MSW Field Manual 2018-2019

Marshall University SocialWorkDepartment
College of Health Professions Huntington WV
304-696-2642

Table of Contents

Introduction

This field manual is designed to help students and field agencies understand and plan for the field practicum experience. The manual provides an overview of the Marshall University Social Work Program mission, goals, and expected student outcomes/competencies as well as providing information about the expectations, policies, and procedures for practicum students and instructors. The field practicum has been identified by the Council on Social Work Education as the signature pedagogy of the profession. Thus, field education plays a critical role in the preparation of future social workers.

Terms:

Field Instructor/Supervisor - (DOES hold a MSW) - The person responsible for directly supervising students on site at the field placement (must meet with student 1 hour weekly)

Task Supervisor - (Does NOT hold a MSW degree) The person responsible for directly supervising students on site at the field placement (MSW supervision will be supplemented by the MU MSW program faculty or assigned staff).

Faculty Field Liaison/Field Seminar Instructor – The person who holds a MSW degree and 2 years post MSW experience who works as MU MSW **Adjunct Faculty,** conducts field seminars, and who visits the students field placements.

Field Director - The person who is responsible for supervising Faculty Field Liaisons and supervising the MU MSW Field Program

MSW Program Director – The person who is responsible for the entire MSW program

Accreditation

The Marshall University MSW Program is currently in candidacy and pursuing accreditation with the Council of Social Work Education (CSWE).

Social Work Program Mission

The mission of the Marshall University Master of Social Work Program is to prepare students for an advanced level of practice. Students in the Generalist Program receive instruction grounded in the social work generalist foundations during the first year. Second year Generalist and Advanced Standing (one year program) students receive instruction that is grounded in generalist core principals, professional values and competencies and is expanded and enhanced by the Area of Specialized Practice – Behavioral Health. Generalist and Area of Specialized Practice students receive curriculum infused with an understanding of and appreciation for the populations and institutions of Appalachia.

Social Work Program Goals

The program has identified five goals which flow from the mission statement and are consistent with the purpose and value base of the profession. The goals are as follows:

1. **Provide** competent social work services in behavioral healthcare settings utilizing professional skills that enhance interdisciplinary collaboration across multiple systems.
2. **Recognize** and integrate social work ethics and values in practice
3. **Alleviate** oppression, recognize and respect dignity and worth of diverse and vulnerable populations to include those from the Appalachian culture and all other populations.
4. **Understand** social context of micro, mezzo, and macro levels of practice.
5. **Maintain** a high professional standard which includes discipline for continuing education and professional skills germane to competent social work practice.

Program Assessment

The program collects annual assessment data. The annual assessment will be made available to all program constituencies on the program website.

Practicum Program Overview

Students entering the MSW program as Generalists (2-year program) require 18 credit hours (900 work hours) of field education. Generalist Program Students complete a total of 900 hours of supervised field experience during their time (4-5 semesters) in the MSW Generalist Social Work Program. This includes one 3 credit hour 150 field hour internship completed the spring semester of the generalist year, and one 6 credit hour 300 field hour internship completed during summer semester of the generalist year or during the following fall semester. During each of these experiences, four 90- minute field seminars are conducted by faculty field liaisons to focus on integration of theory and practice. Four hundred-fifty (450) work hours (9 credit hours) of the 2-year field practicum are completed during the first year of the Generalist year. Generalist practicums are encompassed under SWK 551 (9 credit hours). The Area of Specialized Practice Behavioral Health students and Second Year Generalist will be required to complete 450 hours (9 credit hours) of Field Placements over two or three semesters. Each 3 credit hour Field Placement encompasses 150 hours and is listed as SWK 653 (9 credit hours'). Each credit hour field placement will equal approximately 12 hours weekly or 1.5 days spent working at the field agency. The Generalist summer field placement will require students to work approximately 24 hours weekly or 3 days per week over a 14-week semester.

The first 150 hours of field practicum provide an opportunity for Generalists to observe social workers and increasingly practice social work skills under supervision. Students, in consultation with the field instructor and or task supervisor, prepare a learning contract for their educationally directed experience. The learning contract is prepared within the first 3 weeks of the semester. Before or during the first 2 weeks of the semester, an orientation session is held with field instructors and the students also receive orientation in the first field seminar class. These sessions include information about roles, responsibilities, and expectations. With field director approval, the students can begin their practicum hours following the orientation. Generalists must have completed SWK 511 HBSE I, SWK 501 SWK Practice, and SWK 521 SWK Policy prior to beginning this practicum. They are also enrolled in SWK 531 Practice II and SWK 541 Research while taking the practicum.

The second 300 hours of field practicum is a continuation of the 150 hours with a different emphasis. Students, in consultation with the field instructor, prepare the learning contract to fit the agency they choose. Feedback from the 150-hour practicum is used to help the student have an interesting and challenging learning experience. As with the 150-hour practicum, orientation for field instructors is provided.

Student Admission to Practicum

Only those students who have been formally accepted into the MSW program and who have completed the prerequisite courses are admitted into the practicum. Formal acceptance into the program generally occurs in the spring and summer prior to the first MSW courses. Admission requirements include a 3.0 or above Undergraduate Social Work GPA and at least a 2.75 overall Undergraduate GPA. GPA's who do not meet these requirements are considered on a case by case basis. Student admitted to the MSW Generalist and Advanced Standing Area of Specialized Practice Behavioral Health programs must have an ability to maintain positive and constructive interpersonal relationships; evidence of communication skills; and demonstration of self-awareness, ethical behavior, and a willingness to learn. Students seeking admission complete an application and may be asked to meet the Admissions Committee for an interview. Once students have been admitted to the program, it is expected that they continue to demonstrate professional behavior. **Students can be terminated from the program for academic and professional reasons. (See Appendix 1, student commitment contract)**

Agency Placement Process

Students complete an application for field which is reviewed by the field director. The field director and/or the faculty field liaison meets with each student and discusses interests, strengths, and goals. Based on this discussion, the field director assists the student in selecting one or more agencies to contact. The field director and/or the faculty field liaison may make the initial contact to confirm that the agency is willing to consider the student. The student then schedules an appointment with the potential agency. The field director assists the student in preparing a resume as needed. The final decision regarding placement is a mutual one made by the student, agency and field director.

Agency and Field Instructor Selection Criteria

Agencies are selected based on their willingness and ability to provide the student with the necessary educational experiences. Criteria for selection include:

1. Willingness to provide learning experiences within the specified educational objectives and competencies. It is expected that student activities relate to development of a competent professional social worker and that students are not used as "extra help".
2. Availability of necessary supervisory personnel for student supervision.
3. Willingness to work with a diverse student body.
4. Willingness to work closely with program field director.
5. Provision of relevant services offered by the agency and ability to provide student with opportunities to interact with diverse client systems.
6. Availability of work space for students.

Criteria for selecting instructors

1. First priority is given to personnel with an MSW degree from a CSWE-accredited program. Field instructors should have at least two years of practice experience including at least one year in their current agency. Occasionally it is necessary to place students in agencies where no such supervision is available. In those rare instances, the university faculty assumes the major responsibility for student learning. In some cases, where regular "task-supervision" is provided by someone other than a social worker, another social worker with the preferred academic credentials as described above may be identified to meet with the student regularly and provide social work supervision.
2. A field instructor must have sufficient time to devote to the student and to the learning experience. They should have a desire to supervise a student and willingness to meet weekly with the student.
3. Willingness to enter into a contract based on course objectives and program competencies.
4. Willingness to provide the student with appropriate learning activities that address the competencies and practice behaviors.
5. Willingness to work closely with faculty instructors and to evaluate the students; and willingness to work with diverse students.
6. Willingness to participate in orientation training and to attend ongoing training or special activities provided by the department for field instructors.
7. Satisfactory performance in one's own job responsibilities with positive attitudes toward the agency and toward social work education.

Teaching Methods

Throughout the practicum seminars, there are case presentations, discussion, and sharing of experiences and challenges in students' respective agencies.

When necessary, periodic meetings with the student, field supervisor and faculty advisor will be scheduled throughout the semester to discuss the student's learning goals. The field director or a faculty field liaison will make a midterm visit to evaluate the student at that point. Additional visits will be scheduled as needed. The final evaluation is completed by the field instructor and student then submitted to the faculty field liaison and field director.

Grading

Throughout the placement the student and the field instructor will evaluate the student's progress and performance. Feedback is an important part of the learning process. Students are evaluated based on field placement performance and on class assignments. There will be an evaluation for both 150 and 300-hour field placements. The student, the faculty and field instructor will use the evaluation tool included in the appendices as a basis for their evaluation. The student's progress will also be assessed based on the learning contract.

The grading system is based on credit or non-credit. Based on the midterm and final evaluation of students, in consultation with the field instructor a grade of credit or noncredit will be given. The field director has the final responsibility of giving the grade. For a student to get credit, all of the assignments must be turned in.

No Credit for Life Experience

The social work program does not grant social work course credit for life experience or for previous work experiences.

Sequence of Learning

The agency field instruction is viewed as a cooperative endeavor among all concerned. The student, the agency field instructor, and the field director negotiate a contract designed to provide a learning experience which integrates the educational objectives of the program. The field experience takes into consideration the focus of a Generalist and the expanded and enhanced Area of Specialized Practice Behavioral Health programs. Students experience the functions particular to a specific agency and engage in learning experiences, which allow them to apply problem-solving methods in work with individuals and families, groups, organizations, and communities.

Student learning in the Field Sequence

While there is considerable variation in experiences due to differences among individual students, practice settings, and practice assignments, student learning in the field sequence generally begins with orientation to the agency and agency policy, observation/shadowing and progresses to include increasing interaction with clients.

Students are expected to have experience working with individuals, groups, families, communities, and organizations.

Generalist Practicum I (150hour)

During the 150-hour practicum the students are expected to have an understanding of and orientation to the agency and to provide service to client systems of all sizes potentially including: individuals, families, groups, organizations, and communities; and to recognize and respect the dignity and worth of diverse client systems. The student will be expected to understand the agency context, how the agency utilizes the social service network, and to learn to evaluate agency effectiveness.

Area of Specialized Practice Field Practicum I-III (450 hours)

During the 150 hour AOSP Field Practicums students are expected to have an understanding of the agency and the agency's delivery of Behavioral Health Services. Students are expected to directly serve clients and adhere to the policy and practice of the agency.

1. **First 1-3 weeks.** This is the preparatory stage for the practicum. The objective of this stage is to prepare the ground work for the student to start a well-designed and effective practicum. It includes: \
   - **Orientation.** The students become familiar with the field of practicum represented by the agency: its structure, objectives, mission and services and the role of the social worker within the agency. Field instructors also attend orientation which includes on an overview of the field, information about competencies and learning expectations, information about supervision, and guidelines for evaluation.
   - **Learning contract.** The students, in consultation with field instructors, complete a learning contract related to the 9 competencies and the student identifies areas of strength and areas for potential growth.

2. **The rest of the Practicum.** During the rest of the Practicum students will:

   - Integrate their knowledge, values, and skills in work with diverse client systems and implement practice skills learned in the classroom.
   - Implement basic social work roles.
   - Identify value conflicts, examine the student's own role in delivering service and begin to evaluate the effectiveness of one's own practice.
   - Engage in problem-solving skills including assessment, planning, intervention, evaluation, and termination.
   - Engage in a range of activities toward obtaining the nine competencies.

Generalist Practicum II (300 hours)

The 300-hour practicum is a logical continuation of the 150-hour practicum.

1. **The first 1-2 weeks.** During this period students, along with field instructors, revise the learning contract to fit the agency and the students' progress. The field director conducts an orientation for field instructors as noted above.

2. **The rest of the Practicum.** During the rest of the Practicum students will:

   - Continue to integrate their knowledge, values, and skills in work with diverse client systems as well as continuing to implement practice skills learned in the classroom.
   - Implement basic social work roles
   - Identify value conflicts, and use supervision in appropriately resolving ethical dilemmas.
   - Engage in problem-solving skills including assessment, planning, intervention, evaluation, and termination.
   - Demonstrate skills in evaluating the effectiveness of the agency setting and identify ways change might be effected.
   - Evaluate the effectiveness of the student's own practice.
   - Expand and develop coordinating and networking skills.
   - Enhance knowledge and skills of effecting change in large systems.
   - Continue to engage in activities to obtain the nine competencies.

Responsibilities

Responsibilities of Agency Field Instructor

1. The Agency assigns a qualified field instructor to students. The field instructor identifies student tasks and activities that will meet the learning objectives. Field instructors are expected to attend orientation and training seminars that are arranged by the field director.
2. The field instructor will meet with the student at least once a week (at a regularly scheduled time) for a minimum of one hour to discuss the student's activities in the agency and her/his progress with client systems.
3. The field instructor will introduce the student to the appropriate staff, and orient the student to the various facilities and services of the agency during the first week of the field placement.
4. The field instructor will review and sign student weekly logs.
5. The agency field instructor will be responsible for keeping account of the time the students spend in the agency. Students are required to distribute the hours over the course of the semester. However, the agency field instructor and student should work out the time schedule according to student and agency needs.
6. In the absence of the agency field instructor, someone should be designated as available to the student if an emergency situation arises and the student has questions.
7. Agency field instructors are very important in the evaluation of the student's progress and will participate with the University by submitting a written evaluation each semester. They are not responsible for the student's grade, but their evaluation is used in determining the grade.
8. In addition to orienting students to agency resource and facilities, the agency field instructor should discuss with the student(s) the resources of the other agencies with which they might have contact.
9. The field instructor or a qualified task supervisor should be scheduled for work at least 90% of the same hours that the student is scheduled for placement.

Responsibilities of Field Director

The field director of the Marshall University MSW program also serves as and/or supervises the faculty field liaisons. In the event it is necessary to identify a separate faculty field liaison, the faculty field liaison will be responsible for conducting field visits, evaluating the student, teaching four field seminars per semester, and providing field instruction when necessary. The field director is responsible for the overall practicum program including development of policies and procedures. The field director identifies appropriate practicum sites, approves field instructors, assigns students to sites, develops/maintains affiliation agreements, provides orientation and training for field instructors, and evaluates all aspects of the practicum.

1. The field director will meet with the students to provide an orientation prior to entry into field placement.
2. The field director will give approval to the student and the agency field instructor to proceed with the contract.
3. The field director will conduct seminars for agency field instructors. Scheduled seminars will orient the new field instructor to the programs purpose and expectations, facilitate field instruction to student, and seek feedback from field instructors which can be used to enhance the program. The field director will also conduct periodic training for field instructors on topics relevant to field education and professional practice.
4. The field director will convene conferences with the student and agency field instructor as needed.
5. The director will remove a student from a field placement if necessary.
6. The field director decides on the final student grade for the field placement.

