contact information, agency role/position, credentials, etc. When a field setting is under consideration, the Field Director will explore whether the agency is willing/able to provide field instructors who have the required credentials and practice experience and are capable of the following:

- Planning a diversified range of learning experiences to enable students to develop and demonstrate social work competencies.
- Working with students to develop a learning agreement using opportunities that are already available within the agency, and creating additional opportunities as needed for students to create meaningful goals for each social work competency.
- Providing students with regularly scheduled weekly individual or small group (2-3 students/employees) educationally focused supervision sessions.
- Teaching students the value and use of agency documentation.
- Assessing student performance, capacity, learning patterns and needs, to facilitate the individualization of planned learning experiences.
- Assisting students in learning to critically evaluate their own practice.
- Consulting with the Field Director regarding educational planning and assignments, student progress, and any issues or concerns that arise.
- Providing timely mid- and end-of-semester student evaluations to the Field Director.
- Regularly reviewing and approving student hours recorded on the online timesheet provided by the program.

Rarely, a field setting may not have an individual on staff with the credentials or practice experience required by CSWE and the Field Education Program. In such cases, the Field Director works with the field agency representative to locate a field instructor outside the agency to provide regular social work supervision for the student. Such provisions are outlined in writing, so there are clear expectations for when, where and how supervision is provided in a way that reinforces the social work perspective.

Maintaining Contact with Field Placements

The Field Education Program maintains regular contact with all field settings primarily through on-campus events and field agency site visits.

Students are required to schedule a site visit each semester in which the Field Director meets with both the student and the field instructor either virtually or on-site. During this time, the student's progress on learning agreement goals, and any other questions or concerns regarding student learning and/or performance are discussed.

Annual Field Education Events

Annual field events are held in conjunction with the BSW Field Education Program as a convenience to field agencies and field instructors who simultaneously work with both MSW and BSW students.

- **Field Instructor Conference**

For all BSW and MSW field instructors. The conference provides field education updates and training on relevant social work topics and Field Education expectations. CEU's may be awarded to attendees in accordance with criteria established by the NASW. This event is hosted annually in August or September and is **mandatory for all Field Instructors**.

- **Social Work Field Education Fair – Mandatory for all MSW students**

Students learn about the basic structure and expectations of the field education program and hear presentations from each field agency in attendance. Students are then given the opportunity during the Field Fair to interact with and learn more about agencies where they are interested in completing their practicums. **This event is mandatory for all incoming and returning MSW students and mandatory for Field Instructors.** This event is hosted annually in February.

- **Field Instructor Appreciation Breakfast**

For all BSW and MSW students and their field instructors, social work faculty and staff, and other community partners. CEU's are awarded to attendees in accordance with criteria established by NASW. This event is hosted annually in April.

Section VII: Student Resources

Academic and Career Resources

- **Career Development Center**-The Career Development Center will help you build your career and find employment while in school. Qualified counselors can assist you with internships, job search resources, informational interviews, networking, career events and resumes.
- **Fulton Library**- The library offers a variety of spaces and state-of-the-art technology, creating an inviting research and study environment. Use one of more than 220 public computers to conduct research, write papers, or produce multimedia projects. Group study and viewing rooms can be scheduled to work on projects or watch videos. A family study room is also available, allowing children to play while parents work on assignments. Subject librarians are available at the reference desk to help with graduate research and project questions.
- **Graduate Writing Center**- The Graduate Writing Center (GWC) serves UVU students, faculty, staff, and the Orem community working on graduate school applications (entrance essays and GRE prep), graduate writing assignments, dissertations, theses, and professional documents. Graduate Writing tutors offer one-on-one sessions as well as workshops. The Graduate Writing Center is a free service that can help writers at all stages of the writing process.

Physical & Mental Health

- **Student Health Services**-Student Health Services offers medical services, wellness services, suicide prevention programs, learning disability testing and mental health services (including counseling for stress, relationships, and test anxiety).
- **Wellness Programs**-The wellness programs at UVU provide services to students and employees that enhance personal wellness. The programs offer healthy lifestyle counseling, fitness testing, health screenings and wellness workshops.
- **Student Life and Wellness Center**- The SLWC strives to provide our UVU community with a positive fitness and recreational experience through our equipment, programs, and education that will promote their understanding of personal wellbeing and develop healthy behaviors. Facilities include SLWC gym, bowling alley, climbing wall, gym courts, and more.
- **Food Pantry** (C.A.R.E. Hub) - In partnership with Community Action Services and Food Bank, this on-campus food pantry is available to students, faculty, and staff

struggling with food insecurity. The UVU Food Pantry offers canned goods and boxed items along with basic hygiene items, and some baby products such as formula, diapers, etc. These items are available only when our partner Community Action Services and Food Bank has them in stock. The UVU Food Pantry provides bags for students to use during their visit, though students are encouraged to bring reusable bags.

- **UVU Thrive Mental Health-** Students may visit the website to find information regarding all aspects of well-being and to evaluate where they are and what they may need. Included are resources to help students with five key areas of well-being: social connectedness, mental health, safety, basic needs, and wellness.

Support Systems

- **Financial Aid & Scholarships-** UVU offers a comprehensive and varied program of financial assistance, including grants, loans, work study programs and scholarships.
- **Accessibility Services-** The Accessibility Services Department is committed to helping students with disabilities receive reasonable accommodations during their college experience at UVU. The department provides a variety of services, software and equipment for students with a wide range of disabilities.
- **Housing & Residence Life-** The housing office can help you find affordable housing close to campus.
- **Ombudsman-** Need mediation services or help with conflict resolution? The UVU ombudsmen are familiar with campus policies and students' rights and responsibilities. The ombudsmen can help you find useful options within these guidelines if misunderstandings or disagreements needing resolution occur.
- **Military-Affiliated Student Hub-** Veterans Services offers assistance in applying for and using VA benefits.
- **Child Care Resource & Referral-** Care About Childcare improves the lives of children and families by promoting quality child care. Parents can learn more about quality child care and get in touch with local child care providers.
- **Wee Care Child Care Center-** The UVU Wee Care Center was designed to meet the child care needs of student parents of UVU. First priority is given to low-income students. All services are based on a sliding scale. Quality care is provided to children ages 6 weeks to 12 years.
- **Money Success Center-** Money Success Center coaches are students in the Personal Financial Planning Program that have additional training in order to become volunteers

in the center. We offer free, confidential, peer-to-peer counseling for students, faculty, and community members. Areas of focus are teaching how to budget and track expenses, build credit, and understand their debt and student loans.

Getting Involved

- **MSW Student Association** - All students become members of the Master of Social Work Student Association (MSWSA) upon admission. MSWSA provides students the opportunity to organize in their own interests. The MSWSA organizes social and support functions and holds elections annually. Each cohort, including Advanced Standing, elects a representative.
- **Center for Social Impact**- The Center for Social Impact offers a variety of events, programs, academic opportunities, and connections to impact partner organizations and basic needs resources. Regardless of discipline or interest, there is something for every student at UVU who wants to make an impact.
- **Intramurals**- The Intramural Office helps UVU students, faculty and staff find their own niche on campus by providing opportunities to participate in a wide variety of individual, dual and team sports at various levels of competition. The office not only provides structured and organized programs, but continually looks for new sports to add as well.
- **Outdoor Adventure Center**- The Outdoor Adventure Center offers outdoor excursions, equipment rentals, and retail items.

