COURSE DESCRIPTION

This two-semester course takes place outside the traditional classroom environment and inside local community human/social service agencies. Students are placed in approved social work field sites with professional trained social work supervisors. Specialized Practice MSW (SPMSW) students have one placement throughout the academic year and need to complete a total of 900 hours over their two years in field, or 450/year. SPMSW Advanced Standing (SPMSW AS) students have one placement throughout the academic year and complete a minimum of 600 hours for AS students (see NOTES below).

This social work field experience will provide students with an educationally based hands-on experience grounded in our program’s philosophy highlighting our commitment to human rights, social, economic, and environmental justice, and critical social construction. Students will integrate more specifically 1) the development of an ongoing and deeply self-reflective and reflexive professional approach to the work, 2) learned (and still-learning) social work knowledges, skills, and values typically associated with our unique profession, and 3) an...
unrelenting focus on relational and authentic connections with clients, colleagues, the community, and the world.

(NOTE: Due to ongoing COVID-19 precautions, “hands-on” can and should take the possibility of remotely-completed projects into account. For AY 2022-2023, projects completed remotely can and should count towards a student’s total placement hours.)

Students will also contextualize their practice within our program’s advanced curricular concentration of transformative social work and their self-identified individual threads of inquiry (focus). Students will deepen their transformative social work practices by exploring change on all levels. They will do this by focusing on:

1. A relational practice that looks at the authentic and curious nature of how they are in relationship to those they are working with (clients, patients, service-users, members, etc.), to themselves, their colleagues, and to the work itself,
2. A profound practice that focuses on the creative process of complicating our “understanding of everyday problems” through questioning what has been taken for granted about truth, best practices, expert stances, and even what is said about what kind of change is possible, and
3. A generative practice that encourages the integration of policy, research, and practice so that change is long lasting and iterative.

The Specialized Practice Year Practicum provides all second year MSW students with opportunities to expand upon Foundation/Undergraduate social work course and fieldwork. Students have met the generalist competencies and practice behaviors for Foundation and Undergraduate students by the time they enter into this year’s field experience. Students are expected to move toward advanced and autonomous social work practice by the end of the first semester—for example, they are carrying their own assignments (with clients or on projects) autonomously, they are taking the initiative in their supervisory sessions to integrate their practice with classroom learning regarding transformative social work ideas, theories, knowledges, and approaches, and they are communicating professionally with colleagues both within and outside of the organization.

In the second semester, students are expected to continue deepening their transformative practice skills, their confidence in their work, their effective use of supervision and collegial consultation, and their articulation of what they have learned, what they know, how that can help others/situations. In other words, students are expected to be prepared for Master’s level employment where they can continue their learning outside of the formal classroom environment.

COURSE OBJECTIVES & SOCIAL WORK COMPETENCIES

After completing this course, students will be able to:

1. Demonstrate the particular skills, knowledges, and sensitivities needed to work with clients in Transformative Social Work Practice.
2. Apply multiple theoretical perspectives and multi-level interventions in meeting individual client and collective needs.

1 Council on Social Work Education (CSWE) 2015 Educational Policies and Accreditation Standards (EPAS).
3. Work autonomously within the limits of the profession and multi-agency and organizational settings.

These course objectives align with items in bold in the following list of nine social work education competencies that our accrediting body, the Council on Social Work Education (CSWE), requires students to master by the time they graduate from the MSW program:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

REQUIRED COURSE MATERIALS

Students are required to read the UVM Department of Social Work Field Education webpage as well as the Guide to Writing the Learning Agreement (to be provided by Faculty Field Liaison). Students are also required to utilize the course Blackboard as stipulated by your Faculty Field Liaison.

LEARNING METHODS & RATIONALE

Students will be learning in a practicum environment, supported by their Faculty Field Liaisons, community social workers (Field Instructors) and if applicable, other human services personnel (Supervisors). They will complete several written assignments (below) and will be expected to demonstrate social work practice skills and give/receive feedback on an ongoing basis.