Responsibilities of Student

1. The student will be present in the agency at the stated time mutually agreed upon with the field instructor. In case of an emergency situation, the student will notify the agency field instructor immediately and arrange to make up the missed time.
2. The student will follow accepted agency procedures in working with client systems. Actions taken with client systems are to be first cleared with the agency field instructor.
3. The student shall complete assignments as designated by the agency field instructor, faculty field liaisons and field director.
4. The student will maintain confidentiality of client systems.
5. Advocacy on behalf of clients will be taken only with the agency field instructor's permission and with due consideration given to the effect upon all parties involved.
6. Inability to follow the above procedures for placement may result in the immediate removal of the student from the agency by the field director, and the student will forfeit her/his right to a passing grade for the course.
7. The student will attend a periodic review session with the field director.
8. The student will prepare a field placement weekly log with cumulative field hours for the faculty field liaison and the field director.
9. The student will attend four field seminars per semester in which students process their experiences, examine theoretical and practice concepts and engage in problem solving.
10. The student will complete a student self-evaluation and discuss performance evaluation with field director or faculty field liaison.
11. The student will complete expectations as identified by field instructor such as reading assignments, conference preparations, and record-keeping.

Procedure Preceding Field Placement

1. Students use the listing of affiliated agencies to select agencies from which they want to request interviews. The field director provides guidance in this process.
2. Students complete the application for field and meet with the field director to discuss their career goals, learning needs, alternatives available for placement, preparation of a resume and possible appropriate field placement settings before scheduling interviews.
3. The purpose of the student meeting with the field director is to: a) Review eligibility for field placement; b) Identify learning objectives; c) Discuss expectations for the field experience; d) Identify potential placement sites.
4. Students select at least two agencies, where they request interviews to discuss the possibility of an internship. Both student and field instructor are encouraged to have a careful discussion to develop a mutually clear understanding about the appropriateness of the placement.
5. The placement agency interviews prospective student(s) and provides student(s), selected for placement with information about beginning the placement experience.
6. After mutual selection of placement by the student and the field instructor, the student is responsible for notifying the field director and obtaining final approval.
7. Field instructors must have the required credentials. (see criteria for selecting field supervisors)

Field Practicum Agreement for Practicum in Place of Employment

Students who are employed in an agency that qualifies as a field placement site are encouraged to complete their field practicum in another agency. However, under certain circumstances, the student may be granted permission by the field director to complete the practicum in his/her agency of employment. It must be clearly understood and agreed upon, in writing, by all involved, that the practicum hours and learning activities are separate from those of the employment and that the practicum field supervision is different from the employment supervision.

Procedures During Field Placement

1. Orientation should be held in the first week of placement: the students should be introduced to the staff, services of the agency, programs, policies, and expectations.
2. The students should be given information about the culture of the setting including information about dress guidelines, hours of operation, holiday observances, lunch arrangements, telephone protocol, etc. The students should also understand whom to contact in the event of emergencies, absence of the field instructor, or other important situations.
3. The students should be provided information to help them understand record keeping, issues of confidentiality, and other immediate ethical concerns the student may encounter within the setting. There should be an understanding of how the student is introduced to clients. Orientation is to assist the student in becoming familiar with the agency.
4. The learning contract should be signed during the first three weeks of placement. Expectations of the agency field instructor may be included as well as any other issues of concern to the student and the field instructor. The student, the field instructor and the field director or faculty field liaison should maintain a copy of the contract.
5. Throughout placement, learning activities using the contract should be set up by the field instructor to enable the student to achieve objectives of the field instruction program and the student's individual learning needs.

The student must have an opportunity for working with a broad range of client systems: individuals, groups, families, organizations, and communities. Advance Standing and Second Year Generalists must have ample opportunities for a transfer of learning to the field with regard to the Area of Specialized Practice (AOSP)– Behavioral Health. Opportunities to observe and practice AOSP skills under supervision are required for Second Year Generalists and AOSP students.

Policies Dealing with Conflict Resolution

If a student experiences any kind of difficulty with the field placement:

1. It is the responsibility of the student to bring to the attention of the field director his/her dissatisfaction with the placement as early as possible.
2. Discuss the problem in an issue-oriented way with her/his agency field instructor.
3. If this does not resolve the issue, discuss the issue and attempt to resolve it at the agency level with the involvement of the field director.
4. If a satisfactory solution cannot be achieved, the field director will take appropriate action which may include a change in the practicum setting.

If an agency is dissatisfied with a student's performance, the following procedures should be followed:

1. Bring the issue to the student's attention as soon as possible in order that the student may help to solve the problem. Both the problem and constructive behavioral alternatives should be discussed.

2. When appropriate, the agency field instructor works with the student to modify the learning contract so that the agency's expectations are stated in behavioral terms.
3. If the student's performance does not adequately improve after using the specified procedures, the agency field instructor should contact the field director to determine what corrective actions will be taken.
4. Unexplained absences, breaches of client confidentiality, serious negligence and /or apathetic performance are actions that may constitute grounds for student's dismissal from the field placement.

The field director makes decisions concerning reassignments of a student. Such decisions are made after thorough consultation and discussion with the affected student and the agency at which the student is placed. The conditions under which they are considered, the individuals who may initiate such requests and the process by which requests are processed are outlined in the preceding section. Following receipt of a request for reassignment, the agency field instructor speaks with the affected student and the field director to obtain the data needed to make an alternative assignment. The agency field instructor's documentation of placement hours completed, her/his assessment of the student's work, and the recommendations of the field director are necessary pieces of information that must be provided before reassignment. Requests for reassignment initiated by students prior to the inception of fieldwork are handled by the field director and the agency field instructor at the prospective placement agency.

Evaluation

Students are evaluated during and at the end of their practicum. Both the agency field instructor and task supervisor (when assigned) and the field director or faculty field liaison participate in the evaluation of each student. The continuous monitoring and supervision of students during their practicum by agency field instructors and field director or faculty field liaisons provide valuable information about students' performance, as does the continuous reviewing of the student reports about their work in the agency. Feedback is an especially important part of the learning process.

1. **Evaluation by Agency Field Instructor:** Agency field instructors are required to complete an evaluation of each student at the end of each semester of field practicum. The forms should then be delivered to the field director (or faculty liaison if different from field director) at the end of the semester, for consideration toward the grade of the student. The agency field instructor will be responsible for discussing the evaluations completed after each semester. The student will use the evaluation as a basis for further growth and development as a beginning professional social worker. There is a separate evaluation instrument for the generalist and advanced field practicum; both are based on the 9 competencies.

2. **Evaluation by Field Director:** Since the practicum is a formal requirement of the Social Work Department, the responsibility for submitting a final grade for the practicum falls upon the field director (or faculty liaison teaching the seminar if different from the field director). However, to determine the grade, the field director will take into consideration the agency field instructor's evaluation. In addition to weekly logs, attendance, and weekly seminars, the field director (or faculty liaison) will make a site visit for each student every semester. The final evaluations by the field instructor and by the student will be provided to the field director (or liaison) in writing. An additional visit at the end of the semester will be made as needed.

3. **Evaluation by Students:** Students are given a standardized form to evaluate their field supervisor and overall field experience. Students also complete a self-assessment each semester.

Grievance Policy

It is expected that once a student is accepted into the program, academic requirements and standards will be maintained. As a professional program, continuance in Social Work depends on continuing progress toward a professional level of performance. The MSW degree is reserved for students who have demonstrated that level of competence. In addition to mastering a body of knowledge, a social worker must possess professional attitudes, skills, values and ethics. Academic performance in the MSW program includes classroom performance, class attendance, ethical behavior, communication skills, and psychological well-being sufficient to maintain positive and constructive relationships with clients.

Occasionally, it is determined that a student in the program may not be suited for the field of Social Work. In that case, the advisor may recommend remedial action or may counsel the student out of the program. When withdrawal from the program is recommended, the student may appeal that decision to the program director. If not satisfied, the student may appeal in accordance with university procedure as designated in The Academic Rights and Responsibilities of Students as published in the Marshall University Undergraduate Catalog.

The Graduate Student Grievance/ Appeals Process

Where Found: http://www.marshall.edu/graduate/graduate-student-appeals-process/

is a formal process for graduate students to request review and redress of certain grievances arising from their participation in academic programs. The purpose of the appeals process is to resolve academic disputes in a fair and collegial manner. Every grievance should begin with an informal mediation process and may proceed, if necessary, through a more formal appeal process. The hope and expectation is that grievances will be resolved in a timely way by the parties during the mediation process.

Forms are available online at the Graduate College site http://www.marshall.edu/graduate/graduate-student-appeals-process/ or in the Graduate College office, Old Main 113.

Professional Performance Standards

It is expected that once a student is accepted into the MSW program, academic requirements and standards will be maintained. As a professional program, social work expects students to progress toward a professional level of performance. The MSW degree is reserved for students who have demonstrated that level of competence. In addition to mastering a body of knowledge, a social worker must possess professional attitudes, skills, values, and ethics. Academic performance in the program includes classroom performance, class attendance, ethical behavior, communication skills, and psychological well-being sufficient to maintain positive and constructive relationships with clients.

Continual evaluation of the student includes not only periodic objective evaluations, such as grades and performance in field placements, but also professional faculty appraisal of the student's progress and potential. Continuation in the program is contingent upon positive ongoing faculty evaluation of the student's grades, professional attributes, and performance in real or simulated professional situations. A student may be suspended or terminated from the program for deficiencies in grades or violation of the Professional Standards as indicated below. The list below contains professional standards with areas of concern which may indicate that a student is unable or unwilling to follow the NASW Code of Ethics and/or standards set forth by the social work program. The list has been adapted (with permission) form standards developed by Lock Haven University after careful review and revision by Marshall University faculty, students, and Advisory Board members. It is not intended to be all-inclusive and may be amended by faculty.

Professional Performance Standards

- Plans and organizes work effectively
- Turns in assignments complete and on time
- Makes arrangements for his/her special needs
- Attends class regularly

Indicators of Concern

- Continually unprepared for class
- Excessive requests for extensions on assignments and exams
- Excessive turning in assignments late or incomplete
- Multiple absences from class (as defined in the course syllabus) or field placement

Conduct/Behavior

Standards

- Demonstrates ability to work cooperatively with others
- Actively participates in class discussion groups/role plays
- Shows respect for others' opinions and is open to feedback from peers/faculty/field
- Is able to form positive, constructive relationships with clients
- Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation and identity, religion, and populations at risk
- Conducts him/herself according to NASW Code of Ethics

Indicators of Concern

- Classroom behavior which impedes learning and/or building effective relationships
- Consistently late for class, or leaves class early unless otherwise arranged with professor
- Consistently late for field placement
- Sleeps during class periods
- Disrupts class process by talking to others
- Uses derogatory language or demeaning remarks or gestures
- Appears unwilling/unable to accept feedback
- Unable to form positive, constructive relationships with clients
- Monopolizes class discussions
- Consistently complains about class workload to the point of impeding class process
- Discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, gender identity, disability, etc.
- Engages in academic misconduct

Self-Disclosure/Self Awareness

Standards

- Uses self-disclosure appropriately
- Appears to be able to handle discussion of uncomfortable topics
- Deals appropriately in class with issues which arouse emotions
- Demonstrates an awareness of one's behavior toward others

Indicators of Concern

- When engaged in self-disclosure, the student appears to overreact to or resent feedback (e.g, takes it personally)
- Appears unable/unwilling to control emotional reactions

- Abuses alcohol/drug, has emotional problems that interfere with relationships/learning process
- Makes verbal threats directed at clients, faculty, staff, or students
- Demonstrates poor judgment, decision-making, or problem solving skills
- Consistent failure to demonstrate ability to form effective client/social worker relationships (e.g., shows judgmental attitude)

Communication Skills

Standards (written communication)

- Shows consistency in written communications – grammar, spelling, punctuation, clear structure, organization, logical sequence
- Demonstrates proper documentation of sources and citations
- Demonstrates ability to write effectively in records
- Abides by university standards regarding plagiarism
- Demonstrates use of critical thinking skills

Indicators of Concern

- Written works are frequently vague, shows difficulty expressing ideas clearly and concisely
- Excessive errors in spelling, punctuation, structure, etc., and does not make an effort to improve
- Consistently fails to adhere to guidelines for written assignments

Standards (oral communication)

- Is able to clearly articulate ideas, thoughts, concepts, etc.
- Communicates clearly

Indicators of Concern

- Ideas, thoughts, concepts are not clearly articulated
- Fails to demonstrate ability to communicate empathy, positive regard, and respect for clients
- Communication/language skills are inadequate to effectively interact with clients and in class

DISCIPLINARY DISQUALIFICATION

The social work department of Marshall University defines student misconduct as student behavior that is in violation of regulations established by the Board of Trustees, college/university regulations or rules governing residence on college/university property.

Regulations regarding misconduct can be found in the Marshall University Graduate Handbook at: http://www.marshall.edu/graduate/files/Graduate-Student-Handbook-Fall-2015.pdf

Social work majors, as citizens, are subject to all federal, state and local laws in addition to all college/university regulations governing student conduct and responsibility. A student may be suspended or terminated from the social work major for violating laws, rules, or regulations.

In addition, social work majors are bound by the NASW Code of Ethics. Students may be suspended or dismissed from the social work major for violation of the professional code of ethics.

NATIONAL ASSOCIATION OF SOCIAL WORKERS CODE OF ETHICS
http://www.naswdc.org/pubs/code/code.asp

APPENDIX ONE

MSW's STUDENT COMMITMENT CONTRACT

It is expected that once a student is accepted into the MSW program, academic requirements and standards will be maintained. As a professional program, social work expects students to progress toward a professional level of performance. The MSW degree is reserved for students who have demonstrated that level of competence. In addition to mastering a body of knowledge, a social worker must possess professional attitudes, skills, values, and ethics. Academic performance in the program includes classroom performance, class attendance, ethical behavior, communication skills, and psychological well-being sufficient to maintain positive and constructive relationships with client Continual evaluation of the student includes not only periodic objective evaluations, such as grades and performance in field placements, but also professional faculty appraisal of the student's progress and potential. Continuation in the program is contingent upon positive ongoing faculty evaluation of the student's grades, professional attributes, and performance in real or simulated professional situations. A student may be suspended or terminated from the program for deficiencies in grades or violation of the Professional Standards as indicated below. The list below contains professional standards with areas of concern which may indicate that a student is unable or unwilling to follow the NASW Code of Ethics and/or standards set forth by the social work program. The list has been adapted (with permission) form standards developed by Lock Haven University after careful review and revision by Marshall University faculty, students, and Advisory Board members. It is not intended to be all-inclusive and may be amended by faculty.

Professional Standards

Performance Standards

- Plans and organizes work effectively

- Turns in assignments complete and on time

- Makes arrangements for his/her special needs

- Attends class regularly

Indicators of Concern

- Continually unprepared for class

- Excessive requests for extensions on assignments and exams

- Excessive turning in late or incomplete assignments

- Multiple absences from class (as defined in the course syllabus) or field placement Conduct/Behavior

Standards

- Demonstrates ability to work cooperatively with others

- Actively participates in class discussion groups/role plays

- Shows respect for others' opinions and is open to feedback from peers/faculty/field

- Is able to form positive, constructive relationships with clients

- Demonstrates a willingness to understand diversity in people regarding race, color, gender, age, creed, ethnic or national origin, disability, political orientation, sexual orientation and identity, religion, and populations at risk

- Conducts him/herself according to NASW Code of Ethics

Indicators of Concern

- Classroom behavior which impedes learning and/or building effective relationships

- Consistently late for class, or leaves class early unless otherwise arranged with professor

- Consistently late for field placement

- Sleeps during class periods

- Disrupts class process by talking to others

- Uses derogatory language or demeaning remarks or gestures

- Appears unwilling/unable to accept feedback

- Unable to form positive, constructive relationships with clients

- Monopolizes class discussions

- Consistently complains about class workload to the point of impeding class process

- Discriminatory behavior or harassment towards others on the basis of race, gender, age, sexual orientation, gender identity, disability, etc.

