



College of Social Work
THE UNIVERSITY OF UTAH

Substance Use Disorder Treatment Training Certificate Practicum Handbook

(Policies and Procedures)
Updated 2023

Land Acknowledgement

The College of Social Work acknowledges that the land the University of Utah occupies has always belonged to the Indigenous Peoples. The erasure of the relationship between Native Peoples and their traditional lands is an insidious form of ongoing settler colonialism and we must be mindful of its continuing impact and work to mitigate it. We recognize and honor the deep history of these sovereign communities as well as the enduring relationship that exists between Indigenous Peoples and their traditional territories. As social workers, we are obligated to past and future indigenous communities to hold our college accountable to hopes and needs of Native American and Indigenous Peoples.

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University of Utah Substance Use Disorder Treatment Training Certificate Practicum

1. ABOUT THE UNIVERSITY OF UTAH Substance Use Disorder Treatment Training Certificate Practicum

This document sets out the Standards and Procedures for the Substance Use Disorder Treatment Training certificate (SUDTTC) practicum education and applies to students enrolled in the SUDTTC program at the University of Utah. For students who are completing a Bachelor of Social Work practicum, please refer to the BSW Practicum Handbook for the BSW program standards and procedures. The SUDTTC program is supported in and by the BSW Social Work Practicum Office and there will be some crossover regarding policy, process, practice, ethics and values. The standards outlined in this handbook are linked to students' abilities to become effective substance use disorder treatment professionals and are provided so that students, field instructors, and practicum faculty are clear about expectations and procedures to address performance concerns and expectations in practicum education. The goal of these standards is to facilitate a successful experience for students in our program and our community agency partners.

The SUDTTC practicum is considered the signature pedagogy of the curriculum. All students must complete practicum clock hours, learning objectives, practice requirements and receive at least a C- in co-curricular Canvas coursework, Functions and Recovery (SW 5711). SUDTTC students commence their practicum after all other program curriculum has been completed. Advance Substance Use Disorder Certificate (ASUDC) students complete their practicum over the course of one semester, however, ASUDC students may elect to split their practicum over two semesters. Substance Use Disorder Certificate students (SUDC) will complete their hours over one semester.

Students complete practicum in approved community agencies under the direct supervision of a qualified practitioner. This practitioner serves as the student's field instructor. Placements are assigned by the practicum team. Every effort is made to assign students to one of their top choices, but due to high demand, this cannot be guaranteed.

All partnering agencies have been carefully vetted and trained by the University of Utah to ensure alignment with professional accreditation standards established by the Department of Occupational and Professional Licensing (DOPL). Concurrent assessment is made of the credentials, experience, teaching ability and professionalism of agency field instructors.

1.1 BSW Program Contact Information

Practicum Office

College of Social Work Building
395 South 1500 East, Room 322
801-585-0445
socialwork.utah.edu/practicum

Academic Advising Office

College of Social Work Building
395 South 1500 East, Room 317
801-587-7972
socialwork.utah.edu/advising

BSW Program Office

College of Social Work Building
395 South 1500 East, Room 307
Salt Lake City, UT 84112
801-581-8053
BSWDirector@utah.edu
<https://socialwork.utah.edu/bsw/>

1.2 College of Social Work (CSW) Nondiscrimination and Equal Opportunity Statement

The University of Utah, College of Social Work is fully committed to policies of nondiscrimination and equal opportunity and seeks to provide equal access to its programs, services, and activities for people with disabilities.

1.3 CSW Anti-racism Statement

The College of Social Work commits to the long-term work of anti-racism; that is, recognizing and dismantling racism and interrelated oppressions in its curriculum, programs, organizational practices, processes, and outcomes. Anti-racist Social Work education supports us in doing the important work of reshaping social work practice, programs, and policies for an equitable and inclusive society. It explicitly highlights, critiques, and challenges all forms of racism – individual, interpersonal, institutional, and structural - by addressing how racist beliefs and ideologies structure lived experiences, personal and professional relationships, education and employment opportunities, and physical and emotional health. It also examines and challenges how programs and institutions, such as education, health care, housing, food access, justice, and social provisioning, among others, support and maintain disadvantages and advantages along racial lines. We engage the work of anti-racism in order to prepare social workers who will contribute to building a just, equitable, and peaceful society.

1.4 CSW Civility Statement

The College of Social Work is strongly committed to the values and ethics of the social work profession as indicated by the National Association of Social Workers. The NASW core values include: service, social justice, the dignity and worth of the person, the importance of human relationship, integrity, competence, human rights, and scientific inquiry. The College of Social Work is an inclusive environment that does not discriminate against applicants, students, or employees on the basis of age, class, color, creed, disability, ethnicity, family structure, gender, gender identity, marital status, national origin, political orientation, race, religion, sex, or sexual orientation. We expect all social work staff, faculty, and students to endeavor to provide an affirming environment that is anti-oppressive and supports individuals' diversity and lived experiences, including the use of preferred names and pronouns.

1.5 Lauren's Pledge

I will listen and believe you if someone is threatening you.

1.6 University of Utah Nondiscrimination and Equal Opportunity Statement

The University does not discriminate on the basis of sex in the education programs or activities that it operates, as required by Title IX and 34 CFR part 106. The requirement not to discriminate in education programs or activities extends to admissions and employment. Inquiries about the application of Title IX and its regulations may be referred to the Title IX University coordinator, to the Department of Education, Office for Civil Rights, or both.

If you or someone you know has experienced sexual misconduct, including sexual harassment, we encourage you to report it to the Title IX University coordinator in the Office of Equal Opportunity and Affirmative Action:
Office of Equal Opportunity and Affirmative Action (OEO/AA)

135 Park Building
Salt Lake City, UT 84112
801-581-8365
o eo@utah.edu
Online reports may be submitted at o eo.utah.edu.

For further information, please see:

<https://www.utah.edu/nondiscrimination/> <https://regulations.utah.edu/general/1-012.php>
<https://regulations.utah.edu/general/1-011.php>

1.7 Sexual Harassment Policy

It is the policy of the University of Utah to prohibit sexual harassment of its students, faculty, and staff. Incidents of sexual harassment are demeaning to all persons involved and impair the

ability of the institution to perform its educational function. Sexual harassment of students may constitute discrimination under Title IX of the Education Amendments of 1972 and sexual harassment of employees is prohibited under Title VII of the Civil Rights Act of 1964.

Sexual harassment of students includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct which takes place when: submission to the conduct is either explicitly or implicitly a term or condition of an individual's academic status or advancement; submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance or creating an intimidating, hostile or offensive learning environment.

Students who believe that they have been subjected to sexual harassment are encouraged to report the problem promptly to their academic dean or to the Dean of Students. University grievance procedures are available to individuals who wish to pursue complaints of sexual harassment. Students may use the Student Complaint Procedure or the Student Academic Appeal Structure. For additional and specific information refer to the "Sexual Harassment Policy" in the graduate catalog.

1.8 ADA Accommodations and the Center for Disability Access

Students are required to contact the Center for Disability Access (CDA) if they require special accommodations for field education. ***Please note that field education may require a CDA letter separate from classroom accommodations, and this process should be initiated as early as possible.***

1.9 FERPA and Student Information

The student, field education director, associate director, University of Utah field liaisons, field instructors, partnering agencies, academic advising and administrators work collaboratively in the educational process, and are considered University of Utah employees or extensions of the University of Utah with legitimate educational interests. Information and/or concerns regarding student needs, student performance and/or progress will be shared among these individuals as required to optimize student learning. Accordingly, the field education office may, in good faith, share practicum-related information, in compliance with the Family Educational Rights and Privacy Act (FERPA), with appropriate persons including the field education director, associate director, University of Utah field liaisons, agency representatives, field instructors, partnering agencies, academic advising, BSW program directors and the Associate Dean and/or Dean of the College of Social Work. Practicum-related information is defined as information that may involve the field placement selection, clients, constituents, agency field instructors, staff, the student learning experience, evaluative information, concerns regarding student performance or school and/or agency policies. Such information will be shared to facilitate and/or enhance the learning process, and/or to protect clients, peers and/or colleagues.

2. GLOSSARY OF FIELD RELATED TITLES AND TERMS

2.1 Intern Placement Tracking (IPT): The SUDTTC program currently utilizes the web-based system Intern Placement Tracking (IPT) to manage information related to students, field instructors, and agencies. Information on IPT is password protected. All forms related to practicum education are located on IPT, for ease of use in the practicum and real time accessibility and information sharing between students, task supervisors, field instructors, and University of Utah field liaisons. If you do not have a username, or require other assistance regarding IPT, please contact BSW Administrative Assistant.

2.2 BSW Field Education Director: The BSW Field Education Director provides overall management of the SUDTTC Field Education Program. The BSW Field Education Director and the Associate Director (and potentially the program directors and Associate Dean for Academic Affairs) will make final determinations regarding student readiness for field and student dispositions when concerns regarding performance, grading or other issues arise.

2.3 BSW Field Education Associate Director: The BSW Field Education Associate Director provides secondary management of the Field Education Program. The Associate Director and the Director (and potentially the program directors and Associated Dean for Academic Affairs) will make final determinations regarding student readiness for field and student dispositions when concerns regarding performance, grading or other issues arise.

2.4 University of Utah Field Liaisons: The University of Utah Field Liaison is the University of Utah based faculty member or instructor whose primary responsibility is to place students in appropriate agencies, and see that the student's internship experiences are educational and meet the established learning objectives. University of Utah Field Liaisons will also intervene when concerns arise, so please contact them as soon as possible if you are experiencing difficulties in practicum.

2.5 Field Instructor: The Field Instructor is a mental health clinical professional or a professional with an Advanced Substance Use Disorder certificate with at least two years of field experience post licensure or certificate. The field instructor provides a minimum of one hour of supervision per week to the student. In most cases, the field instructor will be on site at the assigned field placement; however, when this is not possible, a Field Education Department approved practitioner outside of the agency may be utilized.

2.6 Task Supervisor: The Task Supervisor is a delegated agency employee that assigns tasks to the student and who assists in evaluating the daily performance of the student. The task Supervisor maintains regular contact with the Field Instructor and University of Utah Field Liaisons regarding the student's progress in field placement.

2.7 Field Placement/Practicum: The practicum is considered the "signature pedagogy" for the SUDTTC education, and is a mandatory, intentional, and planned educational requirement. It consists of an ongoing work assignment at an assigned agency and allows the student to apply theory, values, ethics, and core functions to practice. This work assignment is directly supervised

by a Field Instructor and/or Task Supervisor and coordinated by the University of Utah Field Liaisons.

2.8 Canvas Course: The coursework component of the social work student's field practicum experience. In addition to working in an agency setting, the student is required to concurrently attend to academic coursework in the form of Canvas course modules and a weekly two hour class. Depending on availability, students may have the option to choose an asynchronous online course, instead of an in-person classroom setting.

3. FIELD PRACTICUM COURSE REGISTRATION PROCESS

Students will receive a REGISTRATION CODE and be informed of the appropriate SECTION NUMBER from Academic Advising after the student demonstrates that they have, or will have, completed all SUDTTC program required courses.

4. OVERVIEW OF FIELD PRACTICUM TEAM

4.1 University of Utah Practicum Office: The practicum office is responsible for assigning all practicum placements. In collaboration with students, University of Utah Field Liaisons will assist with placements that will serve to enhance students' professional identification and knowledge. A student's placement assignment is based on consideration of the individual student's identified learning needs, readiness for practicum, and available approved practicum sites. University of Utah Field Liaisons may determine that a student is not ready to enter practicum. In this case, the University of Utah Field Liaisons will work with the student to determine an appropriate plan (see policy 5.3 Readiness for Field Education).

4.2 University of Utah Field Liaisons: Each student will be assigned to a University of Utah Field Liaison who is a faculty member or instructor in the College of Social Work with advanced clinical experience. The role of the university Field Liaison is to assist the student in all areas of practicum, including the selection of practicum, answering practicum related questions, resolving problems or concerns, and making agency-based site visits with the student and the field instructor.

