

**University of Washington, Seattle, School of Social Work
University of Washington Tacoma School of Social Work and Criminal Justice**

T SOCW 524: Generalist Practicum (10 credits)

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Course Description:

Builds skills at the micro, mezzo, and macro levels of practice, based on classroom content, Council on Social Work Education competencies, and program objectives. In an approved practicum site, the student develops social work knowledge and professional identity under supervision of an experienced professional. Emphasis on the integration of theory with real-world practice. Credit/no-credit only.

Course Overview:

Field experience is an integral component of social work education. Practicum teaching is conducted by professional social work practitioners (Field Instructors and Task Supervisors) selected by agencies and approved by University of Washington Tacoma Social Work Program Field Faculty. As part of the total MSW curriculum, the Generalist Practicum provides students with an opportunity for the development and enhancement of social work knowledge and skills, development of professional values and identity, and understanding and appreciation of a scientific and analytic approach to knowledge building and practice.

Field Faculty from the MSW program will: (1) visit the agency at least twice during the practicum; (2) provide information regarding university expectations of the practicum; (3) assist with the development of the educational contract and/or evaluation if requested; (4) answer

questions from the Field Instructor and student about the Social Work Program’s educational programs and policies; (5) review and approve the educational contract and quarterly evaluation and submit a final grade (Credit/No Credit only).

Learning Objectives:

Learning Objectives for T SOCW 524 consist of the nine Competencies prescribed by the Council on Social Work Education:

- 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

The behaviors associated with the Competencies are listed in the table below.

Core Competency	Practice Behaviors
<p>Competency #1: Demonstrate ethical and professional behavior.</p>	<ul style="list-style-type: none"> • Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics. • Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. • Demonstrate professional demeanor in behavior, appearance and communication. • Use technology ethically and appropriately to facilitate practice outcomes. • Use supervision and consultation to guide professional judgment and behavior.
<p>Competency #2: Engage diversity and difference in practice.</p>	<ul style="list-style-type: none"> • Understand the importance of diversity in shaping different life experiences in practice (micro, mezzo, and macro). • Present as learners and engage clients and constituencies as experts of their own experiences. • Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
<p>Competency #3:</p>	<ul style="list-style-type: none"> • Apply understanding of social, economic, and environmental justice to advocate for human rights and the individual and system levels.

<p>Advance human rights, and social, economic, and environmental justice.</p>	<ul style="list-style-type: none"> • Engage in practices that advance social, economic, and environmental justice.
<p>Competency #4: Engage in practice-informed research and research-informed practice</p>	<ul style="list-style-type: none"> • Use practice experience and theory to inform scientific inquiry and research. • Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. • Use and translate research evidence to inform and improve practice, policy, and service delivery.
<p>Competency #5: Engage in policy practice</p>	<ul style="list-style-type: none"> • Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. • Assess how social welfare and economic policies impact the delivery of and access to social services. • Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
<p>Competency #6: Engage with individuals, families, groups, organizations, and communities</p>	<ul style="list-style-type: none"> • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. • Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
<p>Competency #7: Assess individuals, families, groups, organizations, and communities</p>	<ul style="list-style-type: none"> • Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. • Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges with clients and constituencies. • Select appropriate intervention strategies based on assessment, research knowledge, values, and preferences of clients and constituencies.
<p>Competency #8: Intervene with individuals, families, groups, organizations, and communities</p>	<ul style="list-style-type: none"> • Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. • Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes. • Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

	<ul style="list-style-type: none"> • Facilitate effective transitions and endings that advance mutually agreed-on goals.
Competency #9: Evaluate practice with individuals, families, groups, organizations, and communities	<ul style="list-style-type: none"> • Select and use appropriate methods for evaluation of outcomes. • Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. • Critically analyze, monitor, and evaluate intervention and program processes and outcomes. • Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course Readings:

The student should read, remain familiar with, and abide by the MSW Practicum Manual. The manual is available at the practicum website: <https://www.tacoma.uw.edu/swci/msw-field-education>. Students are expected to be familiar with all content located at the website as well.

Generalist Practicum Schedule:

MSW Generalist Practicum students complete ten credits of T SOCW 524 for a total of 400 hours. Generally, these credits and hours will be completed as follows:

Spring quarter of 1st year: 1 credit
 Summer quarter of 1st year: 3 credits
 Autumn quarter of 2nd year: 3 credits
 Winter quarter of 2nd year: 3 credits

In some cases, alternative forms of scheduling (e.g. block placements; later start dates) are necessary based on agency availability, progress through the Generalist curriculum, or may be requested by the student for personal reasons. Such alternate scheduling will be considered and approved on a case-by-case basis.