Section VIII: Handbook Appendices

Handbook appendices are provided for reference only. When the documents below are used in service of UVU MSW Program operations, they are distributed via Qualtrics, Adobe, or access via a UVU website. Formatting as shown below may differ.

Appendix A: Handbook Acknowledgement

MSW Program Handbook Acknowledgement Page

By signing this document, I (printed name) _____
acknowledge that I have read and understood the information provided in this MSW Student Handbook,
including program disclosures, policies, and expectations.

- I understand that completing the UVU MSW Program does not guarantee that I will become licensed after graduation.
- I understand that the MSW Program expects students to adhere to the NASW Code of Ethics and violations of such may result in disciplinary measures.

I agree to adhere to this handbook and the evaluation, and other processes, policies, and expectations of Utah Valley University and the UVU MSW Program.

Signature

Date

Appendix B: Leave of Absence Acknowledgement

MSW Leave of Absence Acknowledgement

The UVU MSW Program expects students to maintain continuous registration and complete all their course and practicum requirements sequentially with their cohort of admission. For students in the Advanced Standing program, this is three semesters beginning in the summer semester. For students in the Two-Year program, this is four semesters, beginning in the fall semester. The MSW Program schedules courses to service the planned progression.

Unforeseen life circumstances such as military assignment, religious service, or extreme medical hardships can make it impossible maintain registration in the program. **When such extenuating circumstances occur, it is appropriate for the student to speak with the MSW Program director about a leave of absence (UVU Policy 661).**

[Student Name] is receiving this notice because they have petitioned the Master of Social Work Program for a leave of absence.

To facilitate a leave of absence from the MSW Program, the student is expected to do the following:

- Meet with the MSW Program Director for approval. No leave of absence will be considered until this is completed.
- Complete [UVU Graduate Studies Leave of Absence](#) form and the MSW Leave of Absence Acknowledgement.
- Inform the program by the provided deadline in this form if the student is still committed to returning from a leave of absence during the agreed upon return date.
- Meet with the MSW Advisor to review graduation plan and remove holds prior to registering for courses.
- Consult with the MSW Field Education Director when requested for review of progress and/or special conditions related to completing practicum.
- Respond to communication from program staff for instruction and information regarding the Social Work Practicum Fair, MSW Orientation, and other updates regarding the students return.
- Inform the program within a reasonable timeframe of updates that make the student unable to return from a leave of absence.

Per the MSW Student Handbook, only students who have enrolled in and participated in coursework may request a leave of absence. Only one leave of absence is allowed per request and a second request for leave of absence is unlikely to be granted. If the circumstances that led to the student seeking a leave of absence are not resolved by the agreed upon return date, they may need to withdraw from the program.

Below is an acknowledgement of the student's leave of absence and requirements set forth by the MSW Program. Once all parties have signed a copy will be provided to the student and filed with the MSW Program.

Student Name: _____

Date: _____

UVid: _____

Semester started in MSW Program: _____ Semester leaving: _____

Semester returning from LOA: _____ **Deadline to confirm program of return:** _____

Student Signature: _____

MSW Program Director: _____

Date: _____

Decision:

- ☐ Approved
- ☐ Denied
- ☐ Other

Comments:

MSW Field Education Director: _____

Date: _____

Comments:

MSW Advisor: _____

Date: _____

Appendix C: UVU Master Internship Agreement

Utah Valley University

Master Internship Agreement

This master internship agreement is dated _____ and is between Utah Valley University, a body corporate and politic of the State of Utah (“UVU”) and _____ (“Provider”).

UVU is a public university that offers degree programs in a wide variety of disciplines. Some of those programs offer classes and other coursework that are academically enhanced by practical work experiences outside the traditional classroom setting.

UVU desires to complement that coursework by providing its students with an opportunity to participate in practical work experiences through student internship positions with various companies and organizations.

Provider has student internship positions which complement that coursework, and desires to allow UVU students to participate in those internship positions.

The parties therefore agree as follows:

1. UVU’s Responsibilities. During the Term (as defined below). UVU shall do all of the following:

1.1. Internship Program. UVU shall organize and coordinate a student internship program (the “Internship Program”) for the purpose of identifying and providing UVU students who are potentially qualified for internship positions with Provider.

1.2. Advertisement by Provider. UVU shall permit Provider to advertise Provider’s internship positions to UVU students.

1.3. Certification of Eligibility. UVU shall certify the academic eligibility of students registering for internship positions with the Internship Program (each such certified student, an “Intern”). A student will be eligible for the Internship Program if the student, in UVU’s reasonable judgment, has the educational background and skills required for advertised internship positions and will meet departmental requirements for participation. By certifying the academic eligibility of a potential Intern pursuant to this section, UVU is not making any warranty or guarantee to Provider about the competency, dependability, or qualifications of any Intern or the suitability of any Intern for any purpose.

1.4. Orientation. UVU shall conduct a pre-internship orientation for all Interns.

1.5. Academic Supervision. UVU will be responsible for providing academic instruction and academic evaluations of Interns, including (i) grades and other assessments, including the establishment of grading criteria; (ii) determinations of the amount of academic credit (if any) to be earned through internships; and (iii) establishing the requirements each Intern must meet to earn academic credit for an internship.

1.6. Faculty Supervisor. UVU shall designate, for each Intern, a Faculty Supervisor, who shall monitor and evaluate the Intern's performance during the internship and serve as a liaison between UVU and Provider to better foster communication, expectations, and cooperative efforts between the parties.

1.7. Provider's Policies. If Provider furnishes UVU with copies of Provider's policies that relate to the particular requirements of Provider's internship positions, UVU will provide a copy of those policies to each Intern that is assigned to Provider.

1.8. International Internships Insurance and Travel. UVU shall require all Interns performing internships outside of the United States to purchase travel insurance from UVU's insurance provider. Provider acknowledges that the UVU Office for Global Engagement registers UVU student international travel, but does not coordinate travel logistics, visa support, accommodations and room/board, or internship work experiences abroad. Provider further acknowledges that internship credit is granted by UVU colleges and departments, but travel arrangements are the responsibility of the student in consultation with their internship provider or company.

2. Provider's Responsibilities. During the Term, Provider shall do all of the following:

2.1. Position Descriptions. Provider shall, for each student internship position, prepare a position description that specifies the duties and responsibilities of the position. Provider shall provide a copy of each of these descriptions to UVU.

2.2. Intern Selection Criteria. Provider shall notify UVU of all selection criteria and any background investigations, drug tests, health screenings, or other comparable requirements that Interns would be required to satisfy before beginning an internship. Provider may use any lawful selection criteria for Interns that Provider determines best fits Providers needs and preferences.

2.3. Intern Supervisor. Provider shall designate, separately for each Intern, an employee of Provider to serve as the Intern's supervisor and as the liaison between Provider and UVU relating to the Intern's internship.

2.4. Intern Experiences. Provider shall provide to each Intern:

- 2.4.1. a designated workspace;
- 2.4.2. resources sufficient for the Intern to complete all internship assignments;
- 2.4.3. a designated work schedule (subject to section 6.3 where applicable);
- 2.4.4. regular and meaningful opportunities to perform a variety of tasks within the position description, so that the Intern may acquire and practice skills relating to the Intern's academic program at UVU;

- 2.4.5. regular and meaningful opportunities to observe and participate in meetings and events relating to the subject matter of the internship; and
- 2.4.6. regular training, supervision, and feedback.