LEARNING ASSESSMENT ASSIGNMENTS

Table 1. Fall Assignments, Deadlines & Grading

<table>
<thead>
<tr>
<th>Fall Learning Assessment Assignments</th>
<th>Dates Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress toward Completion of Field Hours (225 or greater required for SPMSW/300 or greater required for SPMSW AS)</td>
<td>Dec 9</td>
<td>30</td>
</tr>
<tr>
<td>Attendance and Participation in Monthly Field Seminars with Faculty Field Liaison (See course outline for dates)</td>
<td>Monthly Nov 11</td>
<td>20</td>
</tr>
<tr>
<td>Learning Agreement (LA)</td>
<td>Sept 30</td>
<td>20</td>
</tr>
<tr>
<td>Process Record #1 with Field Instructor feedback</td>
<td>Oct 21</td>
<td>5</td>
</tr>
<tr>
<td>Process Record #2 with Field Instructor feedback</td>
<td>Nov 11</td>
<td>5</td>
</tr>
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</table>
### Fall Learning Assessment Assignments

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Dates Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>December Evaluation signed by all parties</td>
<td>Dec 9</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>100</td>
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</table>

Table 2. Spring Assignments, Deadlines & Grading

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Dates Due</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Completion of Field Hours (Minimum of 450 required for SPMSW/Minimum of 600 required for SPMSW AS)</td>
<td>May 5</td>
<td>30</td>
</tr>
<tr>
<td>Attendance and Participation in Field Seminars with Faculty Field Liaison</td>
<td>Monthly (See course outline for dates)</td>
<td>20</td>
</tr>
<tr>
<td>Learning Agreement Addendum (LAA—review and completion of any updates and revisions to LA)</td>
<td>Feb 10</td>
<td>10</td>
</tr>
<tr>
<td>Anti-Oppressive Practice Assignment</td>
<td>March 3</td>
<td>10</td>
</tr>
<tr>
<td>Process Record #3 with Field Instructor Feedback</td>
<td>March 24</td>
<td>5</td>
</tr>
<tr>
<td>Process Record #4 with Field Instructor Feedback</td>
<td>April 14</td>
<td>5</td>
</tr>
<tr>
<td>Ending Evaluation</td>
<td>May 5</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>100</td>
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</tbody>
</table>

**UVM Grading System**:  

<table>
<thead>
<tr>
<th>Excellent:</th>
<th>Good:</th>
<th>Fair:</th>
<th>Failure:</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>100</td>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>A</td>
<td>94-100</td>
<td>B</td>
<td>84-86</td>
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<td>B-</td>
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<td></td>
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<td></td>
<td></td>
<td>C-</td>
<td>70-73</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F</td>
<td>69 or below</td>
</tr>
</tbody>
</table>

**Failure: AF Administrative Failure**  
**FX Academic Dishonesty**

This is a pass/fail course, so the following grades apply:  

- S = C or better  
- U = C- or below  
- AF Administrative Failure  
- XF Academic Dishonesty  

**Incomplete**: A grade of incomplete (INC) may be assigned when course work is not completed for reasons beyond the student's control. Incompletes may be approved for the following reasons: medical, personal tragedy or academic. In MSW courses incompletes require the approval of the Graduate College dean.

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2 [http://catalogue.uvm.edu/graduate/academicenrollment/gradingpolicies/](http://catalogue.uvm.edu/graduate/academicenrollment/gradingpolicies/)
DESCRIPTIONS OF ASSESSMENTS (GRADED WORK)

In this course, students will earn grades of either an “S” Satisfactory or a “U” Unsatisfactory.

I. Field Hours

Purpose and Brief Description: Students are expected to complete a minimum of 450 hours (SPMSW) or 600 hours (Advanced Standing SPMSW) in their approved and confirmed field placement for the academic year 2022-2023. Policies that guide these hours can be found on the UVM Department of Social Work Field Education Website.