4.3 Field Instructors: Agency-based Field Instructors are responsible for the instruction and supervision of students. A Field Instructor is an agency-based clinician who has received an appointment from the University of Utah College of Social Work as an instructor to direct students in their individual educational and professional development. The field instructor's responsibilities include:

- 4.3.1 Directing the student's practicum education within an agency setting. This includes assessment of student needs, selection of assignments which meet the student's and school's goals and objectives, and provision of ongoing supervision to evaluate the student's educational progress within the agency setting.

- 4.3.2 Facilitating agency and community resources to ensure the completion of student assignments. This may include the development of inter-and intra-agency coordination as well as providing space, supplies and staff support.
- 4.3.3 Providing specialized educational content to ensure and enhance the student's understanding and compliance with agency policies and procedures, as well as special client populations served by the agency.
- 4.3.4 Collaborating with the student to develop a plan for achieving the practicum learning objectives.

5. FIELD APPLICATION AND PLACEMENT PROCESS

5.1 Practicum Application Timeline: Students will receive information regarding practicum at different times depending on the semester the student will be completing their practicum. Please refer to the Field Calendar found on the College of Social Work website and refer to email and or written correspondence from the College of Social Work for detailed information regarding important dates.

5.2 Practicum Orientation: The purpose of the orientation is to provide an overview of the application process, practicum expectations, and introduce students to the Intern Placement Tracking tool. This orientation is mandatory.

5.3 Placement Information and Readiness Sessions: All students are required to meet with their Field Liaisons virtually or in-person prior to placement. This may be in private or group formats. In order to prepare for the meeting with the University of Utah field liaisons, students should reflect on and be prepared to speak about the items below.

5.3.1 Students' objectives for field placement

5.3.3 Students' awareness of the BSW Student Handbook's "Guidelines for Expected Student Behavior," as well as students' ability to articulate how their professional behavior will comply with these guidelines.

5.3.4. Students should review the list of available agencies in advance and be prepared to ask questions and learn more about the placement process.

5.4 Criminal Charges or Convictions: Criminal charges or convictions may impact and limit placement options. Accordingly, it is important to report any concerns regarding criminal charges or convictions to your University of Utah Field Liaison early in the process. Criminal history guidelines for licensing through the Department of Occupational and Professional Licensing (DOPL) can be found here: <https://dopl.utah.gov/soc/>

5.5 Independently Arranging a Field Practicum Placement: Students cannot arrange their own practicum placements unless they are enrolled in the online cohort*; unsanctioned contact with an existing partner field agency may result in a student being removed from the placement process, which may result in delayed completion. If you are interested in placement at a specific

agency and the agency is not an existing partner field agency, students should reach out to their University of Utah Field Liaison as early as possible to discuss the best approach for facilitating contact. If an agency is already an approved field agency, students must participate in the process outlined in the field placement process.

*It is understood that for our online students, or in other extenuating circumstances, students may need to explore agencies out of state or in underserved areas. Please consult and collaborate with your University of Utah Field Liaisons in this process.

5.6 Practicum Placement Considerations for Online Students:

5.6.1 Online students residing in Utah in a location that has approved field placements, must follow the process outlined in policy and in the information provided to them by the Office of Field Education.

5.6.2 For online students residing outside of Utah or in an area with few or no approved practicum placements, students will be asked to research potential practicum placements in their respective geographic area. However, students should not initiate contact with agencies without the assent of their Field Liaison.

5.6.3 All online students will be supported by their Field Liaison, who will assist them in their search, answer questions, initiate agency contact, and monitor the approval paperwork.

5.6.4 To ensure fairness and equity for all students, all students are expected to follow the practicum placement process detailed below to secure a practicum placement. Students who are not in the online program do not develop their own placement and are not permitted to reach out to agencies. Doing so may result in practicum delays or dismissal.

5.7 Placement Process: Referrals for placement made by the Office of Field Education take into consideration student's interests, experience and agency preferences provided in the practicum application, placement availability, and field readiness. Reasonable efforts will be made to place students in the locale of their residence if they reside more than 50 miles from campus, but there are no guarantees.

After practicum applications are received and information and readiness sessions conducted, the Field Education team will refer students to interview with a specific agency. This referral is not a guarantee of placement, rather, it is a referral to interview to secure the placement. Students receive their agency referral via Umail from the practicum office with instructions on how to contact the agency to schedule the interview. Students must contact the agency within five business days to request an interview. This interview provides both agency personnel and student the opportunity to evaluate fit and appropriateness of placement. If both agency personnel and student agree to the placement, the student will be offered a placement with the agency. Students should notify their University of Utah Field Liaison as soon as possible.

If a student is not accepted by the agency due to non-agency issues this will be considered an unsuccessful placement and the student will need to meet with their Field Liaison to re-evaluate

placement status. A student experiencing three unsuccessful interviews and or placements will not be referred for additional placement interviews and the student will be referred to the BSW program and Field directors for potential dismissal from the program.

Please Note: Students are ultimately responsible for 1) attending the orientation 2) attending the information and readiness session 3) submitting the practicum application by the established deadline; 4) Meeting with their field liaison 5) contacting the agency for an interview in a timely manner, after receiving agency referral and presenting professionally in interactions for the interview; 5) completing the Affiliation Agreement by the established deadline; and 6) following through with all requirements for placement, these may include but are not limited to the following: checking in with agency field instructor prior to the start of the semester, completing a background check, complying with vaccination requirements, attending agency orientation and completing onboarding requirements.

It is the responsibility of the student to familiarize themselves with these requirements and follow through with them well in advance of the semester start.

5.8 Disruptions in Agency Referrals: The Office of Field Education will facilitate up to three placement referrals for the student, however, students are referred for placement interviews one agency at a time. A student experiencing three unsuccessful interviews and or placements will not be referred for additional placement interviews and the student will be referred to the BSW and Field directors for potential dismissal from the program. This policy does not apply in circumstances where there is mutual agreement among student, agency, and the Office of Field Education that the referral was disrupted by agency-related issues.

5.9 Field Education Application Process Quick Reference: The semester prior to practicum, Students will be invited via Umail to access the information regarding the practicum placement process and placement options. Students should review all aggregated information and resources. Questions regarding access should be directed to the BSW Administrative Assistant.

Students will receive a Umail invitation from the BSW field office, to attend a mandatory orientation. Failure to attend the orientation may delay placement.

Students will receive a Umail from their University of Utah Field Liaisons to attend a small group information and readiness session to learn more about the placement process. These will take place virtually or in-person.

Students will complete the practicum application on IPT. If a student does not submit the practicum application by the established deadline, they will be not be considered for placement and may apply for a subsequent semester.

If a student does not follow through appropriately and/or in a timely manner with the agency to which they are referred at any point in the process (e.g. during referral OR prior to the start of the semester for onboarding, orientation, etc.), the student will forfeit their placement and be reassessed for field readiness in a future semester.

5.10 Practicum Stipends: Very few SUDCTTC agencies provide stipends for students. Practicum placement is based primarily on student educational and professional development. Students who have financial needs are encouraged to apply for financial assistance through the University Financial Aid & Scholarship Office in 105 Student Services Building (801-581-6211). Students completing a two-semester practicum must also discuss the implications of a two-semester practicum with the University Financial Aid & Scholarship office.

When an agency does provide stipends, decisions regarding who receives them and how they are disbursed are made exclusively by the agency. The stipend award and method of disbursement will be documented in the Affiliation Agreement between the Practicum Agency, University of Utah College of Social Work, Field Instructor and Student. The student is responsible for all payroll taxes as required by the Internal Revenue Service.

5.11 Professional Liability Insurance: Professional Liability Insurance is provided by the University of Utah. All students will be insured against negligent acts or omissions that may occur in the performance of their assigned duties in practicum. The university is a governmental entity as that term is defined in the Governmental Immunity Act, U.C.A. 1953, Section 63-30-1, and is bound thereby. All students practicing within an agency setting under the direct supervision of a licensed mental health practitioner or professional with an Advanced Substance Use Disorder certificate are eligible for liability protection. A student's practice in field education is an extension of the supervisor's licensure, and the supervisor is an extension of the University of Utah. In accordance with Section U.C.A. 1953 Section Q (3), if you live outside of Utah, or are referred to an agency outside of Utah, you will be required to have supplemental insurance through a professional malpractice entity.

5.11.1 Students who live outside of Utah, or are referred to an agency outside of Utah, will be required to have supplemental insurance through a professional malpractice entity.

5.12 Enhancing Safety/Minimizing Risk in Practicum: Practicum education contains inherent risks; therefore, agencies, field instructors and students are expected to collaborate to enhance safety and minimize risk in practicum. Agencies are expected to have written policies to address work situations that may entail risk. Such situations may include the following: home visits, services to clients outside the agency and/or at night or on weekends, services to clients who may become angry or violent, exposure to pathogens or toxic substances and politically sensitive services which may result in threats of violence. Field instructors are expected to orient students to their agency's policies and practices regarding risk management and to assign tasks which are consistent with the student's level of competence. Students are expected to adhere to agency risk management policies and to promptly address any concerns about their safety with their field instructor. Students are expected to comply with agency requirements regarding immunizations, drug testing and BCI (Background Criminal Investigation) checks in a timely manner.

6. PRACTICUM SCHEDULE

Completing the field practicum is a requirement and should be considered a priority. Exceptions to this requirement will not be extended for outside employment or other competing demands.

Students must arrange their schedule to accommodate placement in field practicum no less than 10 hours/week unless hours are reduced pursuant to a CDA letter. However, even with reduced weekly hours, students are required to fulfill the hours required for the certificate and students will be financially responsible for practicum that extend into future semesters. To maximize teaching and supervisory opportunities, students are expected to be in practicum during regular agency hours when field instructors and other professional staff are available for coordination, collaboration, and supervision.

7. ABSENCES AND HOLIDAYS

7.1 Planned or Emergent Absences: Students are required to notify field instructors of any planned absence as early as possible, and any emergent absence the night prior to or the morning of their scheduled time in practicum.

7.2 Extended Absences: Any absence extending beyond two weeks (or four scheduled days in practicum) requires the consent of the Field Instructor as well as the involvement of the student's University of Utah Field Liaisons. Accordingly, students are required to reach out to their University of Utah Field Liaisons promptly. If a student is absent or plans to be absent from field for an extended period, there are three options:

7.2.1 At the discretion of the Field Instructor, and with involvement from the University of Utah Field Liaisons, develop a concrete plan for making up the missed hours, and document this plan in a student success plan.

7.2.2 Work with the University of Utah Field Liaisons, Academic Advisor and the relevant University offices to take a formal leave of absence or withdrawal or late withdrawal from practicum and complete requirements in a future semester.

7.2.3 Earn an "incomplete" (ASUDC) or "work in progress" (SUDC) grade. This option is available only to students who have completed 80% of the required hours in the semester in which they are enrolled. It should be noted that regardless of circumstances, students will incur the cost of tuition for any class, including practicum that requires enrollment in a future semester (see policy 11.5 Incompletes.)

7.2.4 Earn a failing grade, "no credit" (ASUDC) or "unsatisfactory" (SUDC). Note this may result in dismissal from the program

7.3 Absence Due to Approved Activity: Students may be given time away from the agency to attend conferences or other educational activities if the activity is relevant to the student's learning experiences. This requires advanced approval of the agency field instructor. Other

community meetings may also count as regular internship hours with approval from the field instructor.

7.4 Holiday Breaks: Except for Winter Break (see policy 7.5 below) if a student is scheduled to be in practicum on a day that the University is closed (holiday, fall or spring break) or classes have been cancelled, students are not required to attend practicum. It is expected that students will behave in a professionally responsible manner and make appropriate arrangements with their agency for any planned absence well in advance of university holidays/breaks. Students may choose to attend practicum during University of Utah breaks and may count these hours, but these hours may not be used to complete the practicum early. Rather, these hours may be used to reduce the weekly hours expected during the remainder of the semester, as discussed, and agreed to by the Field Instructor.