2.5. **Intern Evaluations.** Provider shall complete evaluation materials for each Intern, in the form and format specified by UVU, and provide the completed evaluations to UVU in accordance with a mutually agreeable schedule (but in any event no later than the last day of each of UVU's academic semesters).

2.6. **UVU Site Visits.** Provider shall permit UVU faculty or administrators to visit all locations of Provider where Interns are or may be placed pursuant to this agreement and make reasonable efforts to accommodate site visits of Provider's facilities requested by UVU faculty or administrators.

3. **Term.** For purposes of this agreement, the "Term" begins on the date of this agreement and ends on the third anniversary of this agreement, except that either party may end the Term sooner by delivering a written notice of termination to the other party, in which case the Term will end on the last day of the UVU academic semester within which that notice was delivered. The Term may be extended only by a written agreement that complies with section 8.

4. **Representations of Provider.** Provider states that:

- 4.1. It has sufficient resources, employees, facilities, and available tasks to provide the internships contemplated by this agreement;
- 4.2. It is an equal opportunity employer and does not discriminate in hiring or other employment decisions on any basis forbidden by law (including sex, age, race, color, national origin, religion, or disability); and
- 4.3. It maintains and enforces policies prohibiting workplace sexual harassment (and other forms of harassment prohibited by law), and that it promptly responds to and investigates all complaints received under these policies.

5. **Insurance.** Provider shall keep in force during the Term a policy of comprehensive general liability insurance with coverage limits no less than \$1,000,000 per occurrence (combined single limit for bodily injury and property damage). Provider may elect to self-insure in lieu of obtaining this insurance from a third party carrier, but only if Provider also reserves at least \$1,000,000 to cover claims for bodily injury or property damage arising out of the internships contemplated by this agreement. Provider shall arrange for UVU and its Trustees to be named as additional insured parties on any policy that it maintains pursuant to this section. Provider shall provide UVU with evidence of the insurance (or self-insurance, where applicable) promptly upon UVU's written request.

6. **Provisions Applicable to Unpaid Internships.** The following provisions apply only to internships occurring during the Term for which Provider is providing no expectation of compensation to the Intern (such an internship, and "Unpaid Internship," and the Intern in question, an "Unpaid Intern"):

6.1. The parties each acknowledge that the provisions of Utah Code §§ 53B16-401 through 53B-16-403 (as amended) will apply to each Unpaid Internship.

6.2. UVU will classify the Unpaid Intern as a volunteer worker of UVU solely to permit the Unpaid Intern to receive workers' compensation medical benefits.

6.3. Provider shall not schedule the Unpaid Intern in a manner that would interfere with the Unpaid Intern's ability to attend required internship meetings or UVU academic courses, to complete UVU coursework and study (even if that coursework or study is unrelated to the Unpaid Internship), or to otherwise attend to the Unpaid Intern's other academic commitments to UVU.

6.4. The tasks that Provider assigns to the Unpaid Intern shall consist of tasks whose primary purpose is to provide beneficial learning to the Unpaid Intern and that are comparable to the instruction (including hands-on instruction) that the Unpaid Intern would receive in an educational environment.

6.5. Provider shall not require the Unpaid Intern to perform any task that displaces (rather than complements) the work of Provider's other paid employees or prospective employees, or that is unrelated to the Unpaid Intern's educational program at UVU.

6.6. The duration of the Unpaid Internship will be limited to the period of time during which Provider is capable of providing the Unpaid Intern with beneficial learning (in most cases, this will be no longer than a single academic semester of UVU).

6.7. Provider shall not make any express or implied promise or commitment to an Unpaid Intern that the Unpaid Intern will, or is likely to, either (a) receive compensation of any nature or character for the Unpaid Internship (whether during or after Unpaid Internship), or be entitled to a paid job at the conclusion of the internship.

7. Provisions Applicable to Paid Internships. The following provisions apply only to internships occurring during the Term for which Provider is providing compensation to the Intern (such as an internship, a "Paid Internship," and the Intern in question, a "Paid Intern"):

7.1. Provider, and not UVU, shall classify a Paid Intern as an employee or independent contractor in accordance with applicable law, and shall have all responsibility, including tax consequences, for that classification. When Provider classifies the Paid Intern as an employee of Provider, Provider shall onboard Paid Intern as such and shall be solely responsible for fulfilling all obligations of an employer with respect to the Paid Internship (including all obligations with respect to reporting, the calculation and payment of wages, the provision of employee benefits, the maintenance of workers' compensation insurance, and the withholding and remittance of applicable taxes).

7.2. Provider shall schedule the Paid Intern in a manner that is sufficiently flexible to enable the Paid Intern to attend required internship meetings and UVU academic courses, while also having a reasonably sufficient time to complete UVU coursework and study (even if that coursework or study is unrelated to the Paid Internship).

7.3. Provider shall comply fully with all laws and regulations applicable to the Paid Intern and the Paid Internship, including all federal and state equal employment opportunity and wage-and-hour laws.

7.4. Provider will be solely responsible for responding to and fulfilling all requests made by Paid Interns for any benefits required by law (including requests for a reasonable accommodation on account of disability, pregnancy, or religion).

7.5. In addition to the insurance described in section 5, Provider shall keep in force a policy of employment practices liability insurance with coverage limits no less than \$1,000,000 per occurrence and that includes coverage for defense costs arising from wage-and hour claims. Provider may elect to self-insure for this coverage but only if Provider also reserves at least \$1,000,000 (in addition to the reserve described in section 5) to cover employment claims arising out of the internships contemplated by this agreement. Provider shall arrange for UVU and its Trustees to be named as additional insured parties on any policy that it maintains pursuant to this section, and shall provide UVU with evidence of this insurance (or self-insurance, where applicable) promptly upon UVU's written request.

7.6. The parties do not intend for UVU to be considered or treated as a joint employer of any Paid Intern for any purpose. So long as Provider complies with this agreement, UVU will not have any ability to control or direct the manner by which Provider supervises or directs the work of any Paid Intern.

8. Separate Agreements between Provider and Interns. Provider may require an Intern to sign a separate agreement between the Intern and Provider and relating to the internship, including an agreement that requires the Intern to keep the trade secrets of Provider confidential, but only if: (a) the separate agreement is consistent with this Agreement, (b) Provider has first obtained UVU's written consent for the separate agreement (which UVU will not unreasonably withhold), and (c) the separate agreement does not purport to bind the Intern to any of the following: a covenant not to compete, a covenant not to sue, a release of claims, an assignment of wages, or a waiver of the Intern's rights under any law or contract.

9. Amendments and Waivers. No amendment of this agreement will be effective unless it is in writing and signed by both parties. No purported waiver of a failure to comply with this agreement will be effective unless it is in writing and signed by the party granting the waiver—and no such waiver will be effective to waive future compliance with this agreement (including with the obligation that was the subject of the waiver). To be valid, any document that UVU must sign pursuant to this section must be signed by its General Counsel.

10. Severability. The parties intend that if any provision of this agreement is held to be unenforceable then that provision will be modified to the minimum extent necessary to make it enforceable (unless that modification is not permitted by law in which case that provision will be disregarded); that if modifying or disregarding the unenforceable provision would result in the failure of an essential purpose of this agreement then the entire agreement will be held unenforceable; that if an unenforceable provision is modified or disregarded in accordance with this section then the rest of the agreement will remain in effect as written; and that any unenforceable provision will remain as written in all circumstances other than the particular circumstance in which it was held to be unenforceable.