Evaluation Criteria: Students will negotiate a weekly field schedule with their Field Instructor so as to complete 225 hours (for SPMSW) or 300 hours (for SPMSW AS) by the end of Fall semester (for AY 2022-2023, this is Dec 9), and 450 hours (for SPMSW) or 600 hours (for SPMSW AS) before the last day of classes (for AY 2022-2023, this is May 5). Students will read and adhere to the Student Hours field policy on the Dept. of Social Work Field website re: hours in the field.

II. Attendance and Participation in Monthly Field Seminars

Purpose and Brief Description: Six one-and-a-half hour seminars (three each semester) are scheduled on a monthly basis with your Faculty Field Liaison. These on-campus (and/or possibly virtual) seminars are purposefully constructed for a small number of students to consult with one another about their field practicum experiences and their emerging professional social work identities. These seminars count towards a student’s field hours total for the year.

(Note re: Attendance and Illness: If a student will not be able to attend in-person classes for qualifying health reasons, Student Health Services (SHS) will send a notification to the appropriate Student Services office or designated staff member informing them of this, along with the dates the student is unable to attend. The SHS notification will specify whether the request for flexibility is only around in-person class attendance or includes additional flexibility for assignments and tests because the student is too ill to participate. Students are responsible for working with their faculty to make up class content and work they miss due to a documented illness.)

Evaluation Criteria: Students are expected to attend and participate all scheduled Field Seminars across the academic year.

III. Learning Agreement (LA) and Learning Agreement Addendum (LAA)

Purpose and Description: Almost immediately, students and Field Instructors will begin talking about the work they will be doing together in the semesters ahead. It is, however, highly unlikely that this is the first time the conversation or the thinking about “student assignments” has happened. Field Instructors would have discussed assignments possibilities in their application for field site approval; students and Field Instructors will have already talked about assignments during the interview; and Field Instructors probably would have already talked with agency/organization colleagues prior to the start of the school year. The learning agreement formalizes and expands on those discussions.
This is a student assignment. However, it requires significant input from the Field Instructor. In reality, it is a deeply relational, co-created document generated at the very beginning of the student/Field Instructor relationship. It is a wonderful opportunity for collaboration, curiosity, discovery, exploration, visioning, agreement, and building authentic connections. The student becomes the document writer and the Field Instructor is the consultant. Please see the Learning Agreement assignment on the Field Education page of UVM’s Department of Social Work website for specific guidance.

While the Learning Agreement is started in the Fall semester, the beginning of the Spring semester offers the opportunity for revisions and updates (Learning Agreement Addendum).

IV. Process Record Assignments

Purpose and Brief Description: These assignments are an invitation for students to engage in a time-honored tradition in social work education. For years and years, social work Field Instructors have been assigning process records and students have responded by engaging in this dynamic thinking, writing, and feedback process. In our programs, students complete this assignment four (4) times over the course of the academic year.

These assignments are explicit in their focus on helping students develop a solid self-reflective and reflexive practice. They enable students to look deeply and specifically at a single practice interaction by writing a verbatim recording of what was said and observational recording that coincides with that. Students provide their own comments about their work using the structured outline below.

Equally as important to the student writing is the Field Instructor and Faculty Field Liaison feedback. Therefore, this assignment is clearly a process that values the generative and collaborative thinking that often (if not always) results in an increase in the quality of student work.

Please keep in mind that process records are not intended to become a part of a client’s record but rather part of the education record of the student. Because of this, preserving the confidentiality of the client(s) and/or other professionals involved in the recorded interaction is extremely important. Actual names or other identifying information must either be omitted or disguised.

Guidance for how to complete the assignment can be found on the Field Education page of the UVM Department of Social Work website.

V. December Evaluation

Purpose and Brief Description: Students and Field Instructors are expected to participate in a formal evaluation at the end of November or beginning of December, to be completed by the last day of Fall classes (For AY 2022-2023, this is December 9). The content and the timeliness of the evaluation will be considered in assigning the final grade. There is a form with discussion prompts available on the UVM Department of Social Work Field Education webpage.