Evaluation and Grading:

Practicum courses are graded Credit/No Credit. Both the Field Instructor (and Task Instructor where applicable) and student complete an online Quarterly Evaluation which reflects the degree of progress in obtaining mastery of Competencies and Behaviors as indicated in the Learning Contract. The total numbers of hours completed in placement by the student is also indicated on the Evaluation. Both student and Field Instructor must sign the Evaluation to

indicate the completion of their portion of the document and a joint review of its content. After a satisfactory review of the Evaluation, the student's Field Faculty then approves the Evaluation and assigns the final grade to the student. Students or instructors may be asked for clarifications or additions to the Evaluation, if needed for satisfactory completion.

Please note that if a grade of No Credit is given in any quarter, the student will be required to meet with their Field Faculty member and the Director of Field Education to discuss the circumstances that led to the failing grade. The student's continuation in the MSW Program may be reviewed by the program's Professional Standards Committee. Please also refer to the Policy on Dismissal from Field Placement in your Field Manual for more details.

Student Responsibilities

Attendance and Participation

NOTE: Participation in practicum activities is expected to be primarily in-person and on-site. However, service delivery modality will be determined by the site and may be dependent on extraneous circumstances (e.g., COVID-19 safety protocols). Students are expected to follow all safety and health protocols set by the agency. If there is a significant change in service delivery modality throughout the course of the practicum, it is the student's responsibility to inform Field Faculty.

Students are expected to attend practicum regularly and reliably according to the schedule agreed upon with the Field Instructor. Students are not required to attend practicum on University holidays, but must make up any missed hours. Students do not receive credit for hours when holidays fall on a scheduled practicum day unless they complete their usual hours at the practicum placement. Any hours missed due to University holiday or inclement weather must be made up. Students are expected to fully participate in practicum learning experiences and practicum supervision. A total of 10 credits and 400 hours are required for the Generalist Practicum. Please remember that 40 hours are accrued in the Intro to Practicum Course and the remaining 360 hours are to be accrued through the practicum placement.

Integration of Class and Practicum Learning

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

Learning Contract

The student will work with their Field Instructor(s) and Task Supervisor(s) in developing appropriate learning activities that meet the expectations of the Competencies and Behaviors for a generalist MSW Practicum. The Learning Contract is due no later than the third week after the student starts the placement, unless other arrangements are made. Students and Field

Instructors should continue to review and monitor the Learning Contract throughout the Field placement and revise as needed, usually through a section of the Quarterly Evaluation intended for that purpose. Field Faculty review and approve all Learning Contracts.

Immunizations

All Health Sciences Immunization Program (HSIP) vaccination and testing requirements must be met in order to receive credit for the T SOCW 524 course. Any student who is not compliant with immunization requirements will not be authorized to begin MSW Practicum hours. Falling out of compliance with HSIP requirements may result in the suspension of a field placement until compliance is restored. Consult your CastleBranch account to insure you are in compliance and to anticipate upcoming compliance activities. If you have questions about HSIP requirements or need assistance navigating CastleBranch, please reach out to HSIP directly at myshots@uw.edu.

Field Faculty Responsibilities

Student Placement in Practicum Sites

A Field Faculty member will work with students individually to locate a practicum site that is appropriate to their learning needs and commensurate with their skill level at the time of placement. Students may not locate practicum placements on their own without express permission from the Field Faculty to do so. **The key to successful placement is close communication between student and Field Faculty.**

Agency Site Visits

A Field Faculty member will visit the agency at least twice during the course of the practicum and meet with the Field Instructor(s), Task Supervisor(s) where applicable, and the student. Exceptions to this visit schedule will be made on an as-needed basis. Visits may be conducted either in-person, or via online, remote technology.

Provide Guidance

The Field Faculty will provide information regarding UWT Social Work Division expectations of the practicum; the integration of classroom assignments and help the student and FI consider ways in which the student can integrate theory and practice to reach required competencies. They are also available to assist with the development of the Learning Contract and/or Evaluation as needed. The Field Faculty will respond to questions from students, Field Instructor(s) or Task Supervisor(s) about the UWT Social Work educational programs and policies in a timely manner.

Participate in Evaluation Process

Upon the completion of the Learning Contract and quarterly Evaluations, the Field Faculty will review the documents and provide approval as appropriate.

UW Tacoma Campus Statements

- **Religious Accommodations:** Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request form (<https://registrar.washington.edu/students/religious-accommodations-request/>)
- **Title IX Syllabus Statement:** UW, through numerous policies (<https://www.washington.edu/titleix/policies/>), prohibits sex- and gender-based violence and harassment, and we expect students, faculty, and staff to act professionally and respectfully in all work, learning, and research environments. For support, resources, and reporting options related to sex- and gender-based violence or harassment, visit UW Title IX's webpage (<https://www.washington.edu/titleix/>), specifically the Know Your Rights & Resources (available via the Support & Help page).