- Engages in academic misconduct

Standards

- Uses self-disclosure appropriately

- Appears to be able to handle discussion of uncomfortable topics

- Deals appropriately in class with issues which arouse emotions

- Demonstrates an awareness of the impact of one's behavior toward others

Indicators of Concern

- When engaged in self-disclosure, the student appears to overreact to or resent feedback (e.g., takes it personally)

- Appears unable/unwilling to control emotional reactions

- Abuses alcohol/drug, has emotional problems that interfere with relationships/learning process

- Makes verbal threats directed at clients, faculty, staff, or students

- Demonstrates poor judgment, decision-making, or problem solving skills

- Consistent failure to demonstrate ability to form effective client/social worker relationships (i.e., shows judgmental attitude)

Communication Skills

Standards (written communication)

- Shows consistency in written communications – grammar, spelling, punctuation, clear structure, organization, logical sequence

- Demonstrates proper documentation of sources and citations

- Demonstrates ability to write effectively in records

- Abides by university standards regarding plagiarism

- Demonstrates use of critical thinking skills

Indicators of Concern

- Written works are frequently vague, shows difficulty expressing ideas clearly and concisely

- Excessive errors in spelling, punctuation, structure, etc., and does not make an effort to improve

STUDENT NAME (PRINT):_____MUID#:_____

STUDENT SIGNATURE_____DATE:_____

FIELD INSTRUCTORS NAME (PRINT)_____

FIELD INSTRUCTORS SIGNATURE_____DATE: _____

FACULTY FIELD LIASON (PRINT):_____

FACULTY FIELD LIASON SIGNATURE:_____DATE:_____

MU MSW APPLICATION FOR FIELD PRACTICUM

(Form must be completed to apply for field or to apply for changes to field)

Name: _____ **MUID Number: Address:** _____

Phone: _____ **Email:** _____

Please indicate if you have completed or are currently taking the following social work courses.
If you have completed, please indicate your grade.

SW 501 Foundations of Generalist Practice I

SW 511 Foundations of Human Behavior in the Social Environment

SW 521 Foundations of Policy

SW 531 Foundations of Generalist Practice I

SW 541 Foundations of Research

SW 551 Foundation Field Practicum - 9 credit hours total required

SW 615 Psychopathology

SW 631 Health Care: Models and Practice

SW 633 Advanced Clinical Social Work Practice in Behavioral Health Care with
        Individuals and Families

SW 634 Advanced Clinical Social Work Practice in Behavioral Health Care with Groups,
        Communities and Organizations

SW 653 Advanced Field Practicum– 9 credit hours total required

SW 655 –Comorbidity of Mental Health and Physical Disorders

SW 670 Advanced Theory and Practice with Children

SW 673 Family and Community Violence in Rural and Underserved Areas

Agency: _____

Overall GPA: _____

Please List Your Top Three Agency Choices Below

1. _____

2. _____   **3.** _____

If you are planning to do an agency based placement please indicate so here along with a brief list of MSW level activities your agency will allow you to perform, and the name and contact information of your proposed MSW Field Instructor: ____

_____

_____

Please complete and return to: Gary McDaniel, MSW, LICSW, Marshall University Director of Field Education at: mcdanielg@marshall.edu and copy Matthew Hunter at: hunter63@marshall.edu

APPENDIX THREE

AFFILIATION AGREEMENT

THIS AGREEMENT, effective _____ between _____ (hereafter known as the FACILITY), and the Department of Social Work, on behalf of the Marshall University College of Health Professions (MUCOHP) for the purpose of establishing a field education program.

MUTUAL BENEFIT

IT IS AGREED to be of mutual benefit and advantage that MUCOHP Department of Social Work and the FACILITY establish a Field Education Program to provide field instruction and experience to students enrolled in the MUCOHP.

The following provisions shall govern this agreement:

ACADEMIC PREPARATION, ASSIGNMENT, SUPERVISION, RULES

MUCOHP agrees that the students shall have completed academics appropriate to the level of field instruction prior to assignment to the field experience. The field director for the department shall make assignment of its students with mutual agreement of the FACILITY. When at the FACILITY the students shall observe and act in accordance with the policies and procedures set forth by the FACILITY and the NASW Code of Ethics. Neither the Department of Social Work nor the students shall be required to violate federal privacy laws regarding release of grades or G.P.A. (The student, however, may elect to volunteer such information.)

EVALUATION, WITHDRAWL

FACILITY shall evaluate the performance of each student subject to final evaluation by the Social Work Department. In addition, the FACILITY may request that the department withdraw any student whose appearance, conduct, or work with clients or personnel is not in accordance with FACILITY'S policies or other acceptable standards of performance and such request shall be granted by the Department. The Department of Social Work will assign a faculty consultant (liaison) to the Facility to provide support, advice, approval of student activities, consultation, and evaluation as needed. Final action of student's evaluation and/or withdrawal is the responsibility of the Department.

LIABILITY

MUCOHP agrees to provide and maintain professional and general liability insurance through the West Virginia State Board of Risk and Management for all faculty and students participating in any field education program on behalf of MUCOHP. The amount of coverage provided by the State Board of Risk and Insurance Management is One Million Dollars ($1,000,000) per occurrence.

HIPAA REQUIRMENTS

To the extent required by federal law, the parties agree to comply with the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. 1320(d)-2 through 42 U.S.C.§ 1320(d)-4 (HIPAA)

and any current and future regulations promulgated there under including without limitation the federal privacy regulations contained in 45 C.F.R. § 160-164 (the Federal Privacy Regulations), the federal security standards contained in 45 C.F.R. § 142 (the Federal Security Regulations), and the federal standard of electronic transactions contained in 45 C.F.R § § 160 and 162, all collectively referred to herein as HIPAA Requirements. The parties agree not to use or further disclose any Protected Health Information (as defined in 45 C.F.R § § 164.500, et.seq.) or Individually Identifiable Health Information (as defined in 42 U.S.C. § 1320(d)-2 through § 1320(d)-4, other than as permitted by HIPAA Requirements and the terms of this Agreement. Each party will make its internal practices, books, and records relating to the use and disclosure of Protected Health Information available to the Secretary of Health and Human Services to the extent required for determining compliance with the Federal Privacy Regulations.

NONDISCRIMINATION

Parties agree not to discriminate under this agreement and to render services without regard to race, color, religion, sex, national origin, veteran's status, political affiliation, disabilities, or sexual orientation in accordance with all state and federal law.

STUDENT ACTIVITIES/ASSISGNMENTS

The Facility agrees to assign learning activities consistent with the student's learning contract and designed to meet the Department's 9 identified competencies. The Facility agrees to assign field instructors with sufficient time and expertise to provide supervision/teaching functions that meet or exceed the Social Work Department mandates for such appointments. Field instructors shall attend training and orientation sessions conducted by the Social Work Department. All parties agree to comply with other requirements as detailed in the Department of Social Work Field Practicum Manual. All parties to this agreement shall abide by the current NASW Code of Ethics.

ENTIRE AGREEMENT, REVISIONS, ADDITIONS, EXTENSIONS

This agreement is strictly an agreement for student field education. It does not create an employment relationship. This agreement together with provisions (a, b, c, d) below, constitute the entire agreement between parties and supersedes all previous agreements.

a) This agreement shall be automatically renewed on an annual basis unless terminated by either party.
b) This agreement may be terminated by either party with sixty (60) days prior written notice. Any student currently in field instruction at the time of notice should be permitted to complete the program.
c) Revisions may be recommended by either party which becomes effective upon written approval of both parties.
d) More specific agreements with individual programs may be entered into as needed.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed by their duly authorized representatives intending to be legally bound as of the effective date defined above.

Marshall University	**Marshall University**
College of Health Professions	**College of Health Professions**
Department of Social Work	**Dean, College of Health Professions**
One John Marshall Drive	**One John Marshall Drive**
Huntington, WV 25755	**Huntington, WV 25755**
Tel: 304 696-2630	**Tel: 304 696-3765**

By _____

Title: MSW Program Director

Date: _____

By _____

Title: Field Director/Coordinator

Date: _____

By _____

Title: Dean, College of Health Professions

Date: _____

Agency _____

Address: _____

City, State, Zip _____

By _____

Title _____

Date _____

APPENDIX FOUR

AGREEMENT FOR PRACTICUM AT PLACE OF EMPLOYMENT

In order to be approved to complete a practicum in one's place of employment, the following criteria must be followed:

1. The practicum hours and activities are separate from those of the employment.
2. The practicum field supervision is different from the employment supervision.
3. The work being done during the practicum isn't part of your current employment tasks.

I understand that by not following these guidelines I am subjected to being reassigned to another field location or dismissed from the MSW program. My signature on this form verifies that I understand and agree to the above terms and stipulations.

(Please indicate your schedule of employment hours' vs field practicum hours.)

Employment Hours

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Field Hours

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Student Name (print):_____

Signature_____Date:_____

Field Instructor Name (p rint): _____

Field Instructor Signature:_____Date:_____

Agency Supervisor Name (print):_____

Agency Supervisor Signature:_____Date:_____

Faculty Field Liaison Name (print): _____

Faculty Field Liaison Signature:_____Date:_____

Director of Field Instruction Name (print): _____

Director of Field Instruction Signature:_____Date:_____

APPENDIX FIVE

PRACTICUM AGENCY & FIELD INSTRUCTOR PROFILE

Student Name: _____

MUID Number: _____ **Date:** _____

Agency Information

Agency Name: _____

Phone: _____ **Fax:** _____ **Website** _____

Agency Address: _____

City, State, Zip _____

Agency Director: _____

Agency Mission: _____

_____

_____

Program within Agency (if different from above): _____

_____

Client Populations: _____

_____

Services Provided: _____

_____

_____

_____

Agency Description

Specific description of practicum experience and learning activities:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿

＿＿

＿＿

Hours Available

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Open							
Close							

Are students required to use their own cars? Yes:＿＿＿＿No: ＿＿＿＿

Are students transporting clients?   Yes:＿＿＿   No: ＿＿＿＿

Child Abuse Clearance Needed?   Yes:＿＿＿＿No:＿＿＿＿

Criminal Background Clearance Needed? Yes:＿＿＿＿No: ＿＿＿

Drug Test Required? Yes:＿＿＿＿No: ＿＿＿＿＿

Other documents students must provide: ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

＿＿

＿＿

＿＿

Other steps students are expected to take prior to beginning placement:＿＿＿＿＿＿＿＿＿＿＿＿

_____

_____

_____

Field Instructor Identifying Information

Field Instructors must also submit a current resume. A Task Supervisor is defined as an agency person (non-Social Worker) who may do the day to day supervision of the student.

Field Instructor/Task Supervisor Name: _____

Education (include year/place and type of degrees received): _____

Job Title:_____Phone:_____Email: _____

APPENDIX SIX

AGENCY ORIENTATION CHECKLIST

Student Name (Print)_____**MUID Number:** _____

Date:_____

Objectives:

1. **To relieve student anxiety about beginning field placement.**
2. **To orient the student to the procedures, policies, and practices of the agency.**

Action Steps to Achieve Objectives:

_____ **Develop written orientation schedule.**

_____ **Circulate memo to staff introducing student interns.**

_____ **Introduce student to clerical and administrative staff.**

_____ **Arrange for key supervisory staff or administrators to meet with student.**

_____ **Tour the agency.**

_____ **Specify agency expectations on rules of behavior and appropriate dress to the student.**

_____ **Provide student with current job description, detailing the functions of the intern and responsibilities of the agency.**

_____ **Focus on exact role of social work student at your agency.**

_____ **Provide student with information on history of agency, organizational structure, funding sources, policies, programs, etc.**

_____ **Provide organizational charts.**

_____ **Provide agency procedural and personnel manuals.**

_____ **Arrange for student to spend time in the field visiting key agencies and people the student will be working with.**

_____ **Develop bibliography of suggested readings.**

_____ **Develop list of abbreviations, symbols and technical terminology peculiar to the setting; library rules and regulations, and list of agency holidays.**

_____ **Arrange for the student to observe Field Instructors/Task Supervisor directly in your work with clients and other social workers.**

_____ **Discuss the supervision process and schedule weekly supervision times.**

_____ **Help student with concerns regarding organization expectations.**

_____ **Negotiate beginning contract with students and complete form together.**

<p style="text-align:center">**APPENDIX SEVEN**</p>
<p style="text-align:center">**GENERALIST PRACTICUM LEARNING CONTRACT**</p>

The field practicum provides an educational experience leading to the achievement of 9 competencies necessary for effective social work practice. Below is a list of each competency followed by the behaviors that demonstrate that competency. For each behavior, sample activities are provided. The student and agency field instructor work together to identify which activities are relevant and appropriate in that agency setting. In some cases, the field instructor and student may determine that other activities rather than or in addition to those listed are more appropriate. Please check appropriate boxes and/or add other activities. This learning contract serves as a guideline for final evaluations.

Student:

Agency:

Field Instructor

Competency 1: **Demonstrate Ethical and Professional Behavior.**

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at all levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

1.1:.Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the International Federation of Social Workers/International Association of Schools of Social Work Ethics.

☐ Review client file(s) and determine if a strengths based approach is evident.
☐ Review confidentiality policies/forms and maintain client confidentiality
☐ Identify real or potential ethical dilemmas and apply ethical problem solving.
☐ Identify examples of ethical practice in supervisory sessions.
☐ Other:

 1.2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

☐ Keep daily journal and/or weekly logs and share with field instructor.
☐ Meet with field instructor and identify strengths and areas for further development.
☐ Solicit feedback from field instructor and other

☐ Maintain appropriate boundaries with clients.

relevant professionals.
☐ Identify and manage one's own personal reactions to clients as reflected in interactions and supervisory sessions
☐ Other

 1.3: Demonstrate professional demeanor in behavior, appearance, and communication.

☐ Dress appropriately.
☐ Adhere to work schedule.
☐ Communicate respectfully with colleagues and

clients.
☐ Follow agency protocol.
☐ Other:

1.4. Use technology ethically and appropriately to facilitate practice outcomes

☐ Follow agency policies regarding technology
☐ Identify uses of technology.