11. Changes in Law. If a Change in Law occurs or is to occur, and a party believes that the Change in Law will materially and adversely affect the party's ability to comply with this agreement,

then the party shall notify the other party as soon as possible and thereafter negotiate in good faith about possible modifications to this agreement to address the effect of the Change in Law. If, after 30 days from the date of delivery of the notice of the Change in Law (or by the effective date of the Change of Law, if earlier), the parties are unable to reach an agreement concerning such a modification, then either party may terminate this Agreement. For purposes of this agreement a “Change in Law” means any means the occurrence, after the date of this agreement, of any of the following: (a) the enactment of any law or regulation, (b) a material amendment or other change to an existing law or regulation; (iii) a material change by a government authority or agency in the administration, interpretation, or implementation of an existing law or regulation; or (iv) the issuance of opinion letters, interpretive guidance, administrative policies, or similar directives by a government or authority or agency, whether or not having the force of law.

12. Force Majeure.

12.1. If a Force Majeure Event prevents a party from complying with an obligation in this agreement, that inability to comply will not be a breach of this agreement if

(a) the party uses reasonable efforts to perform the obligation; (b) the party’s inability to perform the obligation is not due to its failure to either take reasonable measures to protect itself against events or circumstances of the same type as that Force Majeure Event, or to develop and maintain a reasonable contingency plan to respond to events or circumstances of the same type as that Force Majeure Event; and (3) that party complies with its obligations in sections 11.2 and 11.3 below. For purposes of this agreement, “Force Majeure Event” means, with respect to a party, any event or circumstance, whether or not foreseeable, that was not caused by that party (other than any aspect of the COVID-19 pandemic, a strike or other labor unrest that affects only that party, an increase in prices or other change in general economic conditions, a Change in Law, or an event or circumstance that results in that party’s not having sufficient funds to comply with an obligation to pay money) and any consequences of that event or circumstance.

12.2. If a Force Majeure Event occurs and a party is, because of that Force Majeure Event, prevented from complying with an obligation in this Agreement, the noncomplying party shall promptly notify the other party of the occurrence of that Force Majeure Event. This notice shall contain details of the Force Majeure Event’s effect on performance and how long the noncomplying party expects that effect to last. Thereafter, the noncomplying party shall update the information in the notice as reasonably necessary, and the parties shall negotiate in good faith whether to modify this agreement to address the effect of the Force Majeure Event.

12.3. During a Force Majeure Event, the noncomplying party shall use reasonable efforts (at its expense) to limit damages to the other party and to resume its performance under this Agreement.

13. No Delegation by Provider. Provider shall not subcontract or otherwise delegate any of Provider’s obligations in this agreement without UVU’s prior written consent. Any attempted delegation in violation of this section will be void.

14. Successors to UVU. Upon notice to Provider, UVU may permit any successor to UVU or to all or substantially all of its assets—whether direct or indirect or by legislative action, purchase, merger, consolidation, change of form, or otherwise—to assume UVU’s rights and obligations in this agreement and to exercise and perform them in the same manner and to the same extent as if that succession had not taken place.

15. Limited Effect of Agreement. The parties do not intend for this agreement to create a joint venture, partnership, principal-agent relationship, or other formal business relationship between Provider and UVU.

16. Notices. For a notice under this agreement to be valid, it must be in writing and delivered either by hand, by email, or by overnight delivery by a national transportation company with a signature requested and with all fees prepaid. A valid notice will be effective when it is received by the party to whom it is addressed, as indicated by the date on the email header or signed receipt, as applicable (except that if the party to whom it is addressed rejects or otherwise refuses to accept it, or if it cannot be delivered because of a change in address for which no notice was given, then the notice will be effective upon that rejection, refusal, or inability to deliver). For a notice to be valid it must also be addressed using the following contact information, unless the party to whom it is addressed has given notice of a change of their contact information:

For provider:

Name: _____

Title: _____

Phone: _____

Address: _____

For UVU: Utah Valley University, c/o UVU Internship Services, 800 W. University Pkwy., Orem, Utah, 84058, internships@uvu.edu, with a copy to Clark Collings, General Counsel, 800 W. University Pkwy., Orem, Utah, 84058, ccollings@uvu.edu.

17. Drafting Conventions. The plural of any term includes the singular, and the singular of any term includes the plural, as the case may be. All dates in this agreement refer to calendar days. All periods of time listed in this agreement are calculated by excluding the day of the event that triggers the period, counting each day within the period (including intermediate

Saturdays, Sundays, and legal holidays in Orem, Utah), and including the last day of the period, except that if the last day is a Saturday, a Sunday, or a legal holiday in Orem, Utah, then the period continues to run until the end of the next day that is not a Saturday, a Sunday, or a legal holiday in Orem, Utah.

18. Authorization. Each party states that it is authorized to enter into this agreement.

19. Governing Law. The substantive and procedural laws of the state of Utah (other than its principles of conflicts of law) govern this agreement and all adversarial proceedings arising out of this agreement.

20. Venue for Disputes. As the exclusive means of resolving any dispute arising out of this agreement, a party may file a lawsuit in a court whose territorial jurisdiction includes Utah County, Utah.

21. Third Party Beneficiaries. The parties do not intend for there to be any third-party beneficiaries of this agreement (except for Interns and Indemnified Parties).

22. Indemnity. Provider shall indemnify and defend UVU and its Trustees, administrators, faculty, employees, insurers, and representatives (each of these, an “Indemnified Party”), in each of the following circumstances: (a) any claim brought or threatened against an Indemnified Party by a third party (other than an Intern) that arises out of any internship conducted pursuant to this agreement; (b) any claim brought or threatened against an Indemnified Party by an Intern that either (i) is a claim for wages or other benefits supposedly due and relating to the internship, (ii) arises out of any duties or tasks performed by the Intern during the internship, or (iii) otherwise arises out of the Intern’s presence in or on Provider’s facilities or the Intern’s interactions or dealings with Provider or any of Provider’s officers, employees, or agents; (c) any claim brought or threatened against an Indemnified Party that arises out of a negligent act of Provider or any of Provider’s officers, employees, or agents; (d) any breach of this agreement by Provider; (e) any violation by Provider or its officers, employees, or agents, of any law or regulation in connection with any Intern or any internship; (f) any actual or threatened enforcement action against an Indemnified Party by the Department of Labor or any comparable state agency that relates to an actual or claimed failure of the Intern to receive all wages and benefits due on account of the internship; and (g) any actual or threatened enforcement action against an Indemnified Party by any other government agency (including a taxing authority) that relates to any internship provided by Provider or to any of Intern’s dealings or interactions with Provider or its officers, employees, or agents. An Indemnified Party who is owed a defense pursuant to this section may select lawyers of its own choice with respect to the matter for which the defense is owed and will be entitled to sole control over the defense of the claim (including with respect to potential settlement). For purposes of this agreement “Indemnifiable Losses” means any judgments, settlements, awards, fines, penalties, interest, attorneys’ fees, assessments, and other costs and expenses arising out of or relating to the circumstance in question.

23. Disclaimer. Neither party will be liable to the other party for lost profits or other remote or speculative losses supposedly arising out of a breach or claimed breach of this agreement.

24. Attorneys' Fees. In any adversarial proceeding arising out of this agreement, the prevailing party will be entitled to recover its reasonable attorneys' fees from the nonprevailing party, in addition to the prevailing party's other costs and expenses of the proceeding.