If you disclose information to me about sex- or gender-based violence or harassment, I will connect you (or the person who experienced the conduct) to confidential and/or private resources who can best provide support and options. Please note that some senior leaders and other specified employees have been identified as "Officials Required to Report" (<https://www.washington.edu/titleix/title-ix-officials-required-to-report/>). If an Official Required to Report learns of possible sex- or gender-based violence or harassment, they are required to call SafeCampus and report all the details they have in order to ensure that the person who experienced harm is offered support and reporting options.

- **COVID-19 Statements**
 - *Face Covering Policy:* Masks are "recommended" rather than "required" while transmission levels remain at "low". For updates on current status, the updated policy is now on the EHS website at <https://www.ehs.washington.edu/covid-19-prevention-and-response/face-covering-policy>
 - *Eating & Drinking:* There are no restrictions or enhanced measures required for eating and drinking at this time. Best practice guidance will be included in the University's COVID-19 Prevention Plan. If community risk levels increase in the future, restrictions and enhanced measures may be reinstated.
 - *Building Access:* Buildings will be open during your class hours, and certain entrances can be accessed with your Husky card. Please find more information at <https://www.tacoma.uw.edu/fa/safety/building-access>
 - *Coronavirus Related Student Resources:* For up to date resources related to support during these times, go to <https://www.washington.edu/coronavirus/>

- *COVID-19 Exposure:* If you think you have COVID-19 or have come in contact with someone who has been diagnosed with COVID-19:
 - Stay home, even if you aren't experiencing symptoms, if:
 - You are not current on the CDC recommended COVID-19 vaccination and booster doses, and/or
 - You have not tested positive for COVID-19 in the past 90 days.

Policies and Expectations

- **Academic Calendar** - Dates for course drop, withdrawal, and instruction.
- **Academic Honesty** - Expectations, policies, and consequences.
- **Classroom Civility** - All classes and activities on the UWT campus are about learning, which often involves the exchange of ideas. However, the tone and intention behind that exchange are important. Civility, politeness, reasonableness, and willingness to listen to others are expected at all times – even when passions run high. Behaviors must support learning, understanding, and scholarship.
- **SafeCampus** - Preventing violence is a shared responsibility in which everyone at the UW plays apart. The SafeCampus website (www.washington.edu/safecampus) provides information on counseling and safety resources, University policies, and violence reporting requirements help us maintain a safe personal, work and learning environment.
- **Email Policy** - "UW Tacoma employees and students are issued a University of Washington NetID and email account. University email communications will only be sent to their University of Washington email address. Faculty and staff are not obligated to respond to students using non-UW email accounts. Those who choose to forward their emails to a non-UW email address do so at their own risk. The University is not responsible for any difficulties that may occur in the proper or timely transmission or access of email forwarded to any email address, and any such problems will not absolve employees and students of their responsibility to know and comply with the content of electronic university communications sent to UW email addresses." *For the complete Policy Statement, follow the link in the heading title.*

Resources

- **Disability Resources for Students** - Your experience in this class is important to me. If you have already established accommodations with Disability Resources for Students (DRS), please communicate your approved accommodations to me at your earliest convenience so we can discuss your needs in this course. If you have not yet established services through DRS, but have a temporary health condition or permanent disability that requires accommodations (conditions include but not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), you are welcome to contact DRS at 253-692-4508 or drsuwt@uw.edu or <https://www.tacoma.uw.edu/drs>. DRS offers resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS. It is the policy and practice of the University of Washington Tacoma to create inclusive and accessible learning environments consistent with federal and state law.

- **Library** - The UW Tacoma Library provides services and tools to support students at all levels of expertise. You can:
 - check out books and videos,
 - [borrow technology](#), including laptops, graphing and scientific calculators, cables, phone chargers, headphones, and more,
 - check out many [required textbooks](#), and
 - [book rooms for group study](#), and more.

Librarians help students become more confident about the research process, including developing paper topics, utilizing effective research strategies, and evaluating resources. Scheduled or drop-in help is available. Visit our website at tacoma.uw.edu/library or see us in person in the Snoqualmie (SNO) or Tioga Library Buildings (TLB)