☐ Other:

1.6: Use supervision and consultation to guide professional judgment and behavior

☐ Meet with field instructor regularly and make constructive use of supervision.
☐ Consult with field instructor regarding questions,

concerns, and to obtain feedback.
☐ Other:

Competency 2: Engage Diversity and Difference in Practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, ethnicity, gender, gender identity and expression, immigration status, marital status, physical and mental ability, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

2.1: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro level;

☐ Conduct an assessment or other client interview and identify elements of human diversity that have shaped life experiences for that client system
☐ Discuss with field instructor how you believe your clients' experiences have shaped behaviors.
☐ Read about the importance of difference in shaping life experience and discuss with field instructor:

☐ Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity
☐ Read article(s) on diverse population served by the agency and discuss with field instructor how this knowledge can be applied
☐ Demonstrate application in interactions with

clients
☐ Learn from clients about their stories and identify ways they may be oppressed/marginalized/alienated

☐ Discuss with field instructor power and privilege as it relates to the population served

☐ Other:

2.2: Present themselves as learners and engage clients and constituencies as experts of their own experiences

☐ Incorporate appropriate questions in interviews with clients in order to understand the unique story of that client

☐ Conduct a group or community survey

☐ Conduct a needs assessment with a client group
☐ Attend a community meeting or event with a diverse group
☐ Other

2.4: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents.

☐ Identify personal biases and ways to manage these in discussion with field instructor.

☐ Attend training or read relevant materials to manage influence of personal biases and values

___Interview other social workers in the agency to determine strategies of managing influences of biases

☐ Record in journal reflecting on how differences shape life experiences – your own and client

☐ Discuss with field instructor how your own experiences with diversity have shaped your life experiences and how that will help you better understand client systems
☐ Read literature about and/or interact with diverse group(s) that may be challenging
☐ Attend a training related to diversity

___Other:

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

3.1: Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

☐ attend relevant legislative session and/or lobby for legislation that advances social and economic justice
☐ advocate for an individual client or family
☐ Explain rights to clients
☐ Review agency policies and practices to determine how they advance these justice issues and how they might be changed
___educate others about justice issue
☐ Read about oppression and discrimination and

discuss with field instructor
☐ Attend a workshop/training program on oppression and discrimination
☐ Discuss with field instructor your experiences with oppression and discrimination
☐ Identify a client who you believe may have experienced oppression or discrimination and discuss with field instructor

☐ Attend legislative session and promote legislation relative to a human rights or justice issue
☐ Write letter to someone in a position to make

change relative to above
☐ Educate others about a human rights or social justice issue

☐ Advocate for client access to services

☐ Assist in writing proposal or advocating for a program, service, or policy that relates to above

☐ Explain rights to clients
☐ Other:

3.2: Engage in practices that advance social, economic, and environmental justice

☐ Advocate for an individual client or family
☐ Honor clients' rights
☐ Treat each client with respect
☐ Identify justice issues and intervention strategies in work with clients
☐ Lobby for legislation that advances social and economic justice
☐ Participate in a political campaign promoting a candidate who supports policies that reflect above
☐ Treat each client with respect be nonjudgmental
☐ Review agency policies and practices to identify how they advance social and economic justice and/or
☐ Identify and participate in organizations that
☐ Assist in writing proposal or advocating for a program, service, or police that relates to the above

how they might be enhanced
☐ Participate in lobbying or political strategies related to policy action
☐ Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy
☐ Participate in a political campaign to advance social and economic well-being
☐ Attend a meeting where policy action is discussed
☐ Educate others about needed policy action
☐ Other:
advance social and economic justice

Competency 4: Engage in Practice-informed Research and Research-informed practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work. social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice drives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice. Social workers:

4.1: Use practice experience and theory to inform scientific inquiry and research

☐ Complete a literature review related to client system(s) served
☐ Analyze client data from the agency
☐ Conduct a focus group for evaluation of agency
☐ Implement a survey to evaluate practice/program/policy/service
☐ Implement single system design evaluation with a client
☐ Develop research question(s) related to practice and locate and analyze research or propose how research could be conducted to answer the question(s)
☐ Other

4.2: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

☐ Read research related to the agency's area of practice/models of service or intervention or client system(s)
☐Review agency outcome data
___ review research related to agency
☐ review or suggest research related to assessment, prevention, and intervention with client systems
☐ Discuss/present research at agency meeting or in training group
☐ Evaluate practice using single subject design or program evaluation frameworks
☐ Other:

P4.3: Use and translate research findings to inform and improve practice, policy, and service delivery

__Read research related to agency and suggest application to agency practice/policy

__Review agency outcome data and analyze how it

can be used to improve practice/policy/delivery

___apply research evidence in assessment, prevention, and intervention with client systems

☐ Evaluate practice using single subject design or program evaluation framework.

Competency 5: Engage in Policy Practice.

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy ad its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro and macro levels and how social workers may effect change within those settings. Social workers recognize and understand the historical, social, and economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

5.1: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

☐identify one or more policies at the local, state, and/or federal level that impact agency services
☐Identify one or more proposed policy changes that will have an impact on service delivery and/or access to social services.
___other:

5.2: Assess how social welfare and economic policies impact the delivery of and access to social services.

☐ Review agency policies and policies that have an impact on the client system served
☐ Discuss impact of policies and policy changes with field instructor
☐ Review any recent changes in agency or legislative policy that has an impact on clients
☐ Assist in policy development
☐ Attend training on policy
☐ Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system
☐ Lobby for a particular legislative action and/or take action to advocate for policy change
☐ Other:

5.3: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

☐ Review agency policies and policies that have an impact on the client system served
☐ Discuss impact of policies and policy changes with field instructor
☐ Review any recent changes in agency or legislative policy that has an impact on clients

☐ Assist in policy development
☐ Attend training on policy
☐ Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system
☐ Lobby for a particular legislative action and/or take action to advocate for policy change
☐ Participate in lobbying or political strategies related to policy action
☐ Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy
☐ Participate in a political campaign to advance social and economic well-being
☐ Attend a meeting where policy action is discussed
☐ Educate others about needed policy action
☐ Other:

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers:

6.1: Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.

☐ identify different approaches to engagement with clients and constituencies based on agency context and understanding of human behavior

☐ build effective practice relationship with clients and constituencies

☐ Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies

☐ Apply a selected theory to a client situation

☐ Demonstrate understanding of person and environment in presenting a case at a staffing

☐ Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity

☐ Read article(s) on diverse population served by the agency and discuss with field instructor how this knowledge can be applied

☐ Educate others concerning updated research, new technologies, or pending policy/legislative actions

___ Other

6.2: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

☐ Use reflective responses, simple encouragement, empathic responses and demonstrate other active listening skills in interviews with clients
☐ Demonstrate active listening skills in meetings and in interactions with colleagues
☐ Identify and communicate client feelings
☐ Begin "where the client is"
☐ Demonstrate appropriate non-verbal communication
☐ Observe and identify examples of empathy in other workers' interactions with clients and discuss with field

instructor
☐ Observe and identify examples of interpersonal skills in other workers' interactions with clients and/or colleagues and discuss with field instructor
☐ Other:

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of these theories for the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

7.1: Collect, organization, and critically analyze and interpret information from clients and constituencies.

☐ Conduct assessment with an individual
☐ Conduct family assessment
☐ Conduct group assessment
☐ Conduct community or organizational assessment
☐ Conduct/assist in an assessment interview
☐ Write an assessment after a client assessment interview
☐ Document in client chart
☐ Conduct a needs assessment for the agency or community
☐ Complete a psycho-social history including an assessment summary statement
☐ Make collateral contacts as part of assessment

☐ Use standardized assessment tools and score and interpret the information – including SBIRT
☐ Use observational skills to identify nonverbal cues, para-verbal cues, appearance, hygiene, demeanor, etc as sources of information in assessment
☐ Complete an assessment and document client strengths and limitations
☐ Identify client strengths and limitations in discussions with field instructor

☐ Other:

7.2: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

☐ Complete or participate in completion of a psychosocial assessment/social history
☐ Review client chart(s) and identify bio-psycho-social elements relevant to understanding that client system
☐ Analyze a community or agency problem or social issue
☐ Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies
☐ Apply a selected theory to a client situation
☐ Demonstrate understanding of person and environment in presenting a case at a staffing

☐ Review client records and prepare interview goals and questions prior to meeting
☐ Discuss with field instructor concerns related to meeting with a particular client or attending a meeting
☐ Discuss/identify your role in working with a particular client or attending a meeting
☐ Discuss with your field instructor how you will approach a particular situation

☐ Other:

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

☐ Complete intake or other client interview(s) and

ask appropriate questions related to desired outcomes.
☐ Identify and prioritize client needs
☐ Participate in group (treatment, committee, community, etc.) and participate in discussion of purpose and desired outcomes
☐ Work with a client(s) in development of a case plan identifying measurable objectives
☐ Work with a group in identifying group goals and

objectives
☐ Participate in a strategic planning or similar type meeting
☐ Assist in developing goals/outcomes for a new program or project
☐ Review case plans in client files and discuss with field instructor how the plan was developed and how the objectives can be measured
☐ Other:

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

☐ Consult with field instructor to determine appropriate intervention strategies and implement them with clients
☐ Review client records and discuss what strategies are used with clients
☐ Discuss options with clients
☐ Review program goals and discuss what strategies are used to reach goals
☐ Identify a community problem and develop/implement intervention strategy
☐ Identify a community problem and develop/implement intervention strategy
☐ Identify options for a specific client system and discuss with field instructor the pros and cons of various options
☐ Identify evidence-informed strategies from reviewing literature related to the client population/issue

☐ Other

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

☐ Consult with field instructor to determine appropriate intervention strategies and implement them with clients
☐ Review client records and discuss what strategies

are used with clients
☐ Discuss options with clients
☐ Review program goals and discuss what strategies are used to reach goals

☐ Identify a community problem and develop/implement intervention strategy
☐ Identify options for a specific client system and discuss with field instructor the pros and cons of various options
☐ Identify evidence-informed strategies from reviewing literature related to the client population/issue
☐ Other:
☐ Review agency goals and identify specific actions to achieve one or more goals
☐ Develop/plan a fund-raising strategy to enhance services, develop a needed program, etc…
☐ Assist in identifying possible sources of funding for agency and/or participate in grant writing
☐ Suggest/plan a new program or policy change that will help achieve organizational goals

☐ Develop/implement intervention strategy with individual, family, group, community, and/or organization

8,2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

☐ Based on assessment of a community, social, or agency problem, identify strategies for intervention
☐ Based on assessment, select intervention strategies with clients based on knowledge of human behavior and the social environment
☐ Demonstrate understanding of person-in-environment in selection of intervention strategies
☐ Draw from multidisciplinary frameworks in identifying intervention strategies
☐ Identify and connect clients to community resources to meet client needs
☐ Advocate as appropriate to help clients resolve problems
☐ Use appropriate intervention strategies to help clients resolve problems
☐ Identify targets for change at the individual, family, group, organizational, or community level and implement appropriate strategies
☐ Educate clients
☐ Use counseling skills and apply planned change process with clients
☐ Other:

 8.3: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
☐Participate in multi-disciplinary team meetings
☐Consult with other professionals to achieve practice outcomes
☐Participate in community meeting with other professionals
☐Work collaboratively with other professionals in provision of services to client
☐ Participate in meetings to discuss improvement or sustaining of quality of services
☐ Put together data, information, or proposal relevant to the above
☐Other:

PB. 8.4: negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

☐ Negotiate or advocate for services for a particular client/assist client in getting needed resource(s)
☐ Act appropriately on behalf of a client
☐ Serve as a mediator with within a client system or between a client system and another system
☐ Work out an agreement and/or compromise between two or more parties
☐ Assist in gaining community support for a program, policy, or population group
☐ Explain client needs to service provider or multidisciplinary team member
☐ Other:

 8.5: Facilitate effective transitions and endings that advance mutually agreed-on goals.

☐ Inform clients of the time limitations of the practicum
☐ Prepare clients for termination of services, discuss client feelings about termination
☐ Prepare termination summaries or transfer summaries
☐ Transfer clients to appropriate resources when leaving the agency
☐ Discuss with field instructor feelings relative to termination with clients

☐ Other:

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

9.1: Select and use appropriate methods for evaluation of outcomes

☐ Review agency procedures and methods of evaluating outcomes and discuss with field instructor
☐Select method of evaluating outcomes for an individual client
☐Suggest methods to evaluate outcomes
☐Review literature regarding appropriate methods for evaluation of outcomes
☐Other:

9.2: Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in evaluation of outcomes

☐ Determine what to measure in evaluation of outcomes
☐ Discuss how knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks applies to evaluation of outcomes
☐Other

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes

☐ Put together relevant data for agency
☐ Use single system design(s) to evaluate effectiveness of intervention
☐ Analyze program outcome data
☐ Implement program evaluation plan
☐ Design method(s) to evaluate outcomes
☐ Use meetings with field instructor and weekly logs to analyze, monitor, and evaluate interventions
☐ Read, discuss research related to practice effectiveness
☐ Conduct follow-up interviews or implement surveys to evaluate interventions
☐ Other:

9.4: Apply evaluation findings to improve practice effectiveness at the micro and macro levels.

☐ Explain how single subject design results could be used to improve practice effectiveness
☐ Explain how program evaluation could be used to improve effectiveness
☐ Other

Signature:

Student/date:

Field Instructor:

Field Director:

SPECIALIST PRACTICUM LEARNING CONTRACT

The field practicum provides an educational experience leading to the achievement of 9 competencies necessary for effective social work practice. Below is a list of each competency followed by the behaviors that demonstrate that competency including specialized behaviors. For each competency, the student and agency field instructor work together to identify activities that are relevant and appropriate in that agency setting. This learning contract serves as a guideline for final evaluations.

Student:

Agency:

Field Instructor

Competency 1: Demonstrate Ethical and Professional Behavior.

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at all levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Social workers:

- Make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, the International Federation of Social Workers/International Association of Schools of Social Work Ethics

- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

- Demonstrate professional demeanor in behavior, appearance, and communication.

- Use technology ethically and appropriately to facilitate practice outcomes

- Use supervision and consultation to guide professional judgment and behavior

Specialists:

- *Understand and identify professional strengths, limitations, and challenges related to practice in Behavioral Health and demonstrates ethical practice in Behavioral Health by collaborating with colleagues within specialist's agency and other local healthcare agencies to continuously assess and improve service system design*

- *Demonstrate ethical practice in Behavioral Health by communicating with healthcare consumers and family members using secure online, mobile, and "smart" technology and devices and safeguards healthcare consumer privacy and confidentiality with respect to communication, documentation, and data*

ACTIVITIES TO ACHIEVE SPECIALIZED COMPETENCY:

Competency 2: Engage Diversity and Difference in Practice.

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, ethnicity, gender, gender identity and expression, immigration status, marital status, physical and mental ability, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Social workers:

Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro level

Present themselves as learners and engage clients and constituencies as experts of their own experiences

Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituents.

Specialists:

Identify and address disparities in Behavioral Healthcare access and quality for diverse individuals and populations served.

Adapt services, including evidence-based interprofessional team approaches, to the language, cultural norms, and individual preferences of Behavioral Healthcare consumers and family members

Develop collaborative relationships with providers of services tailored to the needs of culturally diverse Behavioral Healthcare consumers and family members.

Examine the experiences of culturally diverse Behavioral Healthcare consumers and family members with respect to quality of care and adjust the delivery of care as needed. •

Educate members of the team about the characteristics, Behaviroal Healthcare needs, health behaviors, and views toward illness and treatment of diverse populations served in the treatment setting.