25. Governmental Immunity. Provider acknowledges that UVU is a governmental entity under the Governmental Immunity Act of Utah, Utah Code Chapter 63G-7 (the

"Immunity Act"), If Provider is also a governmental entity under the Immunity Act, UVU likewise acknowledges that fact. By entering into this agreement, UVU does not intend to either (a) waive any protections, rights, or defenses available to UVU under the Act (including the limitations on judgments described in Section 63G-7-604), or (b) incur, by contract or otherwise, any liability for the operations, acts, or omissions of Provider or any other third party.

26. Entire Agreement. This document contains the entire understanding and agreement between the parties concerning the subject matters covered in this document and supersedes all other agreements, understandings, and negotiations between the parties concerning those subject matters, whether written or oral. The parties state that, when deciding whether to enter into this agreement, neither of them relied upon any promise or other arrangement (oral or otherwise) that is not contained in this document.

One signature page follows.

The parties are each signing this agreement effective as of the date listed in the introductory clause:

UTAH VALLEY UNIVERSITY

By: _____

Director of Internship Services

PROVIDER

By: _____

Appendix D: Placement Agreement

UVU MSW Field Education Placement Agreement

Student Information

1.Student First Name *Please indicate your preferred first name here.*

2.Student Last Name

3.UV ID Number

4. Student Email

5. Student Cell Phone *Please enter in the following format: ###.###.#### (may use dashes or periods)*

6. 2025-26 Practicum Agency

7. Student Pay (please specify amount and whether you are paid per hour, per clinical hour, or via stipend)

Supervisor Information

Please read the following information carefully before completing this section. Students should receive at least one hour of weekly supervision, which may be individual or dyadic, with a licensed clinical social worker (LCSW). In some circumstances, the student may be assigned a primary supervisor with alternate credentials (LMFT, CMHC, etc.). When this occurs, the agency is required to provide additional regular supervision time with an LCSW in order to meet UVU MSW program accreditation requirements. In addition to providing weekly supervision, the supervisor is expected to assist the student in developing a learning plan (using the template provided by the program) and identify opportunities within the agency setting for the student to develop social work competencies. The supervisor should also plan to participate in mid-semester check-ins (site visits) with the student and field director, and complete timely mid-semester and final evaluations.

8. I have read and understand the information above. I understand that I must receive at least one hour of weekly supervision, which can be individual or dyadic. If my primary supervisor is not an LCSW, I understand that I must receive additional regular supervision from an LCSW to ensure the UVU MSW program remains in compliance with CSWE accreditation requirements.

☐ Yes. (1)

☐ No. (2)

9. Practicum Supervisor First Name

10. Practicum Supervisor Last Name

11. Practicum Supervisor Email

12. Practicum Supervisor Credentials (LCSW, LMFT, CMHC, PhD)

13. Practicum Supervisor License Number License *number and information can be found at <https://secure.utah.gov/llv/search/index.html> (copy and paste this link into a separate tab).*

Scheduling & Hours

Please read the following information carefully before completing this section.

First year MSW students must complete a total of 400 practicum hours. They may begin working in their practicums at the beginning of fall semester (mid-August) and conclude at the end of spring semester (end of April). If desired and/or requested by the agency, students may complete up to 50 hours of training beginning on August 1st, and these hours will count toward their practicum total. However, first year students must wait until the first day of fall semester to begin working directly with clients.

Students should coordinate their weekly practicum schedule directly with their practicum agency. UVU MSW classes are held on Fridays between 8am and 5pm; therefore, agencies should not schedule regular hours or require additional trainings during this time. Students are encouraged to use university breaks for rest and rejuvenation; they should coordinate directly with their agency supervisor to ensure adequate coverage and client continuity of care during these breaks. If desired, students may continue working during breaks and count their hours toward their practicum total. Students must continue working at their practicum agency until the end of spring semester regardless of when they complete their required practicum hours. They are encouraged to plan their weekly practicum schedule so as to complete their required practicum hours as close to the end of spring semester as possible.

14. I have read and understand the above information. I agree to complete the required number of practicum hours within the established time frame. I understand that I must continue tracking my hours until the last day of my practicum, regardless of when I finish the required number of hours.

☐ Yes. (1)

☐ No. (2)

Upon submission, both the student and the supervisor will receive a confirmation email with a copy of

the completed agreement. By typing my name in the box below, I acknowledge that the information I have provided is accurate. I understand that if there are any changes after completing this agreement, I must inform the MSW Associate Field Director immediately by sending an email to kendra.blinzinger@uvu.edu.

Appendix E: Learning Agreement - Advanced Generalist Year

MSW Student Advanced Generalist Learning Agreement

Instructions: The student learning agreement provides a broad framework for developing an individualized learning plan which is responsive to the needs of the student and the resources of the field agency. The student is required to develop one SMART (specific, measurable, achievable, realistic, and timely) goal for Competencies 1-5. For Competencies 6-9, the student is required to develop a SMART goal for each level of practice (individuals, families, groups, organizations, and communities) that includes components of engagement (Competency 6), assessment (Competency 7), intervention (Competency 8) and evaluation of practice (Competency 9). Goals will be evaluated at the end of the semester and are expected to be completed at the end of the field practicum. The field instructor is expected to review the goals and supervise the student's progress and development.

Student _____

Agency _____

Field

Class Standing (1st Year, 2nd Year, Advanced

Instructor _____

Standing) _____

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social work practitioners consistently demonstrate advanced knowledge of the NASW Code of Ethics, agency rules and regulations, and the relevant federal and state laws and policies that govern social work practice and licensing. When confronted with ethical dilemmas of increasing complexity, advanced generalist practitioners' model ethical and skilled decision-making through identifying 1) the facts of the situation, 2) their reactions, values, and biases, and 3) the relevant ethical standards, rules, regulations, and laws. Advanced generalist practitioners identify as professional social workers at an advanced level, representing and advocating the profession's mission, values, and frameworks when practicing on interdisciplinary teams. Advanced generalist practitioners' model professional behavior and seek out opportunities to increase their knowledge and improve their practice skills. Advanced generalist social workers:

Demonstrate advanced critical thinking and analysis when responding to ethical dilemmas of increasing complexity at the micro, mezzo, and macro systems of practice.	Outline goals here:
Consistently employ self-reflection, self-monitoring, and self-correction in their professional behaviors and boundaries when engaging in direct practice or indirect social work practice.	
Apply self-care knowledge and practices to ensure the use of self is effective and ethical in their interactions with clients and colleagues.	
Model, embrace, and advocate for social work values and principles in both client based and organizational or community based situations in interdisciplinary practice settings, as applicable.	
Competency 2: Engage Diversity and Difference in Practice	
Advanced generalist social work practitioners understand that the relationship between diverse individuals and the various systems with which they interact (including, but not limited to family, community, child welfare, school/educational, criminal justice, mental and behavioral health, and health systems), has included experiences of discrimination, marginalization, and oppression within our community. Advanced generalist practitioners use this knowledge to engage diverse clients with empathy and establish collaborative working relationships that emphasize client identities, strengths, and shared power. Advanced generalist practitioners scrutinize and challenge assumptions and biases about diverse populations that are widespread in the community. Advanced generalist practitioners esteem and respect cultural values and communication styles. Advanced generalist social workers:	