- **Teaching and Learning Center** - The Teaching and Learning Center offers free academic support for students at all levels. We offer one-on-one consultations and group workshops in writing, math, statistics, and science. We also work with students on questions about English grammar and vocabulary, reading, and learning strategies. The Quantitative Center is located on the 2nd floor of the Snoqualmie building (Snoqualmie 260) and online. The Writing Center is located on Tioga (TLB) 2nd floor. Our schedules for appointments and drop-in visits are posted on our website at tacoma.uw.edu/tlc. For special needs or subject tutoring requests, please email uwtteach@uw.edu or call 253-692-4417. Our services summarized:
 - **Writing support:** writing consultations, online tutoring, workshops & support
 - **Quantitative skills support:** peer tutoring available for math, science, statistics and more...
 - **ESL Support** - Help for students whose first language is not English
- **Bias Incident Reporting Website** - A resource for anyone who needs to report an incident of bias or wants to explore and better understand issues like bias and discrimination, and how to effectively respond.
- **Center for Equity & Inclusion** - (SNO 150) - Resources and support for students regarding diversity, equity, inclusion and social justice issues.
- **Child Care Assistance** - (MAT 103) - Parenting students are encouraged to take advantage of the resources provided on campus. These resources include the Huskies and Pups RSO, the Childcare Assistance Program, on-campus Family Friendly Spaces, and back-up/sick care at one of these locations Bright Horizons and KinderCare. On campus resources include lactation rooms and baby changing stations. For more detailed information, visit <https://www.tacoma.uw.edu/cfss> or contact the Huskies and Pups RSO: huskiesandpups@gmail.com.
- **Military-Connected Student Statement** - If you are a student who is a veteran, on active duty, in the reserves or national guard, or a military spouse or dependent, then stay in contact with your instructor if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your instructor aware of any complication, then he/she will work with you and, if needed, put you in contact with university staff who are trained to assist you. Campus

resource for veterans, service members, and families are located in the Veteran and Military Resource Center, TLB 307A. The VMRC can be reached at uwtva@uw.edu, 253-692-4923

- **[Psychological & Wellness Services](#)** - The Psychological & Wellness Services office offers short-term, problem-focused counseling to UW Tacoma students who may feel overwhelmed by the responsibilities of college, work, family, and relationships. Counselors are available to help students cope with stresses and personal issues that may interfere with their ability to perform in school. The service is provided confidentially and without additional charge to currently enrolled undergraduate and graduate students. To schedule an appointment, please call 253-692-4522, email uwtpaws@uw.edu, or stop by Psychological & Wellness Services, located in MAT 354. Additional information can also be found by visiting: <https://www.tacoma.uw.edu/paws>.
- **[UWT Student Health Services](#)** – UW Tacoma students have 24 / 7 / 365 access to free virtual health care services with [TimelyCare](#), a virtual health and well-being platform designed specifically for college students. As part of UW Tacoma’s partnership with TimelyCare, students have free access at any time of day or night to the following TimelyCare services:
 - MedicalNow: On-demand support for common physical health issues such as cold, flu, and allergies. No appointment is needed for MedicalNow! The average wait time is three to seven minutes.
 - Scheduled Medical: Schedule a physical healthcare appointment with a medical provider that works best for you. You choose the day, time, and the provider!
 - TalkNow: On-demand emotional support to talk about anything, including anxiety, relationships, depression, and school-related stressors. No appointment is needed for TalkNow.
 - Health Coaching: Engage with materials and health professionals to develop healthy lifestyle behaviors, including nutrition, sleep habits, time management, and mindfulness.
 - Self-Care: Visit the “Explore” page within TimelyCare for guided self-care content, including yoga and meditation sessions, as well as group conversations with TimelyCare providers on a variety of health and well-being topics.
- **[The Pantry](#)** - Providing supplemental, nutritional, and culturally relevant food as well as hygiene items to all UWT students and their families. Stop by during weekly drop-in hours (DOUGAN 104) Monday-Friday, 9am-5pm or complete the online Food Request Form at <https://www.tacoma.uw.edu/pantry>.
- **[Oasis center](#)** - Oasis transforms the lives of queer youth by creating a safe place to learn, connect, and thrive. Oasis envisions a world in which queer youth are valued in the community as strong, creative leaders. Oasis is the only drop-in and support center dedicated to the needs of LGBTQ youth ages 14-24 in Pierce County. We are a youth-adult partnership in which youth and adults come together for shared teaching learning and action! **Office Phone: 253-671-2838.** Emergency Cell Phone: 253-988-2108

- **Student Advocacy and Support** - The Office of Student Advocacy and Support provides referral and support services to students. The purpose of this office is to assist student in developing strategies to overcome and address barriers that prevent them from achieving their educational goals. The student and staff work together to establish a set of goals and action steps to address barriers in the student's life. We help students navigate on and off campus resources that can address issues such as housing insecurity, food, safety and security, relationship issues, physical and mental health care and financial hardships. You may set up an appointment by filling out a referral form: www.tacoma.uw.edu/help, sending an email stusuppt@uw.edu, calling 253-692-5934, or stop by our office MAT 203.