ACTIVITIES TO ACHIEVE SPECIALIZED COMPETENCY:

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Social workers:

Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level

Engage in practices that advance social, economic, and environmental justice.

Specialists:

Create and periodically update Behavioral Health care plans in consultation with healthcare consumers, family members, and other providers, including individuals identified by consumers as part of their healthcare team and

 Work with Behavioral healthcare consumers to develop whole health and wellness recovery plans and match and adjust the type and intensity of services to the needs of the Behavioral healthcare consumer, ensuring the timely and unduplicated provision of care.

 Through the Behavioral Health care plans, link multiple services, Behavioral Healthcare providers, and community resources to meet the healthcare consumers' needs and ensure the flow and exchange of information among Behavioral healthcare consumers, family members, and linked providers. Work collaboratively to resolve differing perspectives and priorities among professionals.

ACTIVITIES TO ACHIEVE SPECIALIZED COMPETENCY:

Competency 4: Engage in Practice-informed Research and Research-informed practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work. social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice drives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice.

Social workers:

Use practice experience and theory to inform scientific inquiry and research

Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

Use and translate research findings to inform and findings to inform and improve practice, policy, and service delivery.

Specialists:

 Assess treatment fidelity

Measure consumer satisfaction and healthcare outcomes

Recognize and rapidly address errors in care

Collaborate with other team members on service improvement

ACTIVITIES TO ACHIEVE SPECIALIZED COMPETENCY:

Competency 5: Engage in Policy Practice.

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy ad its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro and macro levels and how social workers may effect change within those settings. Social workers recognize and understand the historical, social, and economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation..

Social workers:

Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;

Assess how social welfare and economic policies impact the delivery of and access to social services.

Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Specialists:

Identify, and evaluate policies that impact types of services and delivery of services to clients requiring Behavioral Health care in the Cabell-Huntington area.

Advocate with and inform administrators and legislators to influence policies that affect Behavioral Health clients and Behavioral Health services

ACTIVITIES TO ACHIEVE SPECIALIZED COMPETENCY

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

Social workers:

Apply knowledge of human behavior and the social environment and practice context to engage with clients and constituencies.

 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Specialists:

Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance with clients in Behavioral Healthcare practices

 Establish client relationships that are evidenced based and encourage a process where clients are equal participants in the establishment of treatment goals and expected outcomes

ACTIVITEIS TO ACHIEVE SPECIALIST COMPETENCY:

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of these theories for the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

Collect, organization, and critically analyze and interpret information from clients and constituencies.

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies

Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Specialists:

Select and modify appropriate intervention

strategies based on continuous Behavioral

Health assessment

Use differential diagnosis in Behavioral

Healthcare practice

 Evaluate, select, and implement appropriate

Behavioral Health assessment instruments for

use with target populations

ACTIVITIES:

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value

the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Facilitate effective transitions and endings that advance mutually agreed-on goals.

Specialists:

Critically evaluate, select, and apply best practices and evidence based Behavioral Health interventions •
Collaborate with other professionals to coordinate Behavioral Health treatment interventions
Identify, evaluate, and select effective Behavioral Health intervention strategies
Implement effective Behavioral Health intervention strategies with clients

ACTIVITIES TO ACHIEVE SPECIALIZED COMPETENCY:

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.
Social workers:

Select and use appropriate methods for evaluation of outcomes

Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in evaluation of outcomes

Critically analyze, monitor, and evaluate intervention and program processes and outcomes

Apply evaluation findings to improve practice effectiveness at the micro and macro levels.

Specialists:

Contribute to the theoretical knowledge base of the social work profession through Behavioral Health practice-based research •
Use evaluation of the Behavioral Health process and/or Behavioral Health outcomes to develop best practice in Behavioral Health protocols.

ACTIVITIES TO ACHIEVE COMPETENCY:

Signatures:
Student:
Field Instructor
Field Director

AGENCY PROFILE OUTLINE

Student Name _____ MUID# _____

1. Introduction
   - Name of Agency _____
   - Why did you select this agency? (personal reason) _____

   _____

   _____

   _____

   _____

   - Why did you select this agency? (objective reason) _____

   _____

   _____

   _____

2. What is the history of this agency? _____

   _____

   _____

   _____

3. What are the:
   - Office hours M_____T_____W_____T_____F_____S_____Sun_____
   - Address_____

   _____

   - Telephone numbers_____
4. Interview with the Executive Director of the Agency or other agency administrator:
   - Number of employees in the agency: _____
   - Definition of the Social Work roles in the agency: _____

   _____

   _____

   - Define the services, clients, costs and budget of the agency: _____

   _____

   _____

5. Outline the laws that provide the governmental sanctions and legitimacy for the existence of this agency:

   _____

   _____

   _____

6. How does the agency evaluate its effectiveness? What are your observations about the effectiveness? Would you suggest any changes? _____

   _____

   _____

WEEKLY LOG

Name: _____ Weekly hours: _____

Week of: _____ **Cumulative hours:** _____

Case/situation/system/client: (describe briefly): _____

_____

_____

_____

_____

Competencies: (Identify at least 2 competencies used and specify the related knowledge, values, skills, theories, and practice behaviors. Explain how these were demonstrated.) _____

_____

_____

_____

_____

Next Steps: _____

_____

_____

Self-reflection/Comments: _____

_____

_____

_____

Week at a glance: _____

_____

_____

_____

Signature of Student: _____ Date: _____

Field Instructor: _____ Date: _____

Task Supervisor (If available): _____ Date: _____

Faculty Field Liaison: _____ Date: _____

APPENDIX TEN

FACULTY FIELD LIAISON SITE VISIT REPORT

First Year Fall _____   First Year Spring_____First Year Summer_____
Second Year Fall _____   Second Year Spring_____Second Year Summ

Student:_____   **Field Instructor:**_____

Site:_____   **Faculty Field Liaison:**_____

Agency:_____   **Date:**_____

Task Supervisor:_____

I. Tell me about some of your favorite learning activities so far.

II. Tell me about your supervisory relationship & learning environment

III. Professional Role Performance

	Needs Improvement	Emerging	Meets Basic Expectations	Proficient	Distinguished
Demonstrates aptitude for case management					
Ability to differentially form client/colleague relationships					
Developing a knowledge base for clinical practice					
Demonstrates psychosocial work practice skill					

Evidences professional use of self.					
Makes use of field instruction, supervision and other learning opportunities					

	Needs Improvement	Emerging	Meets Basic Expectations	Proficient	Exceeds Expectations
Leads with a strengths based perspective					
Addresses and responds to issues of racial, ethnic, economic, and cultural diversity and oppression					
Ability to work collaboratively toward agency-based goals					
Evidences the values and ethics of professional social work practice					
Timely completion of field assignments					

IV. Please comment on the student's:

Strengths:

Areas of growth:

Areas for future development:

Field Instructor:_____   **Date:**_____

Student:_____   **Date:**_____

Faculty/Field liaison:_____   **Date:**_____

Task Supervisor:_____   **Date:**_____

APPENDIX ELEVEN

MIDTERM PRACTICUM CHECKLIST

Semester/Date: _____ _____

Date student admitted into the program: _____

Verification of completion of prerequisites: _____

STUDENT NAME: _____ Email: _____

PHONE NUMBER: (_____) _____ MUID Number: _____

AGENCY NAME: _____

AGENCY WEBPAGE (if available): _____

AGENCY PHONE NUMBER: (_____) _____ Email: _____

AGENCY FIELD INSTRUCTOR'S NAME: _____

POSITION IN AGENCY: _____

EMAIL: _____

STUDENT FORMS: STUDENT COVER LETTER: ☐ STUDENT RESUME: ☐

STUDENT COMMITMENT CONTRACT (**Appendix 1**) ☐ APPLICATION FOR FIELD (**Appendix 2**) ☐

AFFILIATION AGREEMENT (**Appendix 3**) ☐

AGREEMENT FOR PRACTICUM AT PLACE OF EMPLOYMENT (**Appendix 4**): ☐

AGENCY & FIELD INSTRUCTOR PROFILE (**Appendix 5**) ☐

AGENCY ORIENTATION CHECKLIST (**Appendix 6**) ☐ LEARNING CONTRACT (**Appendix 7**) ☐

AGENCY PROFILE OUTLINE (**Appendix 8**): ☐ SIX WEEKLY LOGS (**Appendix 9**) ☐

SITE VISIT REPORT (**Appendix 10**) ☐

Needs Completed: _____

_____

_____

STUDENTS SIGNATURE: _____ DATE: _____

INSTRUCTOR SIGNATURE: _____ DATE: _____

APPENDIX TWELVE FIED
EVALUATIONS

Student Name: _____ **MUID#** _____

Agency: _____

Please circle one: Midterm   Final

Please circle one: Student Self-Evaluation   Field Instructor Evaluation

For each category below, please circle the number that best reflects the level of achievement.

GENERALIST FIELD EVALUATION

For each category below, please circle the number that best reflects the level of achievement.

1. Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at all levels. Social workers understand frameworks of ethical decision- making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers recognize the importance of life-long learning and are c o m m i t t e d to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.
Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	**Unacceptable**	**Minimal Achievement**	**Meets Expectations**	**Above Expect**	**Excels**
	0 - 1	2	3	4	5
1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws, regulations or other codes, models for ethical decision-making	Violates ethical standards or does not seem to understand ethical standards				Understands the NASW Code of ethics and is aware when ethical conflicts arise and is able to utilize skills.

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	0 - 1	2	3	4	5
	Inability to manage personal values in maintaining professionalism; superficial discussions with field instructor or weekly logs				Demonstrates an understanding of self-awareness, Demonstrates understanding of the helping relationship Demonstrates knowledge of personal values Is able to identify diverse backgrounds including oppressed groups, populations-at risk and racial or ethnic minorities

1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	0 - 1	2	3	4	5
	Consistently tardy or absent, appearance interferes with work, shows poor attitude, and/or does not communicate professionally				Demonstrates understanding of the helping relationship Consistently on time and attendance is good, appearance is consistent with agency standards, generally positive attitude, appropriate professional communication skills
1.4 Use technology ethically and appropriately to facilitate practice outcomes	0 - 1	2	3	4	5
	Does not use technology effectively or demonstrates unethical use of technology				Understands appropriate and ethical use of technology
1.5 Use supervision and consultation to guide professional judgment and behavior	0 - 1	2	3	4	5
	Resents supervision, defensive or unprepared for supervisory meetings, ignores supervisory guidance.				Meets regularly with supervisor, identifies areas for self-improvement, asks appropriate questions, is tactful in disagreements
Comments:					

2. Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, ethnicity, gender, gender identity and expression, immigration status, marital status, physical and mental ability, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above	Excels
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro and macro levels	0-1	2	3	4	5
	Cannot identify diversity issues and does not understand the role of diversity in shaping life experiences and practice				Good working knowledge of diversity and uses of knowledge in engagement with clients, Identifies elements of diversity in assessments
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences	0 – 1	2	3		5
	Does not make effort to learn clients' stories, assumes information, over- generalizes, stereotypes, or is disinterested in learning about differences from clients				Asks appropriate questions in client interviews or organizational or community assessments, demonstrates awareness that the client is the expert on him/her self
2.3 Apply self- awareness and self- regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	0 - 1	2	3	4	5
	Demonstrates rigidity (right/wrong) in thinking, personal biases and values interfere with ability to work with diverse clients				Tries to be aware of biases and manages the influences of these biases in working with diverse clients. Shows interest in exploring cultural difference.

Comments:

3. Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	0 – 1 Does not demonstrate understanding of justice issues or ability to advocate	2	3	4	5 Recognizes justice issues and shows an understanding of advocacy strategies
3.2 Engage in practices that advance social, economic, and environmental justice	0 - 1 Does not recognize social, economic and environmental justice issues	2	3	4	5 Can identify a particular policy, regulation, law intended to advance social and economic justice and explain why the policy was needed and who it serves, or identify unjust polices/practices

Comments:

4. Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work. social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice drives from multi-disciplinary sources. They also understand

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
4.1 Use practice experience and theory to inform scientific inquiry and research	0 – 1 Cannot articulate connection between practice and research	2	3	4	5 Identifies a research question related to practice and can articulate approaches to finding answers in a scientific manner (single subject design, agency data collection, etc.)
4.2 Engage in critical analysis of quantitative and qualitative research methods and research findings	0 – 1 Does not use credible sources of information and/or does not critically analyze research findings	2	3	4	5 Reviews research and demonstrates ability to analyze critically
4.3 Use and translate research findings to inform and improve practice, policy, and service delivery	0 – 1 Does not consult research literature	2	3	4	5 Reviews research (articles, data, etc.) related to improving practice

Comments:

5. Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy ad its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro and macro levels and how social workers may effect change within those settings. Social workers recognize and understand the historical, social, and economic, organizational, environmental, and global

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
	0 – 1	2	3	4	5
5.1 Assess how social welfare and economic policies impact the delivery of and access to social services	Does not appear to understand the impact of policies on service delivery				Beginning to understand Identify, evaluate, and select effective substance use disorder prevention strategies
5.2 Critically analyze and promote policies that advance human rights and social, economic, and environmental justice	0 – 1 Minimizes human rights and social and economic justice issues or shows no interest in issues	2	3	4	5 Critically analyzes and promotes policies that advance human rights and social, economic, and environmental justice

Comments:

6. Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment and their utility to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
6.1 Apply knowledge of human behavior and the social environment (HBSE)and practice context to engage with clients and constituencies	0 – 1 No attention to or understanding of context of human behavior	2	3	4	5 Appropriate use of HBSE knowledge and theories – uses knowledge of human behavior to engage with clients- demonstrates differential approaches to engagement based on context/diversity
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	0 – 1 Does not demonstrate empathy, reflection or skills to effectively engage diverse clients and constituencies	2	3	4	5 Demonstrates empathy, respect for client, self-reflection, active listening skills, beginning where the client is

Comments:

7. Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of these theories for the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
7.1 Collect, organize, and critically analyze and interpret information from clients and constituencies	0 – 1	2	3	4	5
	Unable to collect relevant information or analyze and interpret information , disorganized				Asks appropriate questions, pulls together information in organized fashion, and draws reasonable conclusions
	0 – 1	2	3	5	5
7.2 Apply knowledge of human behavior and the social environment and other multi-disciplinary frameworks in analysis of assessment data from clients and constituencies	Assessments do not reflect understanding of person and environment. Unable to view data from multi-disciplinary perspective				Assessments strategies reflect understanding of relevant bio-psycho-social elements and application of theory as well as ability to understand multi-disciplinary perspectives

7.3 develop mutually agreed-on intervention goals based on the critical assessment of strengths, needs, and challenges within clients and constituencies	0-1	2	3	4	5
	Does not recognize strengths, fails to engage the client in planning process, goals do not match assessed needs and challenges are not considered				Goals are developed in collaboration with client and based on the critical assessment of strengths, needs, and challenges within clients and constituencies
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	0-1	2	3	4	5
	Does not select appropriate strategies, does not consider values and preferences of clients and constituencies				With help from supervisor, able to identify appropriate intervention strategies based on assessment, research knowledge, and values and preferences of clients and constituencies
Comments:					

8. Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional team workand communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional ,and interorganizational collaboration.