Select and apply methods, skills, and interventions that are attuned to clients’ identities, cultures, and experiences of marginalization and oppression.	Outline goal here:
Employ the client’s natural support system in resolving problems with awareness and sensitivity to the uniqueness in the client’s familial, cultural, and social environments.	
Continually examine and challenge biases and assumptions related to diverse populations in order to promote culturally sensitive and competent social work services at an advanced generalist level.	
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
Advanced generalist social work practitioners understand that the realization of human rights and social, economic, and environmental justice and security affect the bio-psycho-social-spiritual functioning of client systems. Advanced generalist practitioners exhibit a heightened ability to recognize the ways that our community and region continue to uphold systems that restrict access to resources and services for marginalized populations. Advanced generalist practitioners are committed to protecting human rights and enhancing social, economic, and environmental justice within our community and have an expanded repertoire of skills, including legislative advocacy, program design, funding, and community organization to do so. Advanced generalist social workers:	
Identify gaps in, or barriers to, equitable distribution of resources and services that increase social, economic, or environmental justice at an advanced generalist level.	Outline goal here:

Advocate with, and on behalf of, client systems to address barriers to equitable distribution of resources and services at micro, mezzo, and macro levels of social work practice.	
Empower underserved, oppressed, and marginalized clients and populations to promote and advocate for social and economic justice in their local community and state environments.	
Competency 4: Engage In Practice-informed Research and Research-informed Practice Advanced generalist social work practitioners value the scientific process and advance their ability to evaluate the credibility of diverse sources, including empirical research, and ways of knowing. Advanced generalist practitioners assess how applicable evidence-based interventions are for specific client populations. Advanced generalist practitioners are knowledgeable in the stages of the empirical research process. They plan and carry out empirical practice-informed research to advance the science and practice of social work and disseminate acquired findings to relevant audiences. Advanced generalist social workers:	
Autonomously and consistently evaluate and integrate research evidence on direct and indirect practice modalities and approaches and apply to advanced generalist practice.	Outline goal here:
Use practice experience and theory to help identify gaps in practice-informed research.	
Effectively communicate original, empirical research results and applications to social work practice with relevant stakeholders.	

Competency 5: Engage in Policy Practice

Advanced generalist social work practitioners understand that agency, local, state, and federal policy affect the bio-psycho-social-spiritual functioning of client systems and demonstrate an enhanced ability to analyze and intervene in the legislative process in the State of Utah. Advanced generalist practitioners' value and participate in local and state governing bodies and processes. Advanced generalist social workers:

Evaluate public, private, or non-profit approaches to policy implementation for individuals, families, groups, organizations, and communities.

Propose or advocate for improved or additional local and organizational policies to improve services for individuals, families, groups, organizations, and communities.

Demonstrate advanced understanding and ability to advocate within local and state legislative processes.

Outline goal here:

Review each Competency below and develop one or two goals for each level of practice.

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

Advanced generalist social work practitioners are cognizant of the social environment in which they practice and develop the specialized expertise to engage client systems effectively. In our social environment, advanced generalist practitioners maintain the importance of human relationships as they engage increasingly complex client systems experiencing increasingly complex mental and behavioral health disorders and challenges to community well-being and inclusivity. Advanced generalist practitioners understand that mezzo and macro systems influence, and are influenced by, individuals' mental and behavioral health and skillfully engage systems to improve well-being. Advanced generalist practitioners engage client systems in creating therapeutic environments beneficial to assessment, intervention, and evaluation. Advanced generalist practitioners recognize how their personal experiences with mental and behavioral health may impact their ability to engage with client systems. Advanced generalist social workers:

- Autonomously integrate theoretical, cultural, and research knowledge to engage increasingly complex client systems and constituencies at the advanced generalist level;
- Employ and model conscious and professional use of self at the advanced generalist level;
- Effectively communicate, coordinate, and advocate with other providers and interdisciplinary teams to address mutually agreed-upon goals at the advanced generalist level

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

Advanced generalist social work practitioners are cognizant of the social environment in which they practice and develop the specialized expertise to assess diverse client systems effectively. In our social environment, advanced generalist practitioners develop their knowledge and skill to effectively assess increasingly complex individuals, families, groups, organizations, and communities. Further, advanced generalist practitioners adjust assessment protocols for client systems at various developmental stages. Advanced generalist practitioners augment mental and behavioral health assessment with data from diagnostic tools and the DSM. Advanced generalist practitioners assess organizations and communities for commitment to principles of diversity, equity, and inclusion as emphasized in the NASW Code of Ethics. Advanced generalist social workers:

- Engage autonomously in ongoing assessment that responds to the unique characteristics, situations, strengths, and challenges of client systems and constituencies at the advanced generalist level;
- Utilize evidence-informed, ethical, and appropriate screening and assessment tools at the advanced generalist level;
- Identify how an organization's policies align with cultural humility and diversity, equity, and inclusion as emphasized in the NASW Code of Ethics at the advanced generalist level.

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

Advanced generalist social work practitioners are cognizant of the social environment in which they practice and develop the specialized expertise to intervene with diverse client systems effectively. The advanced practitioner demonstrates advanced skill and sophistication in understanding, identifying, analyzing, and implementing evidence-informed interventions in increasingly complicated practice situations, including those that involve mental and behavioral health disorders. Advanced generalist practitioners have an increased range of practice modalities to intervene with individuals, families, groups, organizations, and communities and value the collaboration across systems that contributes to increased well-being. Advanced generalist practitioners prioritize research-informed practice and intervene using evidence-based practice modalities (including but not limited to, Cognitive Behavioral Therapy, Motivational Interviewing, Dialectical Behavioral Therapy, Emotionally Focused Therapy, and Structural Family Therapy) in practice with individuals, families, and groups. Additionally, advanced generalist practitioners further their indirect practice capabilities to include community development, program

development funding, and social policy analysis and practice specific to the Utah State Legislature. Advanced generalist social workers:

- Autonomously implement collaborative, client-centered, culturally appropriate, and research-informed interventions to address increasingly complex client systems and challenges at the advanced generalist level;
- Autonomously facilitate effective transitions and endings to advance mutually agreed upon goals for individuals, families, groups, organizations, and communities at the advanced generalist level;
- Enhance cultural humility and competent practice in programs and organizations at the advanced generalist level.

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

Advanced generalist social work generalist practitioners are cognizant of the social environment in which they practice and develop the specialized expertise to effectively evaluate practice with diverse client systems. Advanced generalist practitioners demonstrate advanced ability to continuously evaluate practice with increasingly complex client systems and practice situations by applying theoretically sound and research informed evaluation practices and tools. Advanced generalist practitioners value client participation in the evaluation process and apply evaluation outcomes to further enhance their practice. Advanced generalist social workers:

- Elicit feedback from diverse clients and apply it to all levels of social work practice;
- Autonomously monitor and evaluate interventions and outcomes at all levels of social work practice;
- Utilize supervision effectively to monitor and evaluate advanced skill acquisition and application at the advanced generalist level.

Engage with, Assess, Intervene with, and Evaluate Practice with Individual(s)
Outline goal here:

Engage with, Assess, Intervene with, and Evaluate Practice with Families
Outline goal here:

Engage with, Assess, Intervene with, and Evaluate Practice with Group(s)

--

Engage with, Assess, Intervene with, and Evaluate Practice with Organization

Outline goal here:

Engage with, Assess, Intervene with, and Evaluate Practice with Community
--

Outline goal here:

I _____ have reviewed this learning agreement and will work toward the satisfactory completion of each goal. If a conflict or issue arises preventing me from continuing or completing any task(s), I will immediately discuss the issue with my field instructor to determine a suitable alternative. I acknowledge that failure to complete any of these tasks by the end of the indicated semester may negatively impact my field evaluation.