7.5 Semester Breaks Students who are completing a split practicum are expected to confer with their agency field instructor regarding the appropriateness of extended time away from practicum and clients. This will depend on several factors including continuity of client care and agency needs. Students are encouraged to initiate this discussion early in the semester and to document the agreed upon plan in an email correspondence to their field instructors and University of Utah field, so all parties are apprised, in writing, of the disposition.

7.6 Ending Practicum Early: Students are not permitted to finish their practicum earlier than the last week of classes for the semester unless due to an extreme extenuating circumstance or agency policy, in which case the student must have approval from their Field Liaison. The decision to allow this will be made at the discretion of the Field Liaison and Associate and/or Director of field education.

8. FIELD PRACTICUM PLACEMENTS THAT REQUIRE PRE-APPROVAL

8.1 Non-standard Practicum: Students may request an alternative practicum format in the following situations:

8.1.1 The health of the student or student's immediate family member precludes the student from completing practicum under the standard schedule.

8.1.2 The student has a disability, verified by the University of Utah Center for Disability Access and requires an accommodation to the practicum format. Prior notice is needed to arrange reasonable accommodations, and the student must coordinate through the University Center for Disability Access 801-581-5020

8.1.3 Extenuating circumstances due to public health emergencies and/or natural disasters

8.2 Employment-Based Practicum: Students who wish to explore the possibility of using their place of employment as an internship site may submit a completed "Same as Employment" application via IPT. The Office of Field Education will consider placing students in their current place of employment if specific criteria are met. Requests are made by application and must reflect all of the following to ensure an educational focus for the internship that is different from

the scope of work and schedule in the student's agency of employment. The practicum setting must be an approved setting and must be able to provide the educational experiences required by the College of Social Work.

8.2.1 The practicum setting must be approved (or willing to become approved) by the College of Social Work and must be able to provide the educational experiences required by the College of Social Work.

8.2.2 The student's Field Instructor must be approved (or willing to become approved) by the College of Social Work. Qualified Field Instructors for SUDTTC students must have a mental health clinical license or an Advanced Substance Use Disorder certificate with at least two years of field experience post licensure or certificate.

8.2.3 Duties and responsibilities must be significantly different from those routinely done in the student's role as an employee with the agency. The volume of responsibilities also must be reduced to reflect the internship as a learning experience rather than an ordinary workload.

8.2.4 The employment supervisor and internship Field Instructor may not be the same person.

8.2.5 A schedule of hours for the internship must be clearly defined, separate, and documented from employment work hours.

8.2.6 Decisions to continue the field internship if a student is terminated from co-occurring employment will be delegated to the agency. If the recommendation is made to remove the student from the field internship, but no serious concerns are noted by the practicum Field Instructor, the student's Field Liaison will support the student in securing alternative placement. However, this may delay student progress.

8.3 Out of State Placement for Non-Online Students: Students may qualify for an out of state placement. Any student interested in such a placement, should arrange a meeting with their University of Utah field liaisons at least 6 months prior to placement and must meet the following criteria.

8.3.1 Student must be in good academic standing and not on a Practicum Success Plan

8.3.2 Student must inform their Field Liaison six months in advance of the semester in which they wish to start to discuss their interest in an out of state placement.

8.3.3 Students must identify the area of practice interest and region preferred.

8.3.4 The proposed site will only be approved after confirmation of appropriate learning opportunities for the student, appropriate supervision, application and formal approval of agency and Field Instructor by the field education office.

8.3.5 Supplemental liability insurance purchased at student expense will be required.

8.4 Earning Hours Prior to Semester Start: Students may request to earn up to 50 hours toward practicum in the semester preceding, to meet onboarding or training requirements that cannot be completed during the enrolled semester without negatively impacting the semester completion timeline. This is a request that must be approved or denied by the field liaison. In these situations, students may not engage in direct service to clients.

9. APPROVAL OF FIELD EDUCATION AGENCIES AND FIELD INSTRUCTORS

9.1 Agency Approval Criteria: The selection of a field setting is based on the agency's commitment to shared responsibility for professional education and on the level of staff expertise and experience. To help ensure successful placements and high-quality learning experiences for the student, the College of Social Work carefully assesses all potential placement settings. Specific criteria for selecting field placement agencies include the following:

9.1.1 The presence of a solid commitment by the administrator and/or staff to provide professional educational learning opportunities in cooperation with the SUDTTC program.

9.1.2 Willingness to designate a Field Instructor who is a licensed mental health professional or a professional with an Advanced Substance Use Disorder certificate, whose schedule will allow for development of student learning opportunities of appropriate depth, breadth, and variety; and attendance at any meetings or trainings required by the Field Education Program;

9.1.3 The agency performs functions within the scope of what is generally recognized as professional substance use disorder (SUD) treatment. If SUD treatment is not the principal function of the agency, SUD treatment is identified as a sufficient professional service offered by the agency, and the practitioners are accepted by the agency as professional staff;

9.1.4 The willingness of participating personnel to provide students with educationally guided professional SUD experiences;

9.1.5 The availability of staff willing and able to devote time to the additional assignment of a student along with their normal workload;

9.1.6 The presence of staff expertise in the form of professional education, experience, or other credentials which assures knowledgeable field supervision;

9.1.7 Willingness to accept students without regard to race, religion, gender, sexual orientation, age or disability;

9.1.8 Willingness to allow students to actively participate in the overall agency program and activities, as appropriate to educational needs and practice competencies of the student;

9.1.9 Willingness to provide access to agency case records, which are pertinent to student activities and learning needs;

9.1.10 Willingness to provide support services and appropriate facilities for student use, including an adequate and regular place from which the student can operate, clerical services, necessary supplies and equipment, access to telephone, and reimbursement for travel expenses incurred during assigned duties;

9.2 Agency Application Process: Agencies meeting the criteria for approval are encouraged to complete and submit an application for field education agency approval via IPT. The Field Education Program will review applying agencies for approval. Agencies will be notified of acceptance status by email

9.3 Field Instructor Approval Criteria:

9.3.1 Licensed mental health professionals or professionals holding an Advanced Substance Use Disorder certificate, wanting to become a Field Instructor for the SUDTTC program must complete an application and be approved by the Field Education Program Director and Field Education Committee.

9.3.2 Field Instructors must have a mental health clinical license or Advanced Substance Use Disorder certificate with at least two years of field experience post licensure or certificate.

9.3.3 Field Instructors must practice in an approved agency or an agency planning to get approved and any changes in agency affiliation should be updated with the practicum office.

9.3.4 Field Instructors must demonstrate a commitment to the education of students and have adequate time and resources to supervise a student on a consistent basis.

9.3.5 Field Instructors must observe the National Certification Commission for Addiction Professionals Code of Ethics and operate within its context.

9.3.6 Qualifications for approved SUDTTC Field Instructors include the following criteria:

- a. Have a mental health license or Advanced Substance Use Disorder certificate with at least two years of field experience post licensure or certificate.
- b. Participate in training sponsored by the Office of Field Education

- c. Field Instructor certification shall be considered valid for five years, at the end of which the Field Instructor will be contacted by the Field Education Program to update and resubmit the application for review.
- d. A Field Instructor's certified status may be reviewed at any time by the Field Director or Associate Director if concerns develop regarding the quality of the educational experience, supervisory relationship, or if ethical concerns arise regarding the Field Instructor's behavior. The Field Education Program may suspend certification status at any time.

9.4 Field Instructor Application Process: Eligible individuals within qualifying agencies who have an interest in providing field instruction will complete an application and provide letters of reference via IPT.

10. FIELD EDUCATION REQUIREMENTS AND EXPECTATIONS

10.1 Field Practicum Goals/Objectives: The Field curriculum is designed to allow students to accomplish professional skills, knowledge, and values consistent with the mission, goals, and objectives of the SUDTTC profession, and the National Certification Commission for Addiction Professionals Code of Ethics through effective performance in field placement. Expectations include demonstration of core functions and ability for independent practice, preparation for intervention with diverse populations, use of current technology for practice, and successful interdisciplinary collaboration.

The educational objectives of the field sequence are consistent with the program's overall education objectives. Students must demonstrate mastery of SUDTTC program educational objectives. This will be achieved when students earn a 3 (out of 5) or higher on a minimum of 80% of behaviors as reflected in the final evaluations.

The purpose of the SUDTTC field program is to provide students with an intentional and planned learning experience that provide opportunities to demonstrate professional skills, knowledge, and values consistent with the mission, goals and objectives of the SUDTTC program and the National Certification Commission for Addiction Professionals Code of Ethics. Special expectations include demonstration of leadership skills, and ability for ethical and competent independent practice, preparation for intervention with diverse populations, use of current technology for practice, and successful interdisciplinary collaboration. The application of social work knowledge to a practice setting is facilitated by field instruction and the Canvas courses. Field practicums and co-requisite coursework are educationally directed, agency-based learning experiences enabling students to demonstrate (A)SUD treatment knowledge, skills, and values. Students are expected to progress to higher skill levels as they move through the field sequence culminating in the ability, upon graduation, to engage in SUD practice with persons across the life course and in multiple system contexts.

The purpose of the field program is to provide students with the opportunity to integrate theory, practice knowledge, skills, and values with an agency-based learning experience. The application

of knowledge to a practice setting is facilitated by agency-based field instruction provided by an approved Field Instructor or Task Supervisor and accompanied by weekly coursework. The field program enables students to demonstrate acquisition of knowledge, skills, and values they have acquired as they proceed through the classroom curriculum.

10.2 Practicum Field Hour Requirements: ASUDC students complete a minimum of 350 clock hours of field practicum. SUDC students complete a minimum of 200 clock hours of field practicum. Students who are completing a BSW and ASUDC practicum concurrently will be assigned one practicum to meet both program requirements and will complete a total of 400 clock hours. Hours may be reduced at program and College of Social Work discretion in event of natural disaster, national emergency, or public health emergency and pursuant to agency needs and program discretion.

10.3 Functions and Recovery: Functions and Recovery (SW 5711) is co-requisite with field internship and is administered via the Canvas platform. Student core functions are explored in the field sequence and, as such, evaluation of performance leading to mastery of these functions is essential. The course Functions and Recovery is similarly designed as a learning environment where students submit hours and complete assignments reflecting their ongoing learning process and skill development with focus on professional development.

10.4 Course Sequence: Students must complete all SUDTTC course work prior to their practicum.

11. MONITORING AND EVALUATING STUDENT PROGRESS

11.1 Practicum Evaluations and Course Grade: ASUDC will receive credit or no credit for the practicum course (SW 5707 or SW 5706). SUDC students will receive satisfactory or unsatisfactory for the practicum course (SW 707 or SW 706). Credit/satisfactory is based on feedback provided in midterm, final evaluation, and instructor observation. Evaluations focus on the Core Functions established by the University of Utah College of Social Work.

11.2 Monitoring Student Progress in Field: Monitoring student progress is important for the field instructor, the University of Utah Field Liaisons, and the student. Each party must take responsibility to ensure that monitoring is an on-going process that takes place from the first day until the last day of field practicum. Evaluation of practice takes many forms; including student self-evaluation, evaluation provided by the Field Instructor, Task Supervisor, and University of Utah Field Liaisons, and are all integral parts of performance-informed practice.

The student and the Field Instructor are expected to meet for weekly supervision to review the Core Functions, adjust tasks and assignments, and discuss progress. The University of Utah will monitor student progress via weekly Functions and Recovery (SW 5711) course attendance, participation in assignments, site visits (once per semester) and open communication with the student and Field Instructor. It is also the student's responsibility to monitor their progress by appropriate use of supervision, ongoing review of the Core Functions and open and timely communication with both Field Instructor and University of Utah Field Liaisons. Students must alert their University of Utah Field Liaisons to concerns when they emerge.