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Practice Behavior	Unacceptable	Minim al	Meets Expectations	Above Expectations	Excels
8.1 Implement interventions to achieve practice goals and enhance capacities of clients and constituencies	0 – 1	2	3	4	5
	Unable to implement appropriate interventions				Implements interventions effectively
8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	0 – 1	2	3	4	5
	Does not apply or understand knowledge or theory				Identifies/applies appropriate theory and knowledge consistent with beginning level
8.3 Use inter- professional collaboration as appropriate to achieve beneficial practice outcomes	0-1	2	3	4	5
	Unable to use inter-professional collaboration effectively				Uses inter- professional collaboration appropriately to achieve beneficial practice outcome

8.4 Negotiate, mediate, and advocate with and on behalf of clients and constituencies	0-1	2	3	4	5
	Does not make an effort to engage in these behaviors, or does so in an unprofessional manner				Observes and identifies situations calling for negotiation, mediation, and advocacy and demonstrates willingness to use these skills
8.5 Facilitate effective transitions and endings that advance mutually agreed- on goals	0-1	2	3	4	5
	Endings and transitions are abrupt, without closure				Appropriately discusses terminations and transitions with clients, supervisors, and appropriate colleagues to advance mutually agreed-on goals
Comments:					

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Practice Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
9.1 Select and use appropriate methods for evaluation of outcomes	0 – 1	2	3	4	5
	Does not demonstrate understanding of appropriate methods for evaluation of outcomes				Identifies and demonstrates ability to use at least one method for evaluating outcomes
9.2 Critically analyze, monitor, and evaluate intervention and program processes and outcomes	0 – 1	2	3	4	5
	No ability to evaluate practice				Assesses outcomes (such as -uses single subject design or program evaluations), discusses with supervisor
9.3 Apply evaluation findings to improve practice effectiveness at the micro and macro levels	0 – 1	2	3	4	5
	Shows no interest or ability in improvement of practice				Able to use evaluation findings to identify ways to improve practice

Comments:

Overall student strengths:

Areas for continued growth:

Additional comments:

STUDENT SIGNATURE
_____DATE:_____

FIELD INSTRUCTOR SIGNATURE_____
DATE:_____

StudentName: _____ MUID# _____

Agency: _____

Please circle one: Midterm   Final

Please circle one: StudentSelf-Evaluation   Field Instructor Evaluation
For each category below, please circle the number that best reflects the level of achievement.

Specialist Field Evaluation

For each category below, please circle the number that best reflects the level of achievement.

1. Demonstrate Ethical and Professional Behavior					
Instructions: For each category, circle the number which best reflects the student's level of achievement.					
Behavior	**Unacceptable**	**Minimal Achievement**	**Meets Expectations**	**Above Expectations**	**Excels**
1.1 Understands and identifies professional strengths, limitations, and challenges related to practice in behavioral health	**0 – 1** Does not understand and identify professional strengths, limitations, and challenges related to practice in behavioral health	**2**	**3**	**4**	**5** Clearly understands and consistently identifies professional strengths, limitations, and challenges related to practice in Behavioral Health and
1.2. Demonstrates ethical practice in behavioral health by collaborating with colleagues within specialist's agency and other local healthcare agencies to continuously assess and improve service design.	0-1 Violates ethical standards or does not seem to understand ethical standards and makes no attempt to engage with colleagues and colleagues at other agencies to discuss service delivery	2	3	4	5 Strongly and consistently demonstrates ethical practice in Behavioral Health by collaborating with colleagues within specialist's agency and other local healthcare agencies to continuously assess and improve services

1.3 Demonstrates ethical practice in behavioral health by communicating with healthcare consumers and family members using secure online, mobile, and "smart" technology and devices & safeguards healthcare consumer privacy and confidentiality with respect to communication, documentation	0-1Does not demonstrate ethical practice in Behavioral Health by communicating with healthcare consumers and family members using secure online, mobile, and "smart" technology and devices Safeguards healthcare consumer privacy and confidentiality with respect to communication, documentation, and data	2	3	4	5 Strongly demonstrates ethical practice in Behavioral Health by communicating with healthcare consumers and family members using secure online, mobile, and "smart" technology and devices Safeguards healthcare consumer privacy and confidentiality with respect to communication, documentation, and data

2. **Engage Diversity and Difference in Practice**

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
2.1 Identifies and addresses disparities in Behavioral Healthcare access and quality for diverse individuals and populations served	**0-1** Unable to identify disparities in Behavioral Healthcare access and quality	**2**	**3**	**4**	**5** Strong ability to Identify and address disparities in Behavioral Healthcare access and quality for diverse individuals and populations served
2.2 Adapt services, including evidence-based inter-professional team approaches, to the language, cultural norms, and individual preferences of healthcare consumers and family members	0-1 Does not adapt services	2	3	4	5 Excels in adapting services
2.3 Develops collaborative relationships with providers of services tailored to the needs of culturally diverse Behavioral Healthcare consumers and family members	0-1 Has not attempted to develop any collaborative relationships with Providers of service. Tailored to the needs of culturally diverse Consumers.	2	3	4	5 Excels in developing collaborative relationships with providers of services tailored to the needs of culturally diverse Behavioral Healthcare consumers and family members.
2.4 Examines the experiences of culturally diverse healthcare consumers and family members with respect to quality of care and adjusts the delivery of care as needed	0-1 Does not engage in examining the experiences of culturally diverse consumers and/or does not adjust delivery of care as needed	2	3	4	5 Continuously and thoroughly examines the experiences of culturally diverse healthcare consumers and family members with respect to quality of care and readily adjusts the delivery of care as needed.
2.5 Educates colleagues about the characteristics, healthcare needs, health behaviors, and views toward illness and treatment of diverse populations served in the treatment setting	0-1	2	3	4 Continuously and appropriately educates colleagues about the characteristics, healthcare needs, health behaviors, and views toward illness and treatment of diverse populations served in the treatment setting.	5 Educates colleagues about the characteristics, healthcare needs, health behaviors, and views toward illness and treatment of diverse populations served in the

3. Advance Human Rights and Social, Economic, and Environmental Justice

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
	0 – 1	2	3	4	5
3.1 Creates and periodically updates Behavioral Health care plans in consultation with consumers, family members, and other providers, including individuals identified by consumers as part of their Behavioral Healthcare team.	Does not appear to understand care plans and/or does not update plans in consultation with appropriate others.				Strong ability to create and periodically update Behavioral Health care plans in consultation with healthcare consumers, family members, and other providers including individuals identified by consumers as part of their Behavioral Healthcare team
3.2 Works with healthcare consumers to develop whole health and wellness recovery plans. Matches and adjusts the type and intensity of services to the needs of the consumer, ensuring the timely & unduplicated provision of care	0-1 Does not work with healthcare consumers to develop suitable recovery plans assuring unduplicated provision of care	2	3	4	5 Consistently and appropriately works with Behavioral healthcare consumers to develop whole health and wellness recovery plans and match and adjust the type and intensity of services to the needs of the consumer, ensuring the timely and unduplicated provision of care
3.3 Through the behavioral healthcare plans, links multiple services, healthcare providers, and community resources to meet the consumers' needs. Ensures the flow and exchange of among the consumer, family members, and linked providers. Works collaboratively to resolve differing perspectives, priorities and schedules among providers	0-1 Does not link services, providers or resources or understands how to ensure flow and exchange of. Does not work collaboratively	2	3	4	5 Consistently and appropriately works with Behavioral healthcare consumers to develop whole health and wellness recovery plans and match and adjust the type and intensity of services to the needs of the consumer, ensuring the timely and unduplicated provision of care

81

4. **Engage in Practice-informed Research and Research-informed Practice**					
Instructions: For each category, circle the number which best reflects the student's level of achievement.					
Behavior	**Unacceptable**	**Minimal Achievement**	**Meets Expectations**	**Above Expectations**	**Excels**
	0-1	2	3	4	5
4.1 Identifies and implements evidence based practice and assesses treatment fidelity	Cannot identify evidence based practice or assess treatment fidelity				Consistently Identifies and Implements evidence based practice and assesses treatment fidelity
4.2 Is able to measure consumer satisfaction and healthcare outcomes	0-1 Does not understand how to measure consumer satisfaction and healthcare outcomes	2	3	4	5 Demonstrates strong ability to measure consumer satisfaction and healthcare outcomes
4.3 Recognizes and rapidly addresses errors in care	0-1 Does not identify or address errors in care	2	3	4	5 Consistently recognizes and rapidly addresses errors in care
4.4 Collaborates with other team members on service improvement	0-1 Does not collaborate with other team members	2	3	4	5 Collaborates with other team members on service improvement

5. **Engage in Policy Practice**					

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
	0 – 1	2	3	4	5
5.1 Identifies and evaluates policies that impact types of services and delivery of services to clients requiring Behavioral Healthcare	Does not identify and evaluate policies that impact services and delivery				Excellent ability to identify and evaluate policies related to behavioral health services and service delivery
5.2 Advocates with and informs administrators and legislators to influence policies that affect Behavioral Health clients and services	0-1 Minimizes human rights and social and economic justice issues within the Behavioral Healthcare system or shows no interest in issues	2	3	4	5 Identifies issues, raises awareness, lobbies for positive change in Behavioral Health policy and participates with others in change effort

6. **Engage with Individuals, Families, Groups, Organizations, and Communities**

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Behavior	0-1	2	3	4	5
6.1 Attends to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance	No attention to or understanding of context of the therapeutic alliance with clients				Clearly and consistently attends to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance outcomes
6.2 Establishes client relationships that are evidence based and encourage a process where the clients are equal participants in the establishment of treatment goals and expected outcomes	0-1 Does not establish effective client relationships characterized by equal partnership	2	3	4	5 Consistently establishes strong trusting relationships that are evidence based and encourage a process of equal partnership in establishment of goals and outcomes

7. Assess Individuals, Families, Groups, Organizations, and Communities					
Instructions: For each category, circle the number which best reflects the student's level of achievement.					
Behavior	**Unacceptable**	**Minimal Achievement**	**Meets Expectations**	**Above Expectations**	**Excels**
7.1 Selects and modifies appropriate intervention strategies based on continuous Behavioral Health assessment	0 – 1 Unable to collect relevant or analyze and interpret, disorganized	2	3	4	5 Thorough collection and interpretation of, going beyond expectations
7.2 Uses differential diagnosis in Behavioral Healthcare practice	0-1 Does not use differential diagnosis	2	3	4	5 Consistently identifies appropriate differential diagnoses using DSM V, appropriate evidence informed practice research and in concert with client and constituent values and preferences – is able to mediate differences as appropriate

8. Intervene with Individuals, Families, Groups, Organizations, and Communities					

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
8.1 Critically evaluates, selects, and applies best practices and evidence based Behavioral Health interventions	0 – 1	2	3	4	5
	Unable to critically evaluate, select and apply best practices				Strong ability to consistently critically evaluate, select, and apply best practices and evidence based behavioral health interventions
8.2 Collaborates with other professionals to coordinate behavioral health treatment interventions	0-1 Does not collaborate with other professionals to coordinate treatment	2	3	4	5 Consistently seeks out colleagues to collaborate and coordinate treatment interventions.

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Instructions: For each category, circle the number which best reflects the student's level of achievement.

Behavior	Unacceptable	Minimal Achievement	Meets Expectations	Above Expectations	Excels
9.1 Contributes to the theoretical knowledge base of the social work profession through Behavioral Health practice-based research	0 – 1 Does not contribute to the theoretical knowledge base of the social work profession through practice-based research	2	3	4	5 Uses multiple measures to contribute to the theoretical knowledge base of the social work profession through practice-based research
9.2 Uses evaluation of the Behavioral Health process and/or Behavioral Health outcomes to develop best practice in Behavioral Health protocols	0-1 No ability to evaluate practice or use evaluation outcomes to develop best practice	2	3	4	5 Clear sense of responsibility for ongoing practice evaluation, shares appropriate with others to enhance services, initiates or suggests evaluation activities for the agency, develops best practice protocols based on evaluation outcomes

Overall student strengths:

Areas for continued growth:

Additional comments:

APPENDIX THIRTEEN RECORD OF FIELD INSTRUCTION

Student Name: _____ Field Instructor Name: __

Date	Time: Start/Finish	Issues Addressed & Related Competencies	Next Steps	Location	Signatures

MUID#: _____

Organization Name: _____

APPENDIX FOURTEEN

FINAL PRACTICUM CHECKLIST

Semester/Date: _____ _____

Date student admitted into the program: _____

Verification of completion of prerequisites: _____

STUDENT NAME: _____ Email: _____

PHONE NUMBER: (_____) _____ MUID Number: _____

AGENCY NAME:
_____

AGENCY WEBPAGE (if available): _____

AGENCY PHONE NUMBER: ( )   Email:
_____   _____

AGENCY FIELD INSTRUCTOR'S NAME:
_____

POSITION IN AGENCY:
_____
                                                        EMAIL:
_____

STUDENT COVER LETTER: ☐

STUDENT RESUME: ☐   STUDENT COMMITMENT CONTRACT ☐

(**Appendix 1**)   ☐

Appendix 2)   ☐

(**Appendix 3**)   ☐

(**Appendix 4**):   ☐

(**Appendix 5**)   ☐

☐

☐

(Appendix 6)

(Appendix 7 ☐

Appendix 8): ☐

(Appendix 9) ☐

 (Appendix 10) ☐

(Appendix 11) ☐

 (Appendix 12) ☐

(Appendix 13) ☐

STUDENT:

FIELD INSTRUCTOR: RECORD OF FIELD INSTRUCTION

Needs   Completed: ☐
_____

 STUDENTS SIGNATURE:_____DATE:

 INSTRUCTOR SIGNATURE:_____DATE:

SAFETY IN FIELD PRACTICUM

Safety in the field cannot be over-emphasized. The following materials should be read and considered prior to entering field and reviewed during your field experience.

The NASW guide to Social Worker Safety in the Workplace can be found at:

https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0=&portalid=0

Be Careful: Personal Safety for Social Workers

By Jane Harkey, RN, MSW, CCM

Brief Bio:

Jane Harkey is a Professional Geriatric Care Manager with a private practice. She has developed and presented many post-graduate continuing education seminars at Rutgers University School of Social Work, Piscataway, New Jersey. She has also delivered numerous presentations at local, state and national conferences as well as developing numerous on-line training modules.

Writers Comments Regarding this Topic:

Work-related violence against social workers is an often unspoken fact of life and, due to various stressors, it appears to be increasing. In 2004, the National Association of Social Workers (NASW) partnered with the Center for Health Workforce Studies, University of Albany, to conduct a national study of 10,000 licensed social workers. The response rate was 50%. In response to the question, "Are you faced with personal safety issues in your primary employment practice", 44% responded yes. The threat of violence impacts on social workers both professionally and privately. The need for personal safety information is imperative to protect social workers and provide preventive strategies to enable them to provide safe, effective client interventions.