I _____ have reviewed this learning agreement and will meet regularly with the student to support his/her success in the satisfactory completion of each goal. If I become aware of an issue or conflict preventing the student from completing any task(s), I will work with the student to determine a suitable alternative. I will refer to this document to provide a full and accurate field evaluation for the student.

Student signature:

Field instructor signature:

Appendix F: Final Field Evaluation – Generalist Year

Supervisor Final Evaluation of Student

This evaluation should take approximately 10-15 minutes to complete and is comprised of three parts:

- (1) Assessment of student's demonstration of social work competency behaviors.
- (2) Assessment of student's ability to engage, assess, intervene and evaluate at each level of social work practice.
- (3) Brief written evaluation of student's overall practicum performance.

Once submitted, a copy of this evaluation will be emailed to both you and your student. You are welcome and encouraged to review it with them!

1. Supervisor First Name

2. Supervisor Last Name

3. Supervisor Email

4. Agency

5. Student First Name

6. Student Last Name

7. Student Email (*Student will receive a copy of your completed evaluation.*)

Part 1 of 3: Assessment of student's demonstration of social work competency behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

How would you rate the student on each of the following competency behaviors?	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (7)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (9)
(1) 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) Demonstrate professional behavior; appearance; and oral, written, and electronic communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) Use technology ethically and appropriately to facilitate practice outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(4) Use supervision and consultation to guide professional judgment and behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

How would you rate the student on each of the following competency behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
(1)Advocate for human rights at the individual, family, group, organizational, and community system levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2)Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

How would you rate the student on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
(1) Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice How would you rate the student on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
(1)Apply research findings to inform and improve practice, policy, and programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2)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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency 5: Engage in Policy Practice

How would you rate the student on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
(1)Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2)Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

How would you rate the student on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
(1)Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2)Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities How would you rate the student on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
(1)Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2)Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

How would you rate the student on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
(1)Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2)Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

How would you rate the student on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
(1)Select and use culturally responsive methods for evaluation of outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2)Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2 of 3: Assessment of student's ability to engage, assess, intervene and evaluate
at each level of social work practice

1. How would you rate the student on their ability to engage, assess, intervene, and evaluate practice with **individuals**?

- ☐ Inadequate/No Competence Demonstrated (1)
- ☐ Novice/Beginning Competence (2)
- ☐ Basic/Moderate Competence (3)
- ☐ Strong Competence (4)
- ☐ Exceptional Competence (5)

2. How would you rate the student on their ability to engage, assess, intervene, and evaluate practice with **families**?

- ☐ Inadequate/No Competence Demonstrated (1)
- ☐ Novice/Beginning Competence (2)
- ☐ Basic/Moderate Competence (3)
- ☐ Strong Competence (4)
- ☐ Exceptional Competence (5)

3. How would you rate the student on their ability to engage, assess, intervene, and evaluate practice with **groups**?

- ☐ Inadequate/No Competence Demonstrated (1)
- ☐ Novice/Beginning Competence (2)
- ☐ Basic/Moderate Competence (3)
- ☐ Strong Competence (4)
- ☐ Exceptional Competence (5)

4. How would you rate the student on their ability to engage, assess, intervene, and evaluate practice with **organizations**?

- ☐ Inadequate/No Competence Demonstrated (1)
- ☐ Novice/Beginning Competence (2)
- ☐ Basic/Moderate Competence (3)
- ☐ Strong Competence (4)
- ☐ Exceptional Competence (5)

5. How would you rate the student on their ability to engage, assess, intervene, and evaluate practice with **communities**?

- ☐ Inadequate/No Competence Demonstrated (1)
- ☐ Novice/Beginning Competence (2)
- ☐ Basic/Moderate Competence (3)
- ☐ Strong Competence (4)
- ☐ Exceptional Competence (5)

Part 3 of 3: Written evaluation of student's overall practicum performance

1. In your observation, what are the student's greatest strengths?

2. What would you most encourage the student to work to improve in their next practicum (if they are currently a 1st year) or as they embark on their social work career (if they are graduating)?

3. Would you like to share any final thoughts and/or feedback regarding the student's practicum performance this year?

Appendix G: Final Field Evaluation – Advanced Generalist Year

Supervisor Final Evaluation of Student (Advanced)

**** This should be completed for 2nd year and advanced standing students only. ****

1. Supervisor First Name

2. Supervisor Last Name

3. Supervisor Email

4. Agency

5. Student First Name

6. Student Last Name

7. Student Email (*Student will receive a copy of your completed evaluation.*)

Competency 1: Demonstrate Ethical and Professional Behavior

How would you rate the student on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (7)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (9)
Demonstrate advanced critical thinking and analysis when responding to ethical dilemmas of increasing complexity at the micro, mezzo, and macro systems of practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistently employ self-reflection, self-monitoring, and self-correction in their professional behaviors and boundaries when engaging in direct practice or indirect social work practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply self-care knowledge and practices to ensure the use of self is effective and ethical in their interactions with clients and colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Model, embrace, and advocate for social work values and principles in both client-based and organizational or community-based situations in interdisciplinary practice settings, as applicable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency 2: Engage Diversity and Difference in Practice

How would you rate the student on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
Select and apply methods, skills, and interventions that are attuned to clients' identities, cultures, and experiences of marginalization and oppression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ the client's natural support system in resolving problems with awareness and sensitivity to the uniqueness in the client's familial, cultural, and social environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Continually examine and challenge biases and assumptions related to diverse populations in order to promote culturally sensitive and competent social work services at an advanced generalist level. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

How would you rate yourself on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
Identify gaps in, or barriers to, equitable distribution of resources and services that increase social, economic, or environmental justice at an advanced generalist level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advocate with, and on behalf of, client systems to address barriers to equitable distribution of resources and services at micro, mezzo, and macro levels of social work practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Empower underserved, oppressed, and marginalized clients and populations to promote and advocate for social and economic justice in their local community and state environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

How would you rate the student on each of the following competency-based behaviors?

	Inadequate /No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
Autonomously and consistently evaluate and integrate research evidence on direct and indirect practice modalities and approaches and apply to advanced generalist practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use practice experience and theory to help identify gaps in practice-informed research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively communicate original, empirical research results and applications to social work practice with relevant stakeholders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Competency 5: Engage in Policy Practice

How would you rate yourself on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
Evaluate public, private, or non-profit approaches to policy implementation for individuals, families, groups, organizations, and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Propose or advocate for improved or additional local and organizational policies to improve services for individuals, families, groups, organizations, and communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate advanced understanding and ability to advocate within local and state legislative processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Engagement, Assessment, Intervention, and Evaluation of Practice

1. How would you rate the student on their ability to engage, assess, intervene, and evaluate practice with **individuals**?

- ☐ Inadequate/No Competence Demonstrated (1)
- ☐ Novice/Beginning Competence (2)
- ☐ Basic/Moderate Competence (3)
- ☐ Strong Competence (4)
- ☐ Exceptional Competence (5)

2. How would you rate the student on their ability to engage, assess, intervene, and evaluate practice with **families**?

- ☐ Inadequate/No Competence Demonstrated (1)
- ☐ Novice/Beginning Competence (2)
- ☐ Basic/Moderate Competence (3)
- ☐ Strong Competence (4)
- ☐ Exceptional Competence (5)

3. How would you rate the student on their ability to engage, assess, intervene, and evaluate practice with **groups**?

- ☐ Inadequate/No Competence Demonstrated (1)
- ☐ Novice/Beginning Competence (2)
- ☐ Basic/Moderate Competence (3)
- ☐ Strong Competence (4)
- ☐ Exceptional Competence (5)

4. How would you rate the student on their ability to engage, assess, intervene, and evaluate practice with **organizations**?