The mid-term progress report and site visit play a significant role in monitoring student progress, facilitating communication between the Field Instructor, University of Utah Field Liaisons, and student, identifying any need for mid-course corrections, and assessing the need for a student Success Plan. At the mid-term point, it is important that all parties discuss the need for any changes, and collaborate on a plan to improve learning outcomes. This may be facilitated through open communication or by a written student success plan.

Evaluation is a critical component for learning and overall professional growth. It is especially important during field practicums since the student is expected to be continuously refining their skills and preparing for independent practice. Evaluation provides essential information on the student's strengths and identifies areas where additional growth is needed.

The fundamental purposes of student evaluation in field practicums can be categorized by the following:

1. Evaluation provides the student with an assessment of competency development in the knowledge, skills, values, attitudes and behaviors necessary for professional practice.
2. Evaluation provides the student with guidance, encouragement, and incentive to continue professional growth.
3. Evaluation provides the program and the student with a written record of performance.
4. Evaluation is an important piece for shaping effective practice in the professional development of students.

Evaluation, in the form of performance feedback, is an integral part of the supervisory/teaching experience between the student and the Field Instructor and/or University of Utah Field Liaisons. Students meet regularly, a minimum of 1 hour once a week, with the Field Instructor for this purpose. Coursework serves as another source of feedback.

In summary, evaluation is ongoing throughout each of the field courses and provides critical analysis of performance by the student, the Field Instructor, and the University of Utah Field Liaisons. Formal evaluations of student performance are conducted at the conclusion of the semester, and less formal mid-term progress reports at the midpoint of the semester.

11.3 Professional and Ethical Performance: Achieving the required grades in coursework is necessary, but not sufficient to ensure continued enrollment in the program. Appropriate professional and ethical performance is also a core academic requirement of the program. As such, the program expects students to conduct themselves in all professional activity in conformity with the NCCAP code of ethics. Failure to abide by these standards may lead to an Academic Professionalism Review (outlined below). A review will occur for any violation of the 1) NCCAP Code of Ethics 2) Values, Ethics, and Behaviors of students, and/or 3) as outlined here, and/or 3) the SUDTTC Program Policies and Procedures.

Student performance that is contrary to the ethics of the profession will be reviewed to determine the student's appropriateness for continuation in the program. Performance that warrant such a review are based on the NCCAP Code of Ethics, and the SUDTTC Program Policies and

Procedures. All students are expected to exhibit the standards of professional and ethical performance described in these policies. Faculty, University of Utah Field Liaisons, field instructors, administrators, use these guidelines to ensure that students meet professional and ethical standards. Students are responsible for familiarizing themselves with all SUDTTC student policies, including those outlined in the SUDTTC Student Handbook and the NCCAP Code of Ethics.

11.4 Mid-Term Progress Report: The midterm evaluation occurs between weeks 4-7 of the semester (or the end of the first semester for students who are splitting their practicum over two semesters) and is housed in IPT. The mid-term is intended to assess progress and alert the practicum office to any concerns regarding student performance. Both Field Instructors and the student will complete the mid-term evaluation. In addition to assessing the student's progress, this is a good opportunity to adjust assignments, reaffirm or modify the Learning Plan, make plans for effective use of time remaining in the semester, and, when appropriate, initiate a success plan. Evaluations must be submitted by due date or students will not be able to move forward in their practicum hours until it is completed. Field Instructors will complete a midterm evaluation for the student by reporting on student's performance. Performance ratings are as follows:

- 5 – Exceptional
- 4 – Strong
- 3 – Average
- 2 – Marginal
- 1 – Failing
- 0 – Not Observed

11.5 Final Evaluation: The final evaluation is issued at the end of the semester (or end of second semester for those students who are splitting their practicum over two semesters) and requires feedback from the student and Field Instructor. The final evaluation is a comprehensive review and documentation of student performance and is housed in IPT. As with the mid-term evaluation, the Field Instructor and student are encouraged to make the evaluation process as collaborative as possible, discussing openly student strengths and areas for growth/improvement. Evaluations must be submitted, or students will not receive credit for the course.

Students are required to meet 80% of the competency-based behaviors at a 3 or higher.

Input from student and the Field Instructor is a key element in the practicum evaluation. Periodic assessment and feedback are responsibilities shared by the Field Instructor, the student, and the University of Utah Field Liaisons. This process requires collaboration; the University of Utah Field Liaisons utilizes multiple evaluative data points (see above) and is responsible for assigning the grade earned by the student.

11.6 Incompletes: ASUDC students can elect to complete their practicum over two semesters. When this choice is made, students completing their ASUDC will complete 140-175 hours in their first semester. For students who are completing their ASUDC and BSW concurrently, 160-200 hours is required for the first semester. Students will be awarded an incomplete grade until

Commented [SB1]: Same here? Language about a C- which also means credit if taking for C/NC

the practicum and curriculum have been completed in the second semester. When the practicum and coursework have been completed, a request to change the grades will be made. SUDC students must complete their 200 hours in one semester.

Outside of this arrangement, in accordance with policies of the University of Utah, an incomplete grade may be given only when “circumstances beyond the student’s control” have interfered with the student’s capacity to complete course requirements (i.e., death, serious illness or accident). The grade of “incomplete” must be used only for a student who is passing the course, and who needs to complete 20% or less of the requirements of the course.

An incomplete grade may not be used in a way that will permit a student to retake a course without paying tuition. If a student needs to attend a course (during a subsequent semester), the student must be registered, either as a regular student or for audit. If an incomplete can be made up without attending the course a second time, re-registration is not necessary. All incompletes require completion of a Contract for Incomplete Grade. University policy states incompletes must be removed within one year or they are automatically recorded as “no credit or E.” A student may not graduate or receive their certificate until incomplete grades are completed, and a grade is submitted to the Registrar’s office pursuant to university policy Section III G. 2.

When an incomplete grade is assigned, outside of the two-semester plan, the student, University of Utah Field Liaisons, and practicum Director or Associate Director, must collaborate on a plan to complete the required internship hours over an extended break or in a future semester. This plan will be documented in an Incomplete Contract, and in a Student Success Plan. Failure to initiate or comply with these steps will result in a failing grade which is grounds for dismissal from the program.

11.7 When a Student is Not Making Satisfactory Progress in Field Practicum: If a University of Utah Field Liaison or a Field Instructor notes that a student is falling behind on hours, or a Field Instructor or student reports concerns, a meeting with the student is required. If a Field Instructor notes that a student is falling behind on hours or not meeting expectations regarding professional behavior and Core Functions, a meeting with the University of Utah Field Liaisons to discuss ameliorative actions is required. When this occurs, any or all the below may occur:

11.7.1 The Field Instructor will notify the University of Utah Field Liaisons as soon as a problem is identified.

11.7.2 The University of Utah Field Liaisons may arrange a conference with the Field Instructor

11.7.3 The University of Utah Field Liaisons may arrange a conference with the student

11.7.4 The Field Instructor, University of Utah Field Liaisons, and/or student will meet concurrently to discuss and assess the problem and develop a remediation plan. The involvement of the field Director and/or Associate Director may be requested by the University of Utah Field Liaisons at any time in the process.

11.7.5 The remediation plan will be documented in a Student Success Plan which is intended to help the student to improve their standard of performance and successfully complete requirements

11.7.6 If the student does not meet the requirements set forth in the Student Success Plan within the allotted time frame, a failing grade is earned. However, if it is determined by the Field Director or Associate Director with input from the University of Utah Field Liaisons and/or Field Instructor, that there is a legitimate and compelling reason the student is not meeting the learning and professional objectives set forth in the Success Plan (typically a documented extenuating circumstance such as illness) the Field Director or Associate Director, the University of Utah Field Liaisons, and Field Instructor may allow the student extra time to complete the Success Plan. It is important to note that outside employment or obligations are not considered legitimate and compelling reasons for the student not meeting the learning and professional objectives of field placement.

11.7.7 The decision to allow additional time to complete learning and professional objectives of the Success Plan is based on the student's work to date, the agency's willingness to commit continued resources, the Field Instructor's willingness to commit extra time, the student's commitment to the identified plan, and student completion of 80% of the requirements, when it is possible that a student may meet the learning and professional objectives of practicum if given extra time:

11.7.8 The student will be assigned an incomplete, and an Incomplete Contract will be developed outlining the agreed upon strategy to complete the hours and learning and professional objectives (*see policy 11.6 Incompletes*).

11.7.9 If the student has not accomplished the objectives of field by the end of the extension documented in the Incomplete Contract or within the timeframe allotted pursuant to university policy, the student will earn a failing grade.

11.7.10 If a student does not wish to spend the additional time necessary to successfully complete the field requirements, the options are as follows: Formally withdraw from the field practicum or earn a failing grade

11.7.11 Documentation of student progress can be assessed using the following tools:

- Direct observation of skills
- Client records
- Classroom assignments
- Feedback from other agency staff or other professionals
- Written work
- Use of supervision
- Field Instructor assessment of performance
- University of Utah Field Liaisons assessment of performance

11.8 Academic Performance: Students are admitted on the assumption that they have the potential academic ability and professional competence to complete the SUDTTC program. All students are expected to maintain the standards of the College and SUD treatment profession. Procedures for appeal of an academic decision will follow the guidelines in University of Utah Policy 6-400, Section IV: Code of Student Rights and Responsibilities (Student Code).

Failure to meet any one of the below criteria will result in placement on academic probation. The student will be notified in writing of this action and provided one semester to remediate any deficiencies. Failure to timely remediate an academic deficiency will result in dismissal. Students placed on probation must meet with the BSW Program Director and work out a plan to remediate the deficient academic performance. Failure to successfully complete the remediation plan will result in dismissal. Causes that will result in probation and may result in academic dismissal include, but are not limited to, the following:

- Failure to maintain a 2.5 cumulative GPA.
- Receipt of a failing grade (C- or lower) in any course in any semester during the program.
- Repeated, unexcused tardiness and/or absences that negatively impact the learning process of the student.
- Failure to abide by SUDTTC Program Policies and Procedures
- Documented failure to demonstrate achievement of the required Core Functions in the practicum, resulting in termination from a practicum site.
- Performance which demonstrates a lack of understanding of and/or compliance with professional or ethical competencies.
- Failure to comply with the NCCAP Code of Ethics

In extraordinary circumstances, a student may receive an exception from this policy with permission from the BSW Director, the BSW Field Director, and the CSW Associate Dean for Academic Affairs.

Additionally, students are only allowed one instance of academic probation during their SUDTTC Program. A second failure to achieve any of the above standards after completing a remediation plan will result in dismissal from the program.

Students who engage in academic misconduct may also be dismissed from the SUDTTC program. Academic dishonesty, includes but is not limited to, cheating on examinations or plagiarism, which involves presenting the work of someone else as one's own. Sanctions short of dismissal may be appealed under the procedures of Utah Policy 6-400, Section V: Code of Student Rights and Responsibilities (Student Code). The BSW Program may also file a complaint for dismissal under this section of the Student Code.

11.9 Suspension and Dismissal Policy: If a student's cumulative GPA in the SUDTTC program falls below 2.5, the student will be notified that they, are on academic probation and will be required to work with the BSW Director to develop a remediation plan, which will be monitored on a regular basis. Continued failure to demonstrate the required competencies and/or professional behaviors in class and in the practicum are grounds for dismissal from the SUDTTC program. Cause for dismissal includes, but is not limited to, the following:

- Failure to maintain a 2.5 cumulative GPA.
- Receipt of a failing grade (C- or lower) in practicum in any semester during the program.
- Receipt of a failing grade (C- or lower) in the Functions and Recovery (SW 5711) course twice, excluding practicum
- Documented failure to demonstrate achievement of the required Core Functions or professional behaviors in the practicum, resulting in termination from a practicum site.
- One or more documented incidents of a violation of the Guidelines for Expected Student Behavior as stated in this Handbook, NCCAP Code of Ethics, University of Utah Code of Student Rights and Responsibilities, and Practicum agency policies.