VI. Anti-Oppressive Practice Assignment
Purpose and Brief Description: There are multiple places in any social work curriculum where students look specifically at practice skills and philosophical approaches to our work with people and systems through an anti-oppressive lens. In an attempt to help integrate Practice and Field along this framework, we are asking students to begin a conversation with their field instructors about the anti-oppressive practices in their agency.

Students will work with their field instructor(s) to help them identify anti-oppressive practices and perspectives utilized in their program and organization. Faculty field liaisons will offer several handouts to ground the discussion, which consists of working through the “Seven Principles of Oppressive Practices (adapted by C. Cuddy from Brisebois & Gonzales-Prendes work in 2014) and record/submit to your field liaison a summary of salient points from that discussion. Handouts and an assignment description can be found on the Field Education page of UVM’s Department of Social Work website.

VII. Ending Evaluation

Purpose and Brief Description: Students and Field Instructors are expected to participate in a formal evaluation at the end of April or the beginning of May, to be completed by the last day of Spring classes (For AY 2022-2023, this is May 5). The content and the timeliness of the evaluation will be considered in assigning the final grade. The paper version of this form is available on the UVM Department of Social Work Field Education webpage.

(Note: While the paper version of this form continues to be available on the Department of Social Work Field Education webpage, it should be noted that students and Field Instructors must enter this data into UVM’s College of Education and Social Services’ assessment system, TK-20 prior to the end of the semester (for AY 2022-2023, this is May 5). The TK-20 system will send system-generated emails to Field instructors and students during the Spring semester with instructions and log-in credentials. The log-in page for this system can be found here.)

COURSE OUTLINE AND SCHEDULE

Fall Semester 2022

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS Field Orientation (required)</td>
<td>Weds, August 24, 1-4pm</td>
</tr>
<tr>
<td>Faculty Field Liaison Seminar #1</td>
<td>Week of Sept 12</td>
</tr>
<tr>
<td>Learning Agreements due</td>
<td>Fri, Sept. 30</td>
</tr>
<tr>
<td>Faculty Field Liaison Seminar #2</td>
<td>Week of Oct 10</td>
</tr>
<tr>
<td>Faculty Field Liaison Seminar #3</td>
<td>Week of Nov 7</td>
</tr>
<tr>
<td>Process Record 1 due</td>
<td>Oct 21</td>
</tr>
<tr>
<td>Process Record 2 due</td>
<td>Nov 11</td>
</tr>
<tr>
<td>Progress towards Completion of Hours (&gt;225 required for SPMSW/&gt;300 required for SPMSW AS)</td>
<td>Fri, Dec 9</td>
</tr>
<tr>
<td>December Evaluation due</td>
<td>Fri, Dec 9</td>
</tr>
</tbody>
</table>
### Spring Semester 2023

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Time/Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Field Liaison Seminar #4</td>
<td>Week of Jan 23</td>
<td>Day/time/location TBD via liaison communication</td>
</tr>
<tr>
<td>Learning Agreement Addendum due</td>
<td>Fri, Feb 10</td>
<td></td>
</tr>
<tr>
<td>Faculty Field Liaison Seminar #5</td>
<td>Week of Feb 20</td>
<td>Day/time/location TBD via liaison communication</td>
</tr>
<tr>
<td>Anti-Oppressive Practice Assignment due</td>
<td>Fri, Mar 3</td>
<td></td>
</tr>
<tr>
<td>Process Record 3 due</td>
<td>Fri, Mar 24</td>
<td></td>
</tr>
<tr>
<td>Faculty Field Liaison Seminar #6</td>
<td>Week of Apr 3</td>
<td>Day/time/location TBD via liaison communication</td>
</tr>
<tr>
<td>Process Record 4 due</td>
<td>Fri, April 14</td>
<td></td>
</tr>
<tr>
<td>Field Hours complete (Minimum of 450 SPMSW/600 SPMSW AS required)</td>
<td>Fri, May 5</td>
<td></td>
</tr>
<tr>
<td>Ending Evaluation due</td>
<td>Fri, May 5</td>
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</tr>
</tbody>
</table>

## COURSE POLICIES

### Communication

Check your UVM email and the course Blackboard frequently. Your UVM email and Blackboard Course Announcements will be the primary mode of notifying students of cancellations, changes, and/or new postings. Be sure that your Faculty Field Liaison, Field Coordinator, the Registrar and the Department all have the correct UVM email address; students are expected to use only their duly assigned UVM email for all course-related communication. For more about how the course will operate, see Course Learning Methods and Rationale.