- ☐ Inadequate/No Competence Demonstrated (1)
- ☐ Novice/Beginning Competence (2)
- ☐ Basic/Moderate Competence (3)
- ☐ Strong Competence (4)
- ☐ Exceptional Competence (5)

5. How would you rate the student on their ability to engage, assess, intervene, and evaluate practice with **communities**?

- ☐ Inadequate/No Competence Demonstrated (1)
- ☐ Novice/Beginning Competence (2)
- ☐ Basic/Moderate Competence (3)
- ☐ Strong Competence (4)
- ☐ Exceptional Competence (4)

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

How would you rate the student on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
Autonomously integrate theoretical, cultural, and research knowledge to engage increasingly complex client systems and constituencies at the advanced generalist level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Employ and model conscious and professional use of self at the advanced generalist level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively communicate, coordinate, and advocate with other providers and interdisciplinary teams to address mutually agreed-upon goals at the advanced generalist level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

How would you rate the student on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
Engage autonomously in ongoing assessment that responds to the unique characteristics, situations, strengths, and challenges of client systems and constituencies at the advanced generalist level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize evidence-informed, ethical, and appropriate screening and assessment tools at the advanced generalist level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify how an organization's policies align with cultural humility and diversity, equity, and inclusion as emphasized in the NASW Code of Ethics at the advanced generalist level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

How would you rate the student on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
Autonomously implement collaborative, client-centered, culturally appropriate, and research-informed interventions to address increasingly complex client systems and challenges at the advanced generalist level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomously facilitate effective transitions and endings to advance mutually agreed upon goals for individuals, families, groups, organizations, and communities at the advanced generalist level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance cultural humility and competent practice in programs and organizations at the advanced generalist level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

How would you rate the student on each of the following competency-based behaviors?

	Inadequate/No Competence Demonstrated (1)	Novice/Beginning Competence (2)	Basic/Moderate Competence (3)	Strong Competence (4)	Exceptional Competence (5)
Elicit feedback from diverse clients and apply it to all levels of social work practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomously monitor and evaluate interventions and outcomes at all levels of social work practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize supervision effectively to monitor and evaluate advanced skill acquisition and application at the advanced generalist level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Written Feedback

1. In your observation, what are the student's greatest strengths?

2. What would you most encourage the student to work on as they graduate and begin their professional social work career?

3. Would you like to share any final thoughts and/or feedback regarding the student's practicum performance this year?

Appendix H: Student Evaluation of Field Experience

Student Evaluation of Practicum Experience

1. First Name

2. Last Name

3. UVU Email

4. Practicum Agency

5. Practicum Supervisor

6. Supervisor Email

8. Class Standing

1st year (1)

2nd Year (2)

Advanced Standing (3)

Please complete the following evaluation:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
My practicum placement provided an opportunity to integrate classroom theory and practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Agency staff communicated an attitude of acceptance and helpfulness conducive to a positive learning experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my practicum placement offered a good opportunity for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received a minimum of one hour of supervision each week.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This practicum experience stimulated the use of critical thinking (i.e., analysis, synthesis, problem solving, and evaluation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This practicum placement provided the opportunity to be appropriately involved and busy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was given individual responsibility for my own case(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workload expected by the agency was appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because of my experience in the agency, I understand what it means to be a generalist practitioner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this practicum placement to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend my practicum supervisor to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I was treated as a valuable, professional colleague in this agency.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What training and/or preparation (knowledge, skills, resources, etc.) from the AGENCY would have improved the beginning of your practicum experience? Please share ANY and ALL of your suggestions and ideas!

What training and/or preparation (knowledge, skills, resources, etc.) from the MSW PROGRAM would have improved the beginning of your practicum experience? Please share ANY and ALL of your suggestions and ideas!

What are the most valuable things you have learned from your practicum experience this year?

In what areas do you believe you could still use improvement?

Any other comments, questions, concerns, suggestions?

Appendix I: Field Instructor Evaluation of Field Education Program

Field Instructor Evaluation of Field Education Program

Student Name:	
Agency:	

In order to continually improve our program, your feedback is requested. Please rate the following on a scale of 1 (low) to 5 (high).

	1	2	3	4	5
1. The Field Director provided direction and guidance with regards to the purposes and objectives of the practicum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Early contacts with the Field Director were clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communication with the Field Director throughout the practicum was sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The Field Manual helped me fulfill my responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. The Field Director made clear to me my roles and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The Field Director was responsive to my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The site visits promoted a practicum that was educationally driven.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The student was well-prepared educationally for this practicum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The annual Field Instructor Conference helped me better understand the program and provided meaningful instruction to field instructors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I would recommend this field education program to a colleague.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. How could we improve the field education program to make it meet your agency's needs better?					
12. What is a strength of our program that we should continue?					
13. Please share any other comments you have.					

Appendix J: Employment-Based-Practicum Application

Employment-Based Practicum Application

MSW Field Education

Student Name:
Student ID:
Agency/Organization:
Agency Address:
Current Job Title:
Proposed Field Instructor:

Licensure/License #:

Email/Phone:
Proposed Practicum Start/End Dates:

Be advised, the MSW Program will only consider a student request to conduct an employment-based practicum if the following requirements are met:

- The student must be in good standing and not involved in a review process.
- The student must have been employed by the fieldwork site for a minimum of 3 months.
- The student may only count 15 hours per week of their work hours towards field hours.
- The field agency must provide supervision as dictated by CSWE standards.

I. Agency Description

II. Employment Duties (Summary)

III. Student Practicum Duties (Summary)

IV. Differentiation Between Employment and Practicum Roles

Area	Employment Role	Student Practicum Role
Supervision	Supervised by:	Supervised by:
If same supervisor, how will roles be differentiated?		
Caseload		
Focus		
Documentation		
Professional Development		
How will dual relationships be avoided?		

V. Integration of the Nine CSWE Competencies

CSWE Competency	Learning Activities as Student Intern
1. Demonstrate Ethical and Professional Behavior	
2. Engage Diversity and Difference in Practice	
3. Advance Human Rights and Social, Economic, and Environmental Justice	
4. Engage In Practice-informed Research and Research-informed Practice	
5. Engage in Policy Practice	
6. Engage with Individuals, Families, Groups, Organizations, and Communities	

7. Assess Individuals, Families, Groups, Organizations, and Communities	
8. Intervene with Individuals, Families, Groups, Organizations, and Communities	
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	

VI. Proposed Weekly Schedule

Day	Hours Worked (Employment)	Hours for Practicum (Internship)
Monday		
Tuesday		
Wednesday		
Thursday		
Friday	Class: 8:00 AM – 5:00 PM	Class: 8 AM – 5:00 PM

Total Weekly Field Hours: 1st year: 13 – 15 per week

Advanced Standing/2nd year: 18-20 per week

VII. Student, please provide the rational for requesting an employment-based practicum.

VII. Attachments

- Letter of Support from current supervisor
- Letter of Support from Field Instructor (if different than current supervisor)

VIII. Signatures:

Student Name: _____ Date: _____

Field Instructor: _____ Date: _____

Employer/Supervisor: _____ Date: _____

Field Director: _____ Date: _____