Students may appeal academic actions taken by the BSW Program Director by following the procedures spelled out in the [University of Utah Code of Student Rights and Responsibilities](#),

11.10 Change of Placement: Changes in field placement after the placement has been initiated are only considered in extreme cases. Factors such as a shift in area of interest, or outside employment are not considered appropriate reasons for change of placement. The following are guidelines regarding the change of students from an agency if the student requests a change of placement:

- The student will discuss issues warranting the proposed change in placement with their University of Utah Field Liaisons. The University of Utah Field Liaisons, student and Field Instructor will meet and discuss the issues involved. If the issues can be resolved, the student will remain at the placement.
- Should the student still desire a change in placement after a meeting to attempt resolution of the issues, the University of Utah Field Liaisons will discuss the issues with the BSW Field Director and/or Associate Director in order to clarify the status of the student and agency and discuss the plan moving forward.
- A joint conference with the Field Director/Associate Director, University of Utah Field Liaisons and student will occur. The agency Field Instructor may or may not be involved in this meeting. Decisions regarding their participation will be at the discretion of the University of Utah Field Liaisons in collaboration with the Field Director and/or Associate Director.
- If the decision is made to remove the student from the assigned placement, and the student is considered 'field ready', a suitable alternative agency will be contacted, and arrangements will be made for the student to interview for a possible placement. This shall be accomplished as soon as feasible so the student will not fall behind in internship hours.
- There is no guarantee that an alternate placement will be made in the semester in which a student is seeking the alternative placement. Alternative placements are based on mid-semester agency availability therefore there are no guarantees that a student will not fall behind on hours or progress toward graduation.
- Also, per policy, the Office of Field Education will make no more than three referrals for placement unless the alternative referrals are made for agency-related issues.

- If a change of placement is granted, and the student has been actively involved in appropriate internship activities, the student may count hours earned at the initial placement toward the total internship hours requirement for the semester and these hours must be documented on the evaluation form.

11.11 Termination from Practicum: An agency may request removal of a student from placement for any reason. Should an agency request the removal of a student:

1. The College of Social Work will remove the student within a time frame that is agreeable to the agency.
2. Either prior to, or after removal of a student from the agency, depending on the urgency of the removal and/or the agency concerns, the University of Utah Field Liaisons will discuss the situation that led to the agency request with the agency and Field Director, and formal documentation from the agency will be requested and added to the student file.
3. If a student is terminated from placement by the agency, they will not be referred to an alternative placement that semester. Instead, the student may be able to re-enroll in practicum when the Field Director and/or a designated proxy has met with the student, assessed their readiness, and considers them ‘field ready.’ To be considered for re-enrollment, students must participate in a readiness assessment.
4. During the readiness assessment, students will be provided with feedback regarding the issues and conflicts leading to their termination and can access support from their University of Utah Field Liaisons in addressing the issues and conflicts and meeting identified markers of field readiness (*see policy 11.15 Re-enrollment in Field after Termination or Removal by Agency or University*).
5. If a student is terminated from practicum due to ethical, behavioral and/or performance issues and/or other concerns cited by the host agency, the student will receive a “1 Failing Performance” on the evaluation form. This will result in a No Credit/unsatisfactory grade for practicum. It should also be noted that any hours earned prior to the termination from practicum will be nullified.
6. If a student is granted permission to re-enroll in a second practicum but is unable to successfully complete the second field placement, they will be referred for dismissal from the program.

11.12 Removal of a Student from Field: When students demonstrate a lack of knowledge, understanding and commitment to the professional and ethical expectations of the profession, the SUDTTC program will conduct an academic professionalism review of the student’s performance. In such reviews, students are afforded careful due process, whereby they are given written notice (delivered via Umail and/or registered mail) of an allegation made against them, informed of their right to grieve a determination and sanction for academic misconduct, and informed of their right to appeal if not satisfied with the outcome of the grievance procedures. For the purposes of this policy, due process means the student must be notified in writing

(delivered via Umail and/or registered mail) of the allegation in a timely fashion, given an opportunity to be heard, and granted an unbiased review. Grounds for dismissal include, but are not limited to:

- Request of the student.
- Conduct that is not congruent with the values and ethics of the social work profession including the NCCAP Code of Ethics or applicable University of Utah rules and regulations. This includes behavior in the student's classroom and fieldwork.
- Behavior that interferes with the student's functioning and/or jeopardizes the welfare of those to whom the student has responsibility, such as clients and co-workers.
- Failure to communicate effectively, both verbally and in written form, including interviewing skills and interpersonal skills which permit appropriate professional interaction with other people.
- Failure to adhere to practicum agency policies and professional standards.
- Failure to use sound judgment both in work with clients and in regard to oneself, such as not seeking professional help for physical or emotional problems that interfere with functioning of the program.
- Removal from the field practicum agency by request of the agency.
- Removal from the field practicum agency by faculty in the Field Practicum Office.
- Participation in class or practicum activities while under the influence of drugs or alcohol.
- Engaging in hostile, negative behavior directed toward the client, instructor, peers, agency staff, and/or University of Utah staff.
- Failure to disclose critical background information when applying for the program or field placement that bears on one's competence or performance.
- Inability to be successful in field practicum placement.
- Cheating, lying, or plagiarism.
- Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
- Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the College or in the field placement).

- Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, inability to demonstrate nonjudgmental attitude or inability to allow client self-determination).
- Misuse of substances such as alcohol or drugs that can impair judgment and the student's ability to provide services to others.
- Documented evidence of criminal activity occurring during the course of study.
- Decision of the Field Education Program, including the recommendation of the University of Utah Field Liaisons in consultation with the Field Director.
- The student does not receive a passing grade (C- or better) in practicum.
- Failure to abide by the NCCAP Code of Ethics and/or agency policies, agency policies or expectations, the "College of Social Work Academic Misconduct Policy" (see policy 11.14) or the University of Utah Code of Student Rights and Responsibilities. If there is an allegation of student misconduct, the CSW practicum office will initiate an administrative review.
- Failure to comply with mandatory reporting requirements.
- Dual or inappropriate relationship with agency client(s).
- An attempt or threat to harm someone else.
- Repeated tardiness at the agency and/or tardiness without notification.
- Repeated absences from the agency and/or absence without notification.
- Repeated change in scheduled field hours without prior approval.
- Refusal to accept supervisory direction from field instructor, task supervisor, or agency staff.
- Inappropriate or potentially harmful behavior in connection with clients.
- Repeated concerns regarding emotional dysregulation, receptiveness to feedback and redirection and/or teachability.
- Student's lack of progress in correcting issues or concerns identified in field instructor or student Success Plan.

Students who have been or who are at risk of being removed from field for any reason will be referred to the Field Director, Associate Director, BSW Director and Associate Dean of

Academic Affairs. Whether the student is allowed to return to field will depend on the seriousness of the incident(s) precipitating the termination and/or the ability of the student to work through the issues resulting in termination from placement.

11.13 College of Social Work Academic Misconduct Policy: Because of the importance of professional and ethical behavior in SUD treatment, and its emphasis in our educational programs, academic misconduct is not tolerated in the SUDTTC program.

Students and faculty are expected to adhere to the standards of behavior outlined in the University of Utah [Code of Student Rights and Responsibilities](#), as well as the NCCAP Code of Ethics. Students involved in any form of academic misconduct, including, but not limited to, cheating, plagiarism, misrepresentation of work, and inappropriately collaborating, may be subject to academic sanction. The College of Social Work will maintain a database of all cases of documented academic misconduct; a prior history of misconduct may be considered in the recommendations for academic sanctions.

It is important for faculty, staff, and students to be aware that when instances of academic misconduct occur, they are dealt with using procedures that uphold the high standards of professional and ethical behavior in the College. Accordingly, instructors are encouraged to share and discuss this information with students, cite the Student Code (including definitions of misconduct) in the syllabus and document all instances of academic misconduct. Students are strongly encouraged to approach instructors with any questions they may have regarding potential misconduct.

In cases of suspected academic misconduct, students are afforded careful due process, whereby they are given written notice (delivered via Umail and/or registered mail) of an allegation made against them, informed of their right to grieve a determination and sanction for academic misconduct, and informed of their right to appeal if not satisfied with the outcome of the grievance procedures. For the purposes of this policy, due process means the student must be notified in writing (delivered via Umail and/or registered mail) of the proposed sanction for academic misconduct in a timely fashion, given an opportunity to be heard, and granted an unbiased review. These steps are outlined in the Faculty Member/Instructor Responsibilities section (*see policy 11.13.3*)

If the Faculty/Instructor or other individual believes a student has engaged in academic misconduct, the process moves forward according to the rules found in the Student Code, University Policy 6-400(V).

According to policy 6-400, the faculty member shall make a reasonable effort to discuss the allegation of academic misconduct with the student and determine whether academic misconduct has in fact occurred, using the preponderance of evidence standard, which is that the alleged misconduct is “more likely than not” to have occurred.

11.13.1 University of Utah Academic Misconduct Policy

Excerpted here from the [University of Utah Student Code](#) is policy regarding academic misconduct:

“Academic misconduct” includes, but is not limited to, cheating, misrepresenting one's work, inappropriately collaborating, plagiarism, and fabrication or falsification of information, as defined further below. It also includes facilitating academic misconduct by intentionally helping or attempting to help another to commit an act of academic misconduct.

“Cheating” involves the unauthorized possession or use of information, materials, notes, study aids, or other devices in any academic exercise, or the unauthorized communication with another person during such an exercise. Common examples of cheating include but are not limited to: copying from another student's examination, submitting work for an in-class exam that has been prepared in advance, violating rules governing the administration of exams, having another person take an exam, altering one's work after the work has been returned and before resubmitting it, or violating any rules relating to academic conduct of a course or program.

Misrepresenting one's work includes but is not limited to: representing material prepared by another as one's own work, or submitting the same work in more than one course without prior permission of both faculty members.

“Plagiarism” means the intentional unacknowledged use or incorporation of any other person's work in, or as a basis for, one's own work offered for academic consideration or credit or for public presentation. Plagiarism includes but is not limited to: representing as one's own, without attribution, any other individual's words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.

“Fabrication” or “falsification” includes reporting experiments or measurements, or statistical analyses never performed, manipulating or altering data or other manifestations of research to achieve a desired result, falsifying or misrepresenting background information, credentials or other academically relevant information or selective reporting, including the deliberate suppression of conflicting or unwanted data. It does not include honest error or honest differences in interpretations or judgments of data and/or results.

“Academic sanction” means a sanction imposed on a student for engaging in academic or professional misconduct. It may include but is not limited to: requiring a student to retake an exam(s) or rewrite a paper(s), a grade reduction, a failing grade, probation, suspension or dismissal from a program or the University, or revocation of a student's degree or certificate. It may also include community service, a written reprimand, and/or a written statement of misconduct that can be put into an appropriate record maintained for purposes of the profession or discipline for which the student is preparing.

“Arbitrary and capricious” means that there was no principled basis for the academic action or sanction.

“Behavioral misconduct” includes acts of misconduct as further defined in Section III A.

“Behavioral sanction” means a sanction imposed on a student for engaging in behavioral misconduct. It may include, but is not limited to: a written reprimand, the imposition of a fine or payment of restitution, community service, probation, or suspension or dismissal from the University.”

In alignment with University of Utah policy, academic units such as the College establish their own policies in several areas, including academic misconduct.

11.13.2 Academic Professionalism Reviews: The SUDTTC profession operates on a strengths-based approach to problem solving with the belief that people can change and grow. In most situations, students who demonstrate by their performance that they have not learned or applied the professional and ethical standards required to earn an (A)SUDC will be provided notice of their deficiencies and given a chance to remediate their performance. If, however, students engage in egregious professional or unethical behavior, students may be dismissed for a single act of egregious misbehavior.