Brief Course Description:

This course will discuss:

- ☐ History of safety issues for social workers
- ☐ Impact of aggression on the well-being of social workers
- ☐ Agency safety rules, regulations and procedures
- ☐ Situational awareness
- ☐ Threat recognition
- ☐ Essential ideas for personal safety
- ☐ Protocols while visiting clients in higher risk areas
- ☐ De-escalation techniques
- ☐ Self-protection strategies

Course Objectives:

After completing the offering, the participant will be able to:

1. Define what is meant by workplace violence
2. List at least 3 reasons why workplace violence appears to be increasing
3. Explain how workplace safety can impact a social worker's emotional and physical well-being
4. List at least 3 areas of knowledge that an agency's skill training program should include
5. List at least 4 suggestions for making agency facilities safer
6. Define what information should be included in a pre-visit safety assessment
7. List at least 2 things social workers should know about their clients prior to going into the field
8. List at least 2 essential ideas for personal safety for each of the following: in the car and in a client's home
9. List at least 3 indicators to predict client violence
10. List at least 4 signs of increasing agitation
11. List at least 3 de-escalation techniques
12. List at least 2 self-protection techniques if attacked

Be Careful: Personal Safety for Social Workers

INTRODUCTION

Work-related violence against social workers is an often unspoken fact of life. Probably few social worker students or new practitioners realize when they enter the profession that they may be targets of assaults. This should really not be a surprise however, because social workers usually become involved with clients during periods of crisis and often interact with clients when they are emotionally labile.

Violence includes physical assault, verbal assault, harassment and the threat of assault. Some assaults may be minor, but others can be lethal. The violent deaths of some social workers have triggered awareness of this issue. The resultant outcome of this awareness is the mandatory training in personal safety for social workers by some states and schools of social work, as well as the development of agency policies and procedures to protect social workers on-site and during home visits. Even if a state doesn't require these measures, it behooves every social worker to be

aware of the potential threats that may be encountered and how to mitigate these threats of violence.

HISTORY OF VIOLENCE AGAINST SOCIAL WORKERS

Ever since Jane Adams went into Chicago's tenements to provide social work, social service workers have been at some risk. Because social workers go into their field to help others, they tend not to perceive clients as potential threats to their safety. They have the mindset that their clients want and need their interventions. However, circumstances sometimes change the client's perceptions as to the "help" social workers provide. If they become frustrated or feel a loss of control, their behaviors may become negative. This can result in violence towards the social workers.

The vast majority of incidents do not involve serious bodily injury. Injuries involving social workers have ranged from verbal attacks which require no medical attention to those requiring hospitalizations. Although fatalities are rare, some social workers have paid the ultimate price for caring for their clients. Following is a list of some of the social workers who have been killed while performing their professional duties:

- 1987 - Norman Fournier was a social work mental health coordinator in Washington State. He was shot and killed by a client when he went to pick him up on an involuntary commitment order.
- 1987 - Paul Grannis was a social worker in Kentucky. After the removal of an adolescent, a client's father shot him to death while on a home visit.
- 1988 – Linda Rosen was a case manager in a psychiatric hospital emergency room in Pennsylvania. During the intake interview, a client shot her to death.
- 1989 – Robbyn Panitch was a social worker at a mental health clinic in California. A client stabbed her to death during a counseling session.
- 1991 – Tanja Brown-O'Neil was a social worker at a social services agency in Maryland. She was stabbed by a client who was angry at not receiving his food stamps.
- 1993 – Rebecca Binkowski was a graduate social work student who was a resident manager at an apartment for mentally ill persons in Michigan. She was stabbed to death while driving one of the tenants.

- 1996 – Linda Silva was a social worker for the Division of Social Services in Massachusetts. She was shot to death during a home visit by a parent involved in a child custody case.
- 1996 - Josie Curry, Michael Gregory, and Jimmy Riddle were three caseworkers at the Department of Social Services in South Carolina. They were shot to death at their agency by a client upset that his children were being put into foster care.
- 1997 – Steve Tielker was a Family and Children's Services supervisor in Indiana who counseled sex offenders. He was shot to death by a client on probation for child molestation during a court mandated counseling session.
- 1998 – Donna Millette-Fridge was a social worker at a community mental health outreach program in Connecticut. She was stabbed to death by a client while walking into work.
- 1998 – Lisa Putman was a Child Protective Services social worker in Michigan. She was murdered while on a home visit by clients who were upset that their children had been put into foster care.
- 1999 – Nancy Fitzgivens was a social worker for Child Protective Services in Ohio. She was killed while making a home visit.

☐	2004 – Teri Zenner was a social work case manager in a mental health center in Kansas. She was murdered with a chainsaw while on a home visit to see if her client was taking his medication properly.

☐	2004 - Greg Gaul was a licensed private clinical social worker in Iowa. He was shot to death by a client while on a home visit.

☐	2006 - Boni Frederick was a social services aide in Kentucky. She was stabbed to death during a home visit by a client who had lost custody of her child.

SOCIAL WORK VIOLENCE STATISTICS

Social workers may wonder just how dangerous their profession truly is. In 2004, the National Association of Social Workers (NASW) partnered with the Center for Health Workforce Studies, University at Albany, to conduct a national study of 10,000 licensed social workers. The study obtained nearly a 50% response rate. In response to the question: "Are you faced with personal safety issues in your primary employment practice", 44% of the respondents said yes. Also, 30% of those social workers did not think that their employers adequately addressed their safety concerns. The survey determined that the majority of social workers facing safety issues were more likely to:

☐ Be in the first five years of their social work practice (26%)

☐ Work in private, non-profit (37%) and state government settings (23%)
☐ Work in social service agencies (17%)

☐ Describe their primary area of practice as mental health (35%) or child welfare/family (16%)

Another survey by NASW's Committee for the Study and Prevention of Violence Against Social Workers, with the support of the Massachusetts Chapter of NASW, revealed that 51.3% of the social workers they surveyed reported feeling unsafe in their jobs. Nearly one-third experienced some form of violence, including verbal abuse, at least once in the office. Nearly 15% reported at least one episode in the field. C.E. Newhill found, in a 1995 survey of MSW students, that client violence is one of the top three practice concerns in their field placement. A large study of mental health workers in Georgia in 2003 found that 61% had been victimized either psychologically or physically and 29% had feared for their lives during their career.

According to the Occupational Safety and Health Administration (OSHA), only one more work setting is more dangerous - working at night in a retail store.

Although the research is not definitive, there is consensus among social work professionals that violence against them is increasing.

CAUSES OF INCREASING SOCIAL WORKER ASSAULTS

A number of reasons for increased violence against social workers have been given. Below is a list of some, but certainly not all, of the reasons:

☐ The number of people seeking public assistance has swollen with the mass de-institutionalization of psychiatric health patients. Clinic- based psychiatric social workers are now routinely working with clients who previously were confined to high-security mental hospitals.

☐ More aggressive efforts are being taken to track down men who owe child support.

☐ Social workers are being asked to deal with increasingly volatile issues in family disputes, especially in child abuse cases, as a result of the 1974 child protection law and domestic abuse cases. For

example, the number of child abuse reports nationwide quadrupled from 669,000 in 1976 to 2,694,000 in 1991 according to statistics developed by the American Humane Association, a Denver-based group. Also, some abusers will focus on social workers who they feel are threats to their control over their abuse victims.

☐ Money difficulties due to the recession have aggravated the situation.

Welfare cutbacks have occurred while the need for services has grown. Welfare clients, angered by the cutbacks and delays in receiving public assistance, have become increasingly aggressive.

☐ The increasing practice of seeing clients in the community versus seeing them in agency settings resulting in more exposure to risk.

☐ The availability of guns and a population adept at using them.

☐ The rise in violence in general, including schools and other work places. As a result of the Tarasoff Decision, social workers should be forewarned of potential threats of violence by clients who have violent ideations towards them but they may not receive notice of this. (In 1976 the California Supreme Court ruled that therapists are obliged to warn potential victims of violence if, during their sessions, they determine someone is at risk.)

☐ A growing substance abuse problem.

☐ An increased disparity of income in the population, causing people to feel helpless and more desperate.

☐ The attitude of the social workers who resist thinking of clients as potentially threatening, or just the opposite, by assuming that danger is "just part of the job" and shouldn't be overemphasized.

Even though many acts of aggression towards social workers have been documented, it is believed that these aggressive acts are actually under- reported. There are a number of reasons for that. Some could be due to shame. Social Workers may feel as if they couldn't do their job adequately or they were unprofessional and this caused an incident. Also, some agencies do not encourage social workers to report acts of violence.
Whatever the causes, the fact remains that the need for personal safety of social workers can no longer be ignored.

Implications Of Violence On The Social Worker

Social workers face many stressors that impact on their professional and private lives. Social workers often work with mentally and emotionally unstable people, dwindling services and reduced benefits, and working conditions such as understaffing, working alone, and working late hours. This puts them at a high risk of workplace violence. Also, they constantly

deal with very difficult situations, usually for low wages, which can lead to frustration and burnout. This can cause high staff turnover which, in turn, impacts on any remaining agency social workers. Social workers consistently experience increased paperwork, an increase in the severity of client problems, larger caseload sizes, longer waiting lists for services, assignment of non-social work tasks, and an increase in oversight. These all serve as barriers to effective practice and increase social worker stress.

These stressors can negatively impact a social worker's mental and physical well-being. An NASW survey found social workers in mental health, health, and child welfare/family fields reported feeling fatigue (65%, 70%, 65% respectively); psychological problems (48%, 36%, 37%); and
sleep disorders (22%, 23%, 25%).

The stressors can also cause social workers to be distracted during their client interactions. This may cause them to miss subtle signs of agitation and the escalation of emotions which can lead to acts of aggression by the clients.

Needless to say, those social workers who have experienced any form of aggressive behaviors from their clients will be impacted. Social workers may become so hyper-vigilant in the future that they would be unable to establish trusting relationships with their clients. They may suffer long-term physical or mental consequences from the episode; or they may even leave the profession altogether due to burnout or fear.

Safety In The Agency

All human services agencies should have safety policies and protocols contained in a written safety plan. This will not only maximize client and worker safety, minimize the agency's liability, but it will also facilitate a quicker recovery for the victim and agency should an incident should occur. The written safety plan should be:

☐ Specific to the function and layout of each agency; input from staff and expert consultants should be included,
☐ Detailed and comprehensive so that all staff members, clinical and non-clinical, know what to do in an emergency, and
☐ Reviewed and practiced on a regular basis.

The safety plan should include safety skill training as part of a social worker's orientation with periodic practice drills using these skills in potential incidents. An agency's safety skill training program should include:

☐ How to recognize signs of agitation

☐ What to do at the first signs of agitation.

☐ The use of specific code words and/or phrases to signal help without increasing the client's agitation.

☐ How to assess a client's level of dangerousness.

☐ How to use interventions such as de-escalation, non-violent self- defense (NSD), when to call security or police, and when/how to evacuate the building for clients demonstrating increasing agitation and/or aggression. (NSD is a system of self-protection and humane control used for crisis intervention which was developed in the 1970s by Dr. William Paul. The system features evasion, deflection, dodging, disengagement, and restraint. It does not allow any offensive movements such as kicking, striking, etc. other than the use of humane restraint.)

Personal safety skill training is important, but it is also important to make agencies as safe as possible. Some suggestions for making the physical layout of the agencies safer are:

☐ Maintain an organized, calm, and respectful appearance for clients, especially in the waiting areas. Monitor temperature, crowding, and noise.

☐ Ensure adequate lighting, both inside and outside.

☐ Be aware of traffic patterns, with special attention to where clients can go unescorted, especially bathrooms and coffee areas.

☐ Establish a "risk room" where potentially violent or agitated clients can be placed and seen. This room should be furnished sparingly in neutral tones and located in a centrally located area with ready access to help.

☐ If possible, install safety equipment such as buzzers and silent alarms in offices and waiting areas.

Furnish offices to maximize safety. Allow a safe distance between clients and social workers. Place furniture to facilitate easy access to the door; social workers should not have to go around their desks or pass clients to get out of the office. Eliminate, as much as possible, items that may be thrown or used as weapons such as staplers, books, pictures, scissors, paperweights, etc.

- Possibly limit access to staff work areas by using keys or coded locks on doors.
- Routinely inspect the interior and exterior layout and all safety equipment to ensure that everything is in working order.
- The agencies should have codified rules, regulations, and procedures to establish a safe environment which address prevention, intervention, and aftermath strategies. They may include:
- Designing and maintaining a safe physical environment.
- Developing a safety committee to develop and maintain safety orientation and continuing education programs.
- Developing a method for assessing risk to staff while performing their duties and developing processes to reduce risk, such as using a buddy system, assigning cases with consideration to gender, ethnicity and culture, language, etc.
- Having a format for obtaining a client's history of violence as part of a regular intake procedure.

- ☐   Having a method of communicating to all staff when current danger exists.
- ☐   Ensuring adequate staffing at all times and allowing no one to work in a building alone.
- ☐   Developing policies relating to the provision of services to clients who carry any type of weapon or who are under the influence of any type of alcohol or drugs.
- ☐   Developing policies relating to home visits. (This will be discussed later under the heading of "Safety in the Field".)
- ☐   Establishing relationships with security and police, informing them of the agency's safety protocols, as well as what would be needed from them during an incident.
- ☐   Developing a post-incident format for debriefing and communicating with all staff following an occurrence of client violence, as well as a format to determine when and how legal action against a violent client may be taken.
- ☐   Developing a format to report and record all work-related occurrences of violence, including threats.

SAFETY IN THE FIELD

Before going into the field, all social workers should have their own safety action plan. It should encompass what actions to take before leaving the agency and what preventive measures to utilize while in the field.

Before going into the field, social workers should:

- ☐ Learn what they can about the client's and/or family's histories, learn if they have had prior violent encounters with the police, schools, or social services, determine if they have had negative interactions with agencies in the past. Find out if there is a history of mental illness in
  the family. Some of this information can be gleaned from agency records.
  Additional information may be obtained from informal sources such as supervisors, coworkers, or colleagues from other agencies.
- ☐ Carefully consider the streets, neighborhoods, or areas where the families live. For example, avoid going alone or wearing jewelry in known drug areas, isolated places, or high crime areas.
- ☐ Find out about the activities and whereabouts of cults and militia groups in the areas. The beliefs of cults and militia groups may cause them to view social worker's actions as threatening, unnecessary, or unconstitutional.

- [ ] Consult with social workers with more experience if limited practice experience is an issue.

- [ ] Leave information with the agencies as to the time and place where the field visits are to occur and the expected duration of the visits.

- [ ] Dress sensibly at work to allow for ease of movement, including comfortable shoes. Remove neckties, scarves, hanging jewelry, religious or political symbols or anything that could be used as a weapon or increase agitation in a client.

- [ ] If possible, keep your home address and last name from becoming known to your clients and have an unlisted phone number.

- [ ] Be careful of what is posted on social networks that can disclose routine habits and/or home addresses.

- [ ] Make sure that your car is in good working order and that you have plenty of gas in it. You should also have a spare tire with a jack, a working horn, spare change, a flashlight, jumper cables, and a first aid kit.