### Course modality and technical support

Unlike other courses, this course has no set weekly on-campus day/time for meetings as the bulk of the coursework is to take place within the student’s assigned field placement. However, as noted above, students are expected to meet with their Faculty Field Liaisons for a one-and-one-half-hour seminar on a monthly basis for the duration of the academic year. Seminars are intended to be in-person, on-campus, although occasionally there may be a need for the group to meet remotely. Faculty field liaisons will communicate with students about days/times/locations for each of these seminars in advance of the semester. Should there be an occasion where the group will need to meet remotely, required platforms and software may include Microsoft Teams and/or Zoom and Blackboard. As noted above, email and Blackboard will be required, and used by the instructor for time-sensitive communication.

As such, your success in the course may depend in part on your use of technology. For technical support, please read [this checklist](#) and install the related software to ensure you are ready for class. [Contact the Helpline](#) for support with any technical issues.

### Attendance and Illness

If, for qualifying health reasons, a student will not be able to attend required seminars or
their field placement for a length of time, Student Health Services (SHS) will send a notification to the appropriate Student Services office or designated staff member informing them of this, along with the dates the student is unable to attend. The SHS notification will specify whether the request for flexibility is only around in-person class attendance or includes additional flexibility for assignments and tests because the student is too ill to participate. Students are responsible for working with their Faculty Field Liaison and/or their Field Instructor to make up seminar content and/or work they miss due to a documented illness.

**Deadlines/Assignment submission**

Late submission of assignments or absence from the in-class portions of assignments will result in a lower grade (unless excused by the instructor for highly unusual reasons). Students are expected to provide completed assignments to their instructor electronically (Word documents preferred), via Blackboard or email (as instructed) on or before the date due.

**Research and Citation Help**

For help selecting research topics, finding information, citing sources, and more, ask a librarian. The UVM Libraries are eager to help. You may ask questions by phone, e-mail, chat, or text, or make an appointment for an individual consultation with a librarian. The librarian assigned to the Department of Social Work is Daniel DeSanto or Howe Library.

**Course Evaluation**

All students are expected to complete an evaluation of the course at its conclusion. Because SWSS 290 is a year-long course, this happens at the end of the academic year. As with all other course evaluations, evaluations are anonymous and confidential, and the information gained, including constructive criticism, will be used to improve the course well after semester grades have been issued. UVM’s Department of Social Work uses Blue for the purposes of course evaluation. Use the following link to access student instructions on how to access Blue course evaluations.

**Lived Name and Pronoun Information**

The UVM Directory includes fields for indicating your lived name and your pronouns. Lived names (preferred names, names in use) are names that an individual wants to be known by in the University community. Entering your pronouns is strongly encouraged to help create a more inclusive and respectful campus community. To update your information, login to the UVM Directory. A preview box will allow you to see how this information will appear in other systems used on campus such as Microsoft Teams and Blackboard. More information about how to make changes to your lived name and pronouns is available in the Knowledge Base.

**Difference and Diversity**

In keeping with the program’s commitment to promote diversity, human rights, social and economic justice and strengths in its conceptualization and implementation, the courses in the Department of Social Work will affirm and respect difference. Explicit attention will be given but not limited to the intersectionality of age, class, color, culture, disability and
ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status (Competency 2., CSWE 2015 EPAS).3

This affirmation will be apparent in the construction of the course objectives and course assignments, the selection of course materials and the instructor’s ongoing attention facilitating a respectful, engaged learning for all students. Of particular significance, students and faculty should “apply self-awareness and self-regulation to manage the influence of personal biases and values in the classroom and in communicating about and working with diverse clients and constituencies (Competency 2).