Any person involved in the academic education of a student, including University of Utah Field Liaisons who has concerns about the professional or ethical performance of a student, should raise those concerns with the BSW Program Director. Upon receipt of such concerns, the BSW Program Director will form an ad hoc Professionalism and Ethics Committee (PEC) to review the concerns. Members of the ad hoc PEC will include:

- A faculty member in the College of Social Work will be appointed by the BSW Program Director to serve as chair the committee
- The Director of Student Services and Advising in the College of Social Work
- The Director of Field Education
- Two additional faculty members who will be appointed by the BSW Program Director

11.13.3 A Summary of Steps to be Taken: The steps outlined below should be followed when academic misconduct is suspected:

1. After receiving a complaint or the discovery of the alleged misconduct, the faculty member/instructor must make a reasonable and documented effort to discuss the alleged misconduct with the student within 20 business days and give the student an opportunity to respond.
2. The student’s written response (via Umail), if any, must occur within the 20 business days herein granted above in step 1.
3. The faculty member/instructor must provide the student with written notification of the sanction (delivered via Umail and/or registered mail), if any, within 10 business days after receipt of the student’s response indicated above.
4. At the end of the 20-day period if no response is provided (step #2), the faculty member/instructor will complete the review and give the student written notice of the academic sanction (via Umail and/or registered letter), if any.

5. A copy of the written notice must be sent to the Dean in the College of Social Work.
6. If the faculty member/instructor recommends a failing grade in the course, the Senior Vice President for Academic Affairs must also be notified in writing.
7. If the faculty member/instructor determines that academic misconduct has occurred, the documented sanction(s) recommended by the faculty member/instructor or subsequent review levels may include:
 - a) verbal or written warning requiring the student to revise and resubmit work
 - b) a grade reduction on the assignment
 - c) a grade reduction for the course
 - d) a failing grade for the assignment
 - e) a failing grade for the course

If the faculty member/instructor believes the academic misconduct also warrants an academic sanction of probation, suspension, or dismissal from the CSW or the University of Utah, the faculty member/instructor will prepare a complaint and recommendation and refer the matter to the Dean or Dean's designee within 30 business days of discovery of the misconduct. The faculty member/instructor will also notify the student of the complaint and recommendations at that time. The case then follows the procedures outlined in Policy 6-400(V) <http://regulations.utah.edu/academics/6-400.php>.

A student who believes that an academic sanction is arbitrary and capricious should discuss the academic sanction with the faculty member/instructor and attempt to resolve the situation.

If the student and faculty member/instructor are unable to resolve the disagreement, the student may appeal that decision, in writing, to the CSW Academic Appeals Committee within 15 business days of receiving the written notice of the academic sanction.

A student appeal, or a faculty member/instructor's written complaint for greater sanctions, shall proceed before the CSW Academic Appeals Committee as specified in Policy 6-400(V)(C). Policies governing the Academic Appeals and Student Review Committee are provided in Policy 6-400, Section V-C. Within 10 business days of the completion of the AAC hearing, the AAC shall prepare and submit its written findings and recommendations to the Dean.

The Dean shall issue a final decision within 10 business days of receipt of the AAC findings and recommendations. Notice of the decision shall be communicated to the parties, to the chair of the AAC, and to Senior Vice President for Academic Affairs.

Any party may appeal the dean's decision to the Senior Vice President for Academic Affairs within 10 business days of the Dean's decision.

11.13.4 Faculty Member/Instructor Responsibilities: The faculty member or instructor's responsibilities in this situation include:

1. If the Faculty member/instructor determines that no academic misconduct has occurred, the instructor will document that the student is not responsible for any academic misconduct; this documentation will be shared only with the student.
2. If the faculty member/instructor determines that academic misconduct has occurred and, after meeting with the student, the faculty member/instructor and the student agree on the resolution of the situation, the faculty member/instructor must document the misconduct and the steps taken, along with the resolution and send the documentation to the student and the program director. Such a resolution may be used and approved only when the Dean or Dean's designee knows the current misconduct is the only instance of misconduct documented in the student's file. If the resolution includes failure of the course, the faculty member/instructor will also notify the Senior Vice President for Academic Affairs.

11.13.5 Review and Decision by the Dean or Designee: The Dean of the College, or designee, shall consider the documentation submitted to the Committee and the findings and recommendations of the Committee in deciding whether academic misconduct has occurred. Based upon such review, and without conducting further hearings, the Dean of the college, or designee, shall, within 10 business days, take one of the following actions:

1. Accept the Committee's findings and recommendations.
2. Return the report to the Committee chair, requesting that the Committee reconvene to reconsider or clarify specific matters, materials, and issues, and forward to the Dean of the college, or designee, a second report of its findings and recommendations relating to the specific matters referred by the Dean of the college, or designee, for further consideration.
3. Reject all or parts of the Committee's findings and recommendations, stating reasons and actions to be taken.

Written notification of the Dean's, or designee's, decision shall be communicated to the parties, to the chair of the Academic Appeals Committee, and to the cognizant vice president within 10 business days after receipt of the recommendation. The Dean's, or designee's, decision is final unless appealed to the cognizant vice president within 10 business days after receipt of the decision.

11.13.6 The Review, Decision and Appeal Process

1. Concerns may be submitted by instructional faculty, staff, or field practicum agencies. In the event that a field practicum agency raises a concern, it will be the responsibility of the Field Practicum Office to report the complaint to the BSW Program Director; they are also responsible for collecting and presenting evidence of the concern. Concerns should be submitted to the BSW Program Director as soon as those concerns become known and ideally no later than the 10 days following the beginning of the next semester.
2. **If the concerns expressed constitute serious misbehavior which may place clients or others at risk, the BSW Program Director, in consultation with the BSW Program Field Director, may require that the student cease all activity in their field**

practicum placement during resolution of the concern. If the behavior poses risk to members of the University community the BSW Program Director may seek an administrative suspension as allowed by the Student Code.

3. After a written concern is submitted to the BSW Program Director, they will form an ad hoc PEC, and will provide written notification to the student of the concerns, of the members of the committee and of the date of the PEC meeting to consider the concerns.
4. Within 10 days of receiving the written complaint, the ad hoc PEC will meet to determine the validity of the concerns, and to consider what academic or behavioral action, if any, needs to be taken. The student will be allowed to meet with the ad hoc PEC prior to a closed-door session of the PEC members. Other representatives may only be permitted to attend at the discretion of the BSW Program Director.
5. The PEC will make a recommendation to the BSW Program Director for the appropriate resolution of the concerns. Recommendations may include:
 - a. That the concern is without merit and no further action is necessary.
 - b. Place the student on probation with conditions for continuation. These conditions may include, but are not limited to:
 - i. Removal from field practicum placement
 - ii. Removal from SUD course(s)
 - iii. Training on professional behaviors expected of the student
 - iv. Follow-up PEC review at a time decided by the members of the committee
 - v. Practicum Plan for Success
 - c. For egregious acts of professional or ethical misconduct, filing of a complaint for dismissal with the College Academic Appeals Committee pursuant to Section VI of Policy 6-400, Student Code of Conduct.
 - d. The PEC may refer concerns to other appropriate offices for consideration including:
 - i. To the Office of Equal Opportunity and Affirmative Action (“OEO/AA”) for claims of discrimination and sexual misconduct
 - ii. To the Dean of Students for violations of the Student Code
 1. In this case, the policies and procedures outlined in the Student Code of Conduct will take precedence
6. After receiving the recommendation, the BSW Program Director will make a final decision and provide written notification to the student of the PEC’s recommendation and the Director’s decision.
7. A student wishing to appeal an academic action for probation imposed by the BSW Program Director as described above shall follow the appeal process outlined in Policy 6-400, Section IV of the SUDTTC Program Handbook.
8. If the BSW Program Director upon recommendation of the PEC refers the matter to another process (e.g., Professional Misconduct, Behavioral Misconduct, the OEO) the student may appeal from the final determinations in those processes.
9. Record of the PEC recommendation and the final decision of the BSW Program Director will be placed in the student’s file and maintained according to the policies outlined by the University of Utah.

11.14 Re-enrollment in Field after Termination or Removal by Agency or University: As SUD treatment professionals and clinical faculty, professionals in the office of field education are uniquely positioned to assess markers of readiness for professional field education. Assessing readiness for field secondary to a termination or removal from practicum will be determined after one or more meetings with the student to consider the following factors: 1) insight into the issues and conflicts that led to the termination; 2) observed capacity for student to reflect on, and articulate their role in the issues and conflicts that led to the termination; and 3) the proactive steps taken to minimize a potential re-emergence of similar conflicts and issues in a future practicum.

In cases where a student does not meet these markers of readiness after dismissal or removal from practicum, they will not be placed in a second practicum and will be referred for dismissal from the program.

12. FIELD PRACTICUM EVALUATION REQUESTS

Field evaluations are stored electronically by the College of Social Work and are available upon request to third parties if the student has signed a release of information for that purpose. Third parties include, but are not limited to, potential employers, other schools, licensing boards, etc.

These documents may be obtained by e-mailing from your Umail account a request to the BSW Administrative Assistant. Please include name, UNID, practicum semester, graduation date, contact information, and name and address of the school or university requesting the evaluation.

13. ROLES AND RESPONSIBILITIES OF ALL PARTIES

13.1 The University of Utah Field Liaisons are expected to:

1. Monitor the student's practicum experience and assist in evaluating the student's performance. This includes responding to emails and other inquiries in a timely manner
2. Assist the field instructor and other agency personnel in connecting the school's expectations of students, the curriculum, the school's goals for practicum, and the agency's goals for practicum.
3. Facilitate the student's learning by providing guidance and serving as a source of information.
4. Meet at least once each semester with the student and the field instructor to discuss the internship and evaluate the student's progress.
5. Assess progress toward competencies, requirements, and hours, and contact student when hours decrease by more than 20% or other competencies and requirements are not being addressed.
6. Assist the student in integrating theory and the specific experiences of the practicum through feedback on assignments.

7. Participate in arranging and securing a mid- term and final evaluation of the student's performance in field.
8. Meeting with student and Field Instructor when problems arise, developing a success plan when appropriate and documenting all interactions with students and/or Field Instructor.
9. Contacting the Field Director and Associate Director when problems emerge and/or when a student is in jeopardy of not fulfilling the requirements.
10. Issuing a final grade in compliance with University of Utah grading policy.
11. Supporting the daily operations of the field education office by assisting in administrative tasks as requested.

13.2 The Field Education Program Director is Expected to:

1. Assume responsibility for the overall management and direction of the Field Education Program.
2. Assign a Field Liaison to work conjointly with assigned students and agency-based Field Instructors
3. In conjunction with the BSW Program Director, provide suggested learning goals to aid the design of learning objectives and the selection of learning activities by the student and field instructor.
4. Provide guidelines, evaluation tools, and protocols for the evaluation of the student.
5. Develop policies related to field education
6. Develop orientation and training to Field Instructors and students
7. Be available to the student, University of Utah Field Liaisons and Field Instructor to facilitate resolution to problems that may arise in placement after an initial meeting has been initiated and facilitated by the University of Utah Field Liaisons, preferably with student and Field Instructor.
8. Monitor and evaluate the quality of practicum experiences provided by the various agencies and organizations utilized as field placements.

13.3 The Student is Expected to:

1. Meet all academic pre-requisite and co-requisite requirements for field education.
2. Read the SUDTTC Field Handbook, University of Utah Student Rights and Responsibilities, NCCAP Code of Ethics and agency handbooks, and demonstrate understanding and application of its policies.
3. Meet with the Field Instructor on a regular basis, at a minimum, one hour weekly.
4. Prepare for all supervisory meetings with the field instructor and alert the field instructor to topics that need to be discussed during the upcoming meeting. Students are expected to take charge of this process.
5. Meet with the Field Instructor and the University of Utah Field Liaisons jointly once during each semester.
6. Be in attendance at the agency on days and at times agreed on by the student and Field Instructor, and if unable to attend, notify the agency supervisor and prior to or at the start of the work day, and discuss scheduling during extended holiday breaks.