- [ ] The best preparation will still not remove all threats of danger. Vigilance and situational awareness are imperative. Some steps that can be taken to decrease vulnerability while in the field are:

- Drive by the residence first to see if things seem okay or if there is anything suspicious going on.
- When pulling into a parking lot or neighborhood, observe who is hanging around and what their general attitude is. Back your car into a parking garage space so you can exit quickly if you need to. Make note of at least two (if possible) exits and entrances to the parking area. Park close to any lights if there is a chance of you returning to your car before or after daylight.
- If you park on the street, do not park directly in front of the home or residence you are visiting.
- Have your car keys in your hand as you approach your vehicle.
- If you have a flat tire at night or in a high crime area, try to keep going along the shoulder of the road until you reach a gas station or, at least, a safer area.
- If stranded, ask to see identification of anyone stopping to assist you, even the police. If you accept assistance, pretend that someone else will be arriving soon and stay alert to their actions.
- Drive with your windows up and the doors locked in unsafe areas.
- Always keep your car doors locked when you are away from the car or sitting in it.

- Be careful about what you leave on your seats or dashboard. Valuables can be an incentive for others to break into your car. Items with   personal contact information can lead to identify theft or cause the thieves to break into your home.
- Scan the area as you approach your car and always check the floor and backseat before getting in.
- If someone tries to force you into your car, throw away the keys to distract the attacker and run.
- If someone approaches your car to force entry, lay on the horn and drive off quickly.
- Try not to drive clients in your car. If you must, have them sit next to you. Never have them sit behind you where you can't see what they are doing.
- If someone in your car is forcing you to drive, turn on the flashers, press the horn, stop suddenly, get out and run or, in the worst case scenario, cause an accident with other cars.
- Schedule visits during daylight hours, preferably in the morning.
- Go out in teams or with the police, if warranted, on potentially dangerous visits.

- Before opening a gate, rattle it to determine if there are animals loose that might pose a threat.
- Listen outside the door of the residence for disturbances such as screaming, yelling, or fighting before making your presence known.
- When knocking on the door or ringing the bell, stand to the side, not in front of it, in case someone tries to harm or grab you.
- Introduce yourself clearly, letting the family know who you are and why you are there.
- Assess the person/persons you are interviewing to determine their demeanor and/or if they are under the influence of any substances.
- Note any drug paraphernalia lying around.
- Note the general layout, exits, and phones of the residence. Position yourself for an easy exit if necessary.
- Scan the environment for any weapons. For example, guns are often kept in the bedroom while knives are kept in the kitchen.
- Avoid discussing plans and personal information within the hearing of others.
- Keep personal items such as a purse or briefcase locked in the trunk of your car. Only keep your keys, a little money, and a phone on your person.

- Travel with a cell phone that is charged, turned on, and pre-programmed to call 911 for assistance in any emergency or threatening situation.
- Check in with your agency at set times to let them know you are okay.

- Most importantly, trust your instincts. If something doesn't feel right and you are uneasy about the situation you are in, leave and call the police.

PREDICTING CLIENT VIOLENCE

No matter how thorough social workers may be about using safety precautions, client interactions may not always go smoothly. Social workers must be aware of indicators of impending violence to either eliminate or mitigate aggressive acts. There is no magic bullet to predict when interactions may turn negative, but common factors have been identified which can make people more inclined to violence. Some of these factors are:

- If a person has a history of prior violence, it is more probable that violence will happen again, as this tends to be their coping mechanism. This is the single best indicator of violence, so social workers should investigate past or current violent behavior. Interactions with someone with a history of violent behavior should be arranged in a controlled environment with assistance present or readily available.

- Certain internal factors have been associated with aggressive encounters. These include fear, humiliation, boredom, grief, and a sense of powerlessness. To reduce risk, avoid putting clients in positions that embarrass them. Instead, try to give them knowledge that empowers them and help them see other, nonviolent options.

- Physical factors increase the risk of violence as well. These include lack of sleep, physical exhaustion, use of drugs or alcohol, heat, hunger, cold, physical disability, or chronic pain. Social workers should try to alleviate, as much as possible, those situations that can be controlled, such as heat, hunger, cold, exhaustion, and lack of sleep prior to their interactions. They should follow agency policies regarding interactions with those under the influence of any type of substance.
- Situational factors have also been found to be predictive of violence.

  Access to weapons, having experienced childhood abuse or aggression in the home, or feeling a sense of injustice or oppression

can lead to violence. These factors should be assessed prior to any interactions or during an initial assessment in the field.

☐ Violence has been shown to more likely to occur when children or adults are taken from their living conditions, especially if they are removed in front of family or friends. These interactions should always be planned events and never conducted alone.

☐ Certain conditions have been associated with violence. Knowing the dynamics of addictions, mental illness, brain trauma, and other issues associated with acting-out behaviors can better prepare social workers for interactions with these persons.

Whether or not social workers have information about a person's past history or current emotional state, there are signs they can look for to determine impending client agitation and possible aggression. Clenching of fists or jaws, having a "wild" look in the eyes, being out of touch with reality, speaking in a loud voice or becoming verbally abusive are all indicators to look for. If these behaviors occur, immediate steps to reduce the tension should be taken before the behaviors escalate to violence.

Verbal De-Escalation Strategies

Susan Weinger, author of <u>Security Risk: Preventing Client Violence Against</u>

<u>Social</u> Workers states: "The best way to manage violent behavior is to prevent it." However, that is not always possible. When a potentially violent situation threatens to erupt and no weapon is present, verbal de-escalation is appropriate. The most important tool in de-escalation is a social worker's brain. By using skills to reduce the level of arousal that social workers have learned, discussion becomes possible; reasoning with an enraged person is impossible.
The first step in verbal de-escalation is for social workers to remain in control of themselves:

☐ Appear calm and self-assured even if you don't feel that way. Take a deep breath. Relax facial muscles and look confident. Anxiety can make a client feel more anxious and unsafe which can escalate aggression.

☐ Use a modulated, low, monotonous tone of voice. The normal tendency when people are frightened is to have a high pitched, tight voice which can increase client anxiety. Speak in a clear and direct manner so clients can hear what is being said through their anger.

- Be very respectful, even when firmly setting limits or calling for help.

  The agitated client will be very sensitive to feeling ashamed and disrespected.

  The second step is the physical stance social workers should take:

- Never turn your back for any reason.

- Try to be at the same eye level. Encourage clients to be seated, but if they need to stand, you should also stand up.
- Allow extra physical space between you and clients – about 4 times the normal distance.
- Do not stand squarely facing clients. Position yourself at an angle so you can sidestep away if needed.
- Do not maintain constant eye contact. Clients may perceive "staring" as disrespectful.
- Do not smile. This could be perceived as mockery or anxiety.
- Do not touch them. Even if therapeutic touching is culturally appropriate with some clients, cognitive distortion in agitated clients can be misinterpreted as hostile or threatening.
- Do not have the client stand between you and the door.

☐ Use non-confrontational body language. Move slowly. Avoid putting your hands on your hips. Do not point or shake your finger. Keep hands out of your pockets to indicate that you do not have a concealed weapon.

The third step in verbal de-escalation is the actual discussion you have with clients:

☐ Do not be verbally defensive. Even if comments are directed at you, they are not personal. The clients are angry at the situation, not you.

☐ Use good communication skills. Be empathetic of their feelings but not their behavior. Do not solicit how they are feeling or interpret their feelings in an analytic manner. Just reflect their feelings and be non- judgmental. Do not argue with them. Never tell a client to "calm down". By saying this, you communicate that you do not understand and accept their viewpoint. This, in turn, validates their anger.

☐ Do not get loud or try to yell over screaming clients. Wait until they take a breath and then talk calmly at an average volume.

☐ Do not use humor. Angry clients may misinterpret this as being disrespectful.

- Attempting to distract or change the subject can sometimes work, but may further anger clients who realize you are diverting them.
- Respond selectively. Answer all informational questions, no matter how rudely asked. Do not, however, answer abusive questions.
- Explain limits and rules in an authoritative, firm, but respectful tone.

  Give choices, where possible, to alternatives that give clients a way out of the situation without embarrassment. For example, giving them the option of talking later or agreeing on a cooling off period allows clients to save face.
- Be patient. According to Griffin et al., it takes a person about 30 to 40 minutes to calm down from anger physiologically.
- Trust your instincts. If you have done what you can to calm the situation but de-escalation is not working, stop. Most often, social workers can tell within 2 to 3 minutes if de-escalation strategies are beginning to work. However, if they are not, tell clients to leave, escort them to the door, call for help, or leave yourself and call the police.

If Aggression Occurs

As much as social workers would like to believe they can control any situation, they may not always be able to do so. Anger and aggression cannot always be contained. If that happens, the first step social workers should take is to leave the room and get away from the situation as quickly as possible. If that is not feasible, they should call for help and try to protect themselves as best as they can. Some social workers take courses on self- protection or check with their local police departments for self-defense strategies. Even if they haven't done these things, social workers can use some basic tactics to protect themselves until help arrives, such as:

☐ Try to protect themselves from head injuries by blocking blows with arms, clipboards, pillows, etc.
☐ If they fall, kicking out to block an attack with their feet and legs.
☐ If they are unable to get up, curling into a ball to protect their vital organs.
☐ If they are bitten, pushing into the bite, not pulling away.
☐ If their hair is pulled, pressing down on the person's hand with both of theirs.
☐ Using fingers, fists, palms, elbows, knees, and feet as their weapons.

Conclusion

Personal safety is essential to social workers. They cannot help clients through a crisis if they are afraid for their own well-being or are caught up in a dangerous situation. Unfortunately, incidents of aggression against social workers appear to be escalating. Therefore, it is crucial for all social workers to know how to identify potentially dangerous individuals and what to do when they encounter them. They should be aware of the causes of the assaults, how the increasing violence against social workers not only affects their job performance but their physical and emotional well-being, their agency safety policies and procedures relating to the physical plant as well as in the field, and strategies for their safety in the field. They should also be cognizant of predictors of client violence. All social workers should know verbal de-escalation techniques to defuse a dangerous situation, but they should also know some basic strategies on how to protect themselves if de-escalation is not effective. Social workers should remember, however, not to get carried away with worry about aggressive clients. They need to remember that aggressive actions are the exception to the rule. Most clients are not a threat. Personal safety action plans are useful because they promote awareness and decrease fear. The plans empower social workers to reduce risk and to take appropriate actions if and when they are needed. Personal safety knowledge enables social workers to provide safe and effective client interventions, the role they seek.

BIBLIOGRAPHY

BOOKS:

☐ Brady, E. Coping with Violent Behavior: A Handbook for Social Work

Staff, Harlow, United Kingdom: Longman Group, 1993.

☐ Brown, R., Bute, S., & Ford, P. Social Workers at Risk: The Prevention and

Management of Violence, London: British Association of Social Workers,

1986.

☐ Feindler, E. & Ecton, R. Adolescent Anger Control, New York:

Pergamon Press, 1986.

☐ Fraser, M. Violence Overview, Encyclopedia of Social Work,

Washington, DC: NASW Press, 1995.

☐ Griffin, W., Montsinger, J., & Carter, N. Resource Guide for

Administrators and Other Personnel, Durham: ILR. Inc., 1997.

☐ Newhill, C.E. Client Violence in Social Work Practice: Prevention,

Intervention and Research, New York: The Guilford Press, 2003.

☐ Stanley, J. & Goddard, C. In the Firing Line: Violence and Power In Child

Protection Work, West Sussex, England: John Wiley & Sons, 2002.

☐ Weinger, Susan Security Risk: Preventing Client Violence Against

Social Workers, Washington, DC: NASW Press, 2001.

MAGAZINE ARTICLES:

☐ Dernocoeur, K. "Defusing Potentially Violent Situations, Keeping Yourself and Others Safe". JEMS, July 1993, Pages 78-79.

☐ Griffin, W.V. "Staff Safety in Human Services Agencies". Protecting Children, 1997, Vol. 13, Issue 1, Pages 4-7.

☐ Hughes, D. "Assessment of the Potential for Violence". Psychiatric Annals, 1994, Vol. 24, Issue 11, Pages 579-583.

☐ Murdoch, A. "Practice Forum: Working with Potentially Assaultive Clients". Health and Social Work, 1993, Vol. 18, Issue 4, Pages 307-312.

☐ Nadwairski, J.A. "Inner City Safety for Home Care Providers". Journal of Safe Management of Disruptive and Assaultive Behavior, 1994, Vol. 2, Pages 4-6.

☐ Star, B. "Patient Violence/Therapist Safety". Social Work, 1984, Vol. May/June, Pages 225-230.

☐ Weil, Mariel & Sanchez, Ernest "The Impact of the Tarasoff Decision on Clinical Social Work Practice". Social Services Review, March 1983, Vol. 57, No. 1.

WEB-BASED ARTICLES:

- Blank, Barbara Trainin "Safety First: Paying Heed to and Preventing

    Professional Risks", THE NEW SOCIAL WORKER® Social Work E-

    News, November 14, 2006: Issue 72.

    www.socialworker.com/.../Safety_First%3A_Paying_Heed_to_and

    _Preventing_Professional_Risks/

- Jordan Institute for Families "Maintaining Your Safety in the Field",

    Children's Services Practice Notes, July 1988, Vol. 3, No. 2.

    www.practicenotes.org/vol3_no2/maintaining_your_safety.htm.

- Jordan Institute for Families "Sample Action Plan for Safety",

    Children's Services Practice Notes, July 1988, Vol. 3, No. 2.

    www.practicenotes.org/vol3_no2/sample_action_Plan_safety.htm.

- Jordan Institute for Families "Predicting and Dealing with Violence",

    Children's Services Practice Notes, July 1988, Vol. 3, No. 2.

    www.practicenotes.org/vol3_no2/predicting violence.htm.

- Vallianatos, Corinna "Security Training Helps Deflect Assaults".

    NASW News, June 2001, www.socialworkers.org/pubs/news/2001/06/security.htm.

WEB SITES:

- The American Federation of State, County and Municipal Employees

  – Workplace Violence http://www.afscme.org/news/publications/workplace-health-and-safety/fact-sheets/workplace-violence.

- The American Public Human Services Association – Fallen Heroes of Public Human Services.

  www.aphsa.org/Home/FallenHeroes.html.

- The Committee for the Study and Prevention of Violence Against Social Workers – Safety Guidelines Revised March 1966.

  www.socialworkers.org/profession/centennial/violence.htm.

- Everyday Self-defense Tip Sheet.

  www.everydayselfdefense.com.

- Guidelines on Personal Safety.

  http://chhs.gsu.edu/socialwork/FE_safety.asp.

- The NASW Safety Policy & Procedures Guidelines For Social Workers.

  www.naswma.org/displaycommon.cfm?an=1&subarticlenbr=289.

- NASW Verbal De-Escalation Techniques for Defusing or Talking Down an Explosive Situation.

www.naswma.org/displaycommon.cfm?an=1&subarticleenbr=290.

☐ The NASW Survey of Social Workers and Safety.

http://workforce.socialworkers.org/whatsnew/safety.pdf.

☐ OSHA Guidelines for Preventing Workplace Violence for Health Care &
Social Service Workers.
http://www.osha.gov/Publications/OSHA3148/osha3148.html.