Freedom of Expression & Speech, and Respectful Dialogue

Due to the nature of social work itself, some content and discussions may be emotionally challenging or evoke controversial ideas. Considering and engaging multiple, complex positions is a necessary dimension of the discursive processes and applied learning in social work education. Moreover, as employees of a public university, UVM faculty must seek to protect everyone’s First Amendment rights4 and the free speech exceptions established by the Supreme Court.

Respect for difference and diversity is to be demonstrated toward all members of the class, whether or not agreement exists among the positions taken on an issue. This is an integral part of engaging difference and diversity in social work practice and of participating professionally in the collaborative learning processes of social work courses.

For further understanding of the ethical standards, values and norms informing these policies, see: the NASW Code of Ethics (2017),5 the university’s Our Common Ground,6 the core philosophy of the Department of Social Work7 and the United Nations Universal Declaration of Human Rights, specifically Article 9.8

UNIVERSITY POLICIES

Accommodations

In keeping with University policy, any student with a documented disability interested in utilizing accommodations should contact SAS, the office of Disability Services on campus. SAS works with students and faculty in an interactive process to explore reasonable and appropriate accommodations, which are communicated to faculty in an accommodation letter. All students are strongly encouraged to meet with their faculty to discuss the accommodations they plan to use in each course. A student’s accommodation letter lists those accommodations that will not be implemented until the student meets with their faculty to create a plan. Contact SAS: A170 Living/Learning

4 https://www.archives.gov/founding-docs/bill-of-rights-transcript#toc-amendment-i
6 https://www.uvm.edu/president/our-common-ground
7 https://www.uvm.edu/cess/socialwork/about_us
Religious Holidays

Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors (including Faculty Field Liaisons and Field Instructors within their field placements) by the end of the second full week of classes their documented religious holiday schedule for the semester. Students must be permitted to make up any work missed for the purpose of religious observance.

Student Rights and Responsibilities

Students are responsible for knowing and observing all UVM policies regarding student rights and responsibilities. These policies address the following: Academic Integrity, Class Attendance, Athletic-Academic Conflicts and Religious Holidays. Likewise, social work faculty and students are responsible for knowing and observing the Classroom Code of Conduct. This is the link to these policies on the UVM website.

Academic Honesty and Integrity

The link to the UVM policy is included at the end of this syllabus but it seems important to mention it here as well. All work submitted in this course must be your own, and it must be produced specifically for this course. If you wish to incorporate some of your prior work into a course assignment, you must have the prior approval of your instructor and cite accordingly. You need to read and then integrate the material using your own words no matter the primary source. All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented per APA format. Violations of the academic honesty policy will be taken seriously.

Grade Appeals

If you would like to contest a grade, please follow the procedures outlined in this policy.

Promoting Health & Safety

The University of Vermont's number one priority is to support a healthy and safe community:

Center for Health and Wellbeing

Counseling & Psychiatry Services (CAPS), (802) 656-3340

C.A.R.E. If you are concerned about a UVM community member or are concerned about a specific event, we encourage you to contact the Dean of Students Office (802-656-3380). If you would like to remain anonymous, you can report your concerns online by visiting the C.A.R.E. Team website.

Sexual misconduct:

UVM is committed to fostering a safe, productive learning environment. Title IX prohibits discrimination on the basis of sex, as well as any kind of sexual misconduct, including
harassment, intimate partner and dating violence, sexual assault, and stalking. In the event that a student discloses sexual misconduct or harassment, your instructor, who is deemed a “responsible employee” under the policies referenced above, is obligated to report some information to UVM’s Title IX Coordinator in order to facilitate appropriate support and institutional response.

However, anyone experiencing sexual misconduct can and should talk to someone so they can get the support they need and our school can respond appropriately. Confidential advocacy and support services are available to UVM students of all genders, sexual orientations, and other identities, provided by HOPEWorks, the leading crisis counseling and advocacy agency in Chittenden County, via UVM’s Center for Health and Wellbeing.