7. Behave in a professional manner: take responsibility to understand and carry out assigned duties, meet all deadlines, and seek direction when needed.
8. Identify themselves as a practicum student in all professional interactions and interventions.
9. Demonstrate awareness and adherence to all relevant professional standards, including, but not limited to the NCCAP Code of Ethics.
10. Carry out agency related assignments in a manner consistent with agency policy and procedures.
11. Prepare records and reports in accord with agency policy, procedures, and format.
12. Identify learning needs and follow the curriculum
13. Purchase supplemental professional liability insurance if residing out of state. In state students are covered by the University of Utah Policy.
14. Take responsibility for ensuring personal safety while performing practicum duties.
15. Complete and submit all field monitoring and evaluation forms and reports required by the agency and school by the required deadlines.
16. Discuss with the Field Instructor and/or University of Utah Field Liaisons any significant areas of disagreement, dissatisfaction, or confusion related to the field experience.
17. Complete all onboarding requirements in a timely manner including but not limited to: immunizations, background checks and orientation.
18. Complete the required number of hours requirements, competencies and behaviors required for the field internship.
19. Complete all course assignments.

13.4 The Field Instructor and Field Agency Are Expected to:

1. Describe and explain what is expected of the student during placement with the agency.
2. Provide the student with a thorough orientation to the agency, its purpose, structure, policies, procedures, and ethical standards.
3. Provide regularly scheduled supervision to the student (at least weekly).
4. Provide the student with suitable workspace, equipment and support staff.
5. Include the student in regular staff meetings and staff training sessions.
6. Assign duties and responsibilities that are appropriate to the student's learning needs and that are increasingly difficult, demanding, and challenging.
7. Assign duties and responsibilities that help the student develop a broad range of knowledge and skills.
8. Work with the student in ways that recognize the practicum first and foremost as a learning experience and not intended to be employment.
9. Monitor the student's work and progress and regularly provide feedback.
10. Evaluate the student's performance in a fair, respectful, rigorous, and thorough manner.
11. Meet at least once each semester with the student and Field Liaison to discuss the practicum and student's progress.
12. Complete all evaluation forms and reports required by the school, including the Affiliation Agreement, and midterm and final evaluations. Assist the student in understanding the learning plan.
13. Model ethical practice and refrain from any inappropriate behavior toward the student (e.g., verbal abuse, sexual harassment, dual relationships).

14. USE OF SOCIAL MEDIA IN PRACTICUM AND OTHER CLINICAL SETTINGS

As mentioned above, the SUDTTC program is supported in and by the BSW Social Work Practicum Office and there will be some crossover regarding policy, process, practice, ethics, and values. These are the areas in the NASW Code of Ethics that can be compromised through indiscreet use of social media and are standards that SUDTTC students will uphold:

4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibility.

1.07 (a) Privacy and Confidentiality

Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research.

1.06 (c) Conflicts of Interest

Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client.

1.3 (e) Informed Consent (remote or electronic communication) Social workers who provide services via electronic media should inform recipients of the limitations and risks associated with such services.

14.1 College of Social Work Social Media Guidelines: Use of social media entails obligations and liabilities that should be carefully considered by students and social workers. Students should ensure their use of social media reflects the values articulated in the [NASW Code of Ethics](#) and follows SUDTTC and BSW Program policies. The NASW Code of Ethics is binding on Social Work students and professionals working in the field, regardless of NASW membership. Violations in this area may result in negative consequences, impacting an individual's academic program, practicum placements, employment opportunities, and chosen profession. Please consider the following points when establishing a social media policy (some of these ideas adapted from Keely Kolmes, PsyD):

1. **Friending:** Let clients know that you do not accept friend or contact requests from current or former clients. Friending has the potential to compromise confidentiality and blurs professional/personal boundaries.
2. **Fanning:** If you have a "Fan page" on Facebook, let clients know your policy regarding accepting "friend/fan" requests. If you share articles on this page, you can, as an alternative, encourage clients to join via an RSS feed, so it does not appear that a client is

endorsing your practice publicly.

3. Following (Twitter): If you maintain a twitter feed, encourage clients to create a username that disguises their identity, for example: @ethicsguy instead of @johnsmith.
4. Location-Based Services (LBS): Discourage clients from “checking-in” from your office, and make it clear that your office is not a “check-in point” for Foursquare, Swarm, Gowalla, etc. Make clients aware of the risks of compromised privacy if intentionally checking-in or if they have a passive LBS-app enabled on their phone.
5. Email: Let clients know that email correspondence is maintained in the logs of internet service providers. Some email platforms like @hushmail are encrypted, but most can be viewed by system administrators and are therefore not private interactions. Limit email correspondence to administrative functions like scheduling, etc.
6. Facebook Disclaimer Example: Please Note: In compliance with Utah law and the ethical standards of my profession, I cannot accept friend requests from or engage in a social media relationship with individuals with whom I have had a previous therapeutic relationship. Also, the views expressed on my personal Facebook reflect my views and not the views of my employer.

14.1.1 In using social media, CSW students and practitioners are expected to:

1. Respect the provider/client relationship.
2. Post content respectful of themselves and others (including other students, colleagues, faculty, and staff).
3. Assume a much larger group may see their social media posts, as well as comments made on those posts. Know that once something is posted, it is beyond control, as others may screenshot it, forward it, save it, etc.
4. Avoid posting distasteful, immature, or offensive content, which may limit or eliminate job prospects, professional references, or other opportunities.
5. Avoid identifying themselves in a manner that misrepresents their affiliation with the University of Utah, the College of Social Work, and/or their practicum agencies. If a post could be misinterpreted as representing the University of Utah, the CSW, and/or one’s practicum agency, clarifying language is recommended.
6. Maintain the privacy and confidentiality expected in classroom discussions and practicum. Individuals should not post identifiable client information. Students may face academic action for inappropriate disclosures of confidential information.
7. Avoid posting content that disrupts or materially interferes with University and College of Social Work activities, or that might lead University authorities to reasonably foresee substantial disruption or material interference with University and/or College activities.
8. Communicate directly any questions or concerns about BSW Program curriculum, policies, classroom conduct, practicum placements, etc. with College of Social Work faculty, staff, and administration.

9. Communicate with the original poster if they see content posted by peers that appears unprofessional. If the behavior significantly violates professional norms and the posting individual does not take appropriate action to resolve the situation, the matter should be reported to the BSW Program Director.

15. THE 12 CORE FUNCTIONS

Derived from the Association of Utah Substance Abuse Professionals (AUSAP) Certification Handbook. All practicum sites should make a reasonable effort to include the following 12 Core Functions. If any of these requirements are not available to students through the practicum placement, it is the student's responsibility to discuss this matter with their practicum instructor/advisor (Eric Schmidt).

1. Screening:

Each student will observe or conduct an eligibility screening based on agency or program policies/admission criteria.

The screening will include a listing of all eligibility and exclusion (if any) criteria for their practicum agency.

2. Intake:

Each student will conduct one or more initial assessment procedures for admission to a program.

3. Orientation:

Each student will conduct an orientation to treatment with a substance abuse client.

4. Assessment:

Each student will complete an actual substance abuse assessment with a client.

5. Treatment Planning:

Each student will complete a treatment plan for a substance abuse client.

At a minimum, an adequate treatment plan should list:

- problems identified
- corresponding short and long-term goals
- methods/procedures used to address the problem(s) - person(s) responsible for delivering the intervention(s) - time and place of the interventions

- criteria to be met for termination of treatment

6. Counseling:

Each student must work with at least one alcohol case and one drug case as the primary counselor or case manager.

Each student must lead or co-lead at least one or more groups for a minimum of 5 sessions, or if they are time-limited groups, to their conclusion.

Each student must attempt to work (as counselor or co-counselor) with at least one alcohol or drug abusing family, depending on practicum placement.

7. Case Management:

Each student will participate in a "staffing" or case review meeting wherein the assessment data, treatment plans and documentation of client progress in treatment has been reviewed by the supervisor, program manager and appropriate clinical staff members.

8. Crisis Intervention:

Each student will demonstrate an understanding of crisis intervention.

9. Client Education:

Each student will conduct at least one psycho-educational session for a group substance abuse client or a community group. Examples: Relapse Prevention, Assertiveness Training, Communication Skills, Mood Control, Relationship Enhancement, D.U.I. Education, etc.

10. Referral:

Each student will demonstrate an understanding of referral of a substance abuse client.

11. Reports and Record Keeping:

Each student will be required to maintain appropriate records, progress notes, aftercare plans, and counseling notes from individual, group and family counseling cases.

12. Consultation with Other Professionals:

Each student will demonstrate an understanding of working with an interdisciplinary team and consulting with other professionals.

16. SKILLS NECESSARY FOR PROFESSIONAL PRACTICE

16.1 Communication Skills: Demonstrates sufficient written and oral skills to comprehend information and communicate ideas and feelings.

16.1.1 Written: Writes clearly, uses correct grammar and spelling, and applies appropriate writing style, including American Psychological Association (APA) referencing, appropriate source citation, and documentation. Demonstrates sufficient skills in written English to understand content presented in the program and to complete adequately all written assignments, as specified by faculty.

16.1.2 Oral: Communicates effectively and sensitively with other students, faculty, staff, clients, and professionals. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates sufficient skills in spoken English to understand content presented in the program, to complete adequately all oral assignments, and to meet the objectives of field placement experiences, as specified by faculty.

16.2 Interpersonal Skills: Demonstrates the interpersonal skills needed to relate effectively to other students, faculty, staff, clients, and professionals and to fulfill the ethical obligations of the profession. These include compassion, empathy, altruism, integrity, and demonstration of respect for and consideration of others. Takes appropriate responsibility for actions and considers the impact of these actions on others.

16.3 Cognitive Skills: Exhibits sufficient knowledge of SUD treatment and clarity of thinking to process information and apply it to appropriate situations in the classroom and field. Demonstrates grounding in relevant social, behavioral, and biological science knowledge and research—including knowledge and skills in relationship building, data gathering, assessment, intervention, and evaluation of practice. Exhibits ability to conceptualize and integrate knowledge and apply that knowledge to professional practice.

16.4 Physical Skills: Exhibits sufficient motor and sensory abilities to attend and participate in class and practicum placement, with or without reasonable accommodations. (See section on Accommodations for Disabilities for clarification.)

16.5 Stress Management: Demonstrates ability to deal with current life stressors using appropriate coping mechanisms. Handles stress effectively by using appropriate self-care and by developing supportive relationships with colleagues, peers, and others.

16.6 Emotional and Mental Capacities: Uses sound judgment. Seeks and effectively uses help for health, behavioral health or emotional problems that interfere with scholastic and professional performance. Engages in counseling or seeks support and help if personal problems, psychosocial distress, substance abuse, or mental health difficulties do any of the following:

1. Compromise scholastic and other performance,
2. Interfere with professional judgment and behavior, or
3. Jeopardize the best interests of those to whom the student has a professional responsibility (as outlined in the current Codes of Ethics of the National Association

of Social Workers and the BSW Handbook, University of Utah Student Rights and Responsibilities, and the National Certification Commission for Addiction Professionals.

16.7 Professional Commitment: Exhibits a strong commitment to the goals of SUD treatment and to the ethical standards of the profession, as specified in the NCCAP Code of Ethics and the Utah Department of Occupational and Professional Licensing. Demonstrates commitment to the essential values of SUD treatment that include respect for the dignity and worth of every individual and their right to a just share of society's resources (social justice).

16.8 Professional Behavior: Exhibits behaviors that are in compliance with program policies, institutional policies, professional ethical standards, and societal laws in the classroom, field, and community. Appearance, dress, and general demeanor reflect a professional manner. Shows potential for responsible and accountable behavior by knowing and practicing within the scope of social work, respecting others, being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, keeping appointments, or making appropriate arrangements, and accepting supervision and criticism in a positive and professional manner.

16.9 Works Effectively with Others: regardless of level of authority. Advocates for themselves in an appropriate and responsible manner and uses proper channels for conflict resolution. Shows a willingness to receive and accept feedback and supervision in a positive manner, as well as uses such feedback to enhance professional development.

16.10 Self Awareness: Exhibits knowledge of how one's values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships. Accurately assesses one's own strengths, limitations, and suitability for professional practice. Shows awareness of self and how one is perceived by others. Reflects on one's own limitations as they relate to professional capacities. Is willing to examine and change behavior when it interferes in working with clients and other professionals.

16.11 Ethical Obligations: Current behavior and classroom performance demonstrate adherence to the ethical expectations and obligations of professional practice, noted in the NASW Code of Ethics, the NCCAP Code of Ethics and Utah Department of Occupational Licensing

1. Adherence to the NASW Code of Ethics, NCCAP Code of Ethics and the Utah Department of Occupational and Professional Licensing
2. Disclosure of criminal charges and/or convictions occurring prior to admission to the College of Social Work, occurring during the course of study, or occurring prior to admission and becoming known after admission.
3. Systematic evaluation of clients and their situations in an unbiased, factual way. Suspension of personal biases during interactions with others.
4. Comprehension of another individual's way of life and values. Empathic communication and support of the client as a basis for a productive professional relationship.

5. Appreciation of the value of diversity. Effective and nonjudgmental relation to and work with others who are different from oneself. Appropriate service to all persons in need of assistance, regardless of the person's age, class, race, ethnicity, religious beliefs, gender, disability, sexual orientation, and/or value system. No imposition of personal, religious, sexual, and/or cultural values on clients.
6. Demonstration of respect for the rights of others. Commitment to clients' rights to freedom of choice and self-determination.
7. Maintenance of confidentiality as it relates to human service, classroom activities, and field placement.
8. Demonstration of honesty and integrity by being truthful about background, experiences, and qualifications; doing one's own work; giving credit for the ideas of others; and providing proper citation of source materials.
9. Demonstration of clear, appropriate, and culturally sensitive boundaries. Does not sexually harass others; make verbal or physical threats; become involved in sexual relationships with clients, supervisors, or faculty; abuse others in physical, emotional, verbal, or sexual ways; or participate in dual relationships where conflicts of interest may exist.

17. Values, Ethics, and Behaviors of SUDTTC and BSW Candidates

Candidates for the SUDTTC and BSW degree must demonstrate values, ethics, and behaviors consistent with the following guidelines.:

Values, Ethics, and Behaviors Required of SUDTTC and BSW Candidates
Responsibility and Accountability Behaviors
<ul style="list-style-type: none"> • Understand that becoming a SUDTTC and social work professional is a privilege, not a right.
<ul style="list-style-type: none"> • Adhere to the NCCAP and NASW Code of Ethics and demonstrate identification with the profession's values, including integrity and congruence between professional and personal behavior.
<ul style="list-style-type: none"> • Use appropriate channels of communication and procedures for addressing problems and concerns at the College of Social Work as outlined in this handbook.
<ul style="list-style-type: none"> • Demonstrate an awareness of the importance of communicating directly with the involved personnel and through the prescribed medium.
<ul style="list-style-type: none"> • Demonstrate an ability to provide timely feedback and/or information in a process wherein such is requested, i.e., respond to requests for communication (such as emails, phone calls, and meeting requests) with faculty, advisors, and administrators in a proactive and timely manner.
<ul style="list-style-type: none"> • Attend classes and turn in assignments, including field placement documentation, in a proactive and timely manner.

Values, Ethics, and Behaviors Required of SUDTTC and BSW Candidates
<ul style="list-style-type: none"> • Participate in group activities and assignments appropriately.
Social and Interpersonal Behaviors
<ul style="list-style-type: none"> • Demonstrate the emotional health required for the appropriate utilization of intellectual abilities, for the exercise of good judgment, for the prompt completion of all responsibilities attendant to education including practicum, and for the development of effective relationships with colleagues and clients.
<ul style="list-style-type: none"> • Monitor personal emotional and physical health and understand when it is necessary to seek or return to appropriate self-care measures in a proactive manner.
<ul style="list-style-type: none"> • Develop appropriate, sensitive, and professional relationships with individuals of all genders, gender expressions, ages, races, lifestyles, political beliefs, sexual orientations, religious beliefs or practices, and cultural backgrounds, as well as with their families; with other health and mental health care providers; and with members of the learning and working community.
<ul style="list-style-type: none"> • Respect and support client self-determination.
<ul style="list-style-type: none"> • Identify and seek to resolve ethical dilemmas as they arise.
Self-Awareness Behaviors
<ul style="list-style-type: none"> • Critically examine areas of potential conflict between personal and/or professional values, making changes where necessary to ensure these values are congruent.
<ul style="list-style-type: none"> • Express ideas and feelings clearly, demonstrating a willingness and an ability to listen to others (speaking and listening to understand, not judge).
<ul style="list-style-type: none"> • Exhibit knowledge of how one's own values, attitudes, beliefs, emotions, and past experiences affect thinking, behavior, and relationships.
<ul style="list-style-type: none"> • Understand the effects of personal statements and behaviors on others and demonstrate the ability to modulate one's behavior to promote a productive professional environment and appropriate relationships.
<ul style="list-style-type: none"> • Exhibit a willingness to examine and change behavior when it interferes in working with administrators, faculty, peers, and others in the social work community.
<ul style="list-style-type: none"> • Accurately assess personal strengths, limitations, and suitability for professional practice.
<ul style="list-style-type: none"> • Show awareness of self and how one is perceived by others.
<ul style="list-style-type: none"> • Exhibit openness to new ideas, differing opinions and feedback from others, integrating these into professional and student roles/performance.
<ul style="list-style-type: none"> • Demonstrate a commitment to critical thinking, self-evaluation, and lifelong learning.

Values, Ethics, and Behaviors Required of SUDTTC and BSW Candidates
Communication and Respect for Others
<ul style="list-style-type: none"> Exhibit the ability to communicate professionally, effectively, and sensitively with administrators, faculty, peers, and with treatment teams and clients in practicum settings. Communication includes not only speech or face-to-face communication but also nonverbal and written communication.
<ul style="list-style-type: none"> Show respect and nondiscrimination for those different from self, demonstrating effective and nonjudgmental relationships, providing assistance and services regardless of the person's age, class, race, religious beliefs, gender, disability, sexual orientation/identity/expression, and cultural/value systems.
<ul style="list-style-type: none"> Do not engage in imposition of personal religious, sexual, and cultural values on others.
<ul style="list-style-type: none"> Seek knowledge and experiences to become an ally to diverse individuals, families, and groups.
<ul style="list-style-type: none"> Uphold a classroom atmosphere that is conducive to learning, including interacting with instructors and peers in a considerate and cooperative manner.
<ul style="list-style-type: none"> Resolve conflicts in a manner that respects the dignity of every person involved.
<ul style="list-style-type: none"> Understand that engaging in demeaning or aggressive behavior such as heckling, bullying, or intimidating anyone in the College community is unacceptable and against the Student Code at the University of Utah.
Honesty
<ul style="list-style-type: none"> Practice law-abiding behavior and be free of criminal charges or convictions for behaviors that are contrary to professional practice. If a criminal charge occurs while in the program, the student must disclose this information to the BSW Program Director immediately.
<ul style="list-style-type: none"> Demonstrate honesty and integrity by being truthful about background, experiences, and qualifications; do one's own work; give credit for the ideas of others; and provide proper citation of source material.
<ul style="list-style-type: none"> Appropriately credit ideas developed, and work done by others, including information from group presentations. Understand that, in most circumstances, submitting research or any materials to fulfill requirements in more than one class is dishonest and violates the University of Utah's Student Code. A more detailed explanation can be found in the Student Code.
Confidentiality
<ul style="list-style-type: none"> Maintain reasonable privacy as it relates to all aspects of the program, including classroom activities and personal information shared in the milieu of the College.
<ul style="list-style-type: none"> Maintain confidentiality any personal information shared in class, dyads, or smaller groups within the College or field practicum.

Values, Ethics, and Behaviors Required of SUDTTC and BSW Candidates

- Use good judgment in self-disclosing information of a personal nature in the classroom. Class time is not to be used as therapy or treatment.
- Refrain from using names or identifying information in any setting that may lead to someone else potentially identifying the client or other individual(s) being discussed in the classroom or in written assignments.

18. Student Code

All SUDTTC students are expected to read the National Certification Commission for Addiction Professionals Code of Ethics, the BSW Policy Handbook and the University of Utah Student Code of Student Rights and Responsibilities. The [University of Utah Code of Student Rights and Responsibilities](#) contains important information about students' rights and responsibilities, including:

1. Mission of the University of Utah
2. Student Bill of Rights
3. Student Standards of Academic Performance
4. Student Standards of Behavior
5. Student Records

Students are encouraged to read the Code carefully and refer to it often. To protect students' rights and ensure due process, the College of Social Work adheres to the policies and procedures outlined by the University of Utah Code of Student Rights and Responsibilities. Please note that the University website contains the most recent version of the University of Utah Code of Student Rights and Responsibilities, and students are expected to be familiar and comply with this most recent version.

Persons who supervise students in the field (Field Instructors), along with field faculty (University of Utah Field Liaisons), will assess student academic and professional performance and apply their professional judgment to determine if standards are being met during a student's educational career. Professional judgment is the capacity to assess a situation by applying the values and knowledge of the social work profession, combined with a professional's own experience and practice wisdom. It also represents the application of knowledge, values, and skills to making decisions in a helping process.

The ability to successfully complete the SUDTTC Program hinges on a student's success in both class and practicum. Students are expected to demonstrate achievement in class grades, as well as to learn and demonstrate the professional behaviors necessary to become a successful Substance Use Disorder professional. Every effort is made by the BSW Program to identify and intervene on any academic, professional, and ethical issue(s) that may affect students' performance—before the issues become serious. Moreover, any faculty member or practicum

supervisor who becomes aware of circumstances that demonstrate a student's failure to learn and apply the professional behavior and skills required of a social work professional may present such concerns to the BSW Field Director. Such concerns will be addressed with the student immediately, and failure to remediate concerning performance may result in students' probation, suspension, or dismissal from the SUDTTC and or BSW Program.

Upon entrance into the field education program, students are expected to commit to learning what is required for professional behavior and competent practice. Professional behavior includes compliance with the NCCAP Code of Ethics, employer policy and University of Utah policy, keeping commitments to and respecting clients, supervisors, community members, faculty, other professionals, colleagues, and fellow students and the ability to work effectively with others regardless of level of authority. Students must engage in reflective listening, act to promote the welfare of others, and behave in a trustworthy manner in their interactions with clients/community members, faculty, and other members of the College of Social Work community at all times.

Other aspects of professional behavior include humility, inclusiveness, presence, relational skills, mutuality, and self-compassion, as well as being punctual and dependable, engaging in intentional supervision and practice, dressing appropriately, prioritizing responsibilities and seeking clarification. Understanding and maintaining confidentiality regarding clients/community members is of utmost importance. Promptly reporting known violations of any professional standard by other social work students to your field instructor and/or University of Utah field liaisons is essential.

Every effort will be made to continuously provide students accurate and current information, but the College of Social Work reserves the right to change, without notice, policies, procedures, programs, and other matters as circumstances dictate. Further, SUDTTC field curriculum and program policies are evaluated regularly. As a result, changes will be made to the curriculum or policies as recommended by the BSW Advisory Committee, the College Council, and the Practicum Advisory Committee. Every effort is made to notify students when these occur.