



MSW Field Manual 2022-2023

Marshall University Social Work Department
College of Health Professions Huntington WV
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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 received initial accreditation from the Council of Social Work Education (CSWE) in February 2019. This covers all students from 2016 forward.

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 students (2-year program) require 18 credit 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 a 9-credit hour, 450 field hour internship completed over the course of two semesters (Spring and Summer of the first year in the Generalist program). During each of these semesters, four 90- minute field seminars are conducted by faculty field liaisons to focus on integration of theory and practice. Generalist practicums are encompassed under SWK 551 (9 credit hours). The Generalist field placement will require students to work approximately 18-24 hours weekly or 3 days per week over a 14-week semester. The Area of Specialized Practice Behavioral Health students and 2nd year Generalist students will be required to complete a 9 credit hour, 450 field hour internship over the course of three semesters (Fall, Spring, and Summer). This Advanced placement is encompassed under SOWK 653 (9 credit hours). Student will spend approximately 12-16 hours a week working at the field agency.

The first portion of field practicum should serve as an opportunity for Generalist students 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 541 Research prior to beginning this practicum. They are also enrolled in SWK 531 Practice II and SWK 521 Policy while taking the practicum.

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 at least two 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 at both the mid-point of the experience and the end of the placement. 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.

Possibility of Taking/Getting an Incomplete in between semesters

The University has an established calendar of holidays and semester break periods. Students are not required to be in field placement during these periods but have the option to continue their internship during these times with the consent of their Field Instructor and Liaison. If a student does participate in field during semester breaks, an incomplete will be given as a means to permit the student to continue working on seminar/field assignments. Clinical social work also requires that you maintain a continuity of care with your clients and a semester break may disrupt that continuity of care. It may be necessary to take an incomplete to ensure that clinical disruption does not occur. A student's need to continue field over the semester break is left to the discretion of the student's field agency. Please note, a field agency has the right to dismiss a student for not complying with the agency's request for continued attendance during a lengthy semester break. An incomplete may also be given to assist students in catching up field hours over semester breaks if the student has completed the majority of their seminar/field assignments and field hours, as determined by the student's Field Faculty Liaison.

(The incomplete grade does not affect GPA and once the I is replaced with an ordinary grade, the transcript does not show in any way that the grade was originally an incomplete. Students taking an Incomplete to continue placement over break will receive CR at the beginning of the following semester. Students taking an incomplete to catch up and finish coursework will be given CR or a grade once the instructor determines assignments and course work have been completed. The timeframe to complete this work is determined by the instructor of the course, not to exceed the following semester).

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 (450hour)

During the 450-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. Students will be in practicum for approximately 18-24(max) hours a week for two semesters, typically Spring and Summer. Twenty-four hours is the maximum time a student should be in field a week. There are special circumstances, such as orientations, trainings, camps, etc., that may require the student to go over the weekly maximum, but going over the weekly maximum hours for any reason has to be discussed with and approved by the field department. Students are not permitted to intentionally bank hours to complete field early as the Generalist Practicum is a full two semester placement experience.

- 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.
- 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 affected.
 - 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.

Area of Specialized Practice Field Practicum (450 hours)

During the 450-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. Students will be in practicum for approximately 12-16 hours a week for three semesters, typically Fall, Spring, and Summer. Eighteen hours is the maximum time a student should be in field a week. There are special circumstances, such as orientations, trainings, camps, etc., that may require the student to go over the weekly maximum, but going over the weekly maximum hours for any reason has to be discussed with and approved by the field department. Students are not permitted to intentionally bank hours to complete field early as the Area of Specialized Practice Practicum is a full three semester placement experience.

- 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 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.

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.

Responsibilities of Faculty Field Liaison/Field Seminar Instructor

In the event it is necessary to identify a separate faculty field liaison, the faculty field liaison will serve as the primary link between student field practicums and the MU Department of Social Work.

1. The Field Liaison's role is to support and guide the student and field instructor through the field experience for the duration of the academic year.
2. The Field Liaisons facilitate four field seminars throughout each semester. Field seminars are limited to a small group of students enrolled in the same year of the academic program. Seminars are designed to give students a chance to utilize group consultation skills by sifting through the complexities of field learning together with their field liaison. Their field liaison is responsible for noticing the emerging practice themes from the group's discussion. The liaison then provides teaching related to those themes as they organically take their place in the circle.
3. The Field Liaisons provide their support by phone, email, and through scheduled field site visits. These are scheduled approximately two-three times each academic year. Additional agency visits are encouraged and should occur any time a problem, conflict or request arises in the field.
4. The Field Liaisons provide feedback and ultimately approve the learning contract created by the student and field instructor.
5. The Field Liaisons review the assigned student and field instructor evaluations and provides feedback in addition to what the field instructor provides.
6. The Field Liaisons make grade recommendations to the MSW Field Director.

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.

If the field faculty liaison is dissatisfied with the student's performance (i.e. student not turning in or completing assignments, missing seminars, engaging in unprofessional classroom conduct, and/or not participating in seminar discussions), the following procedures should be followed:

1. Bring the issue to the student's attention as soon as possible, reminding them of course requirements and giving them as chance to remedy the lack of performance expectations.
2. If student performance does not improve and already addressed concerns have continued, a meeting with the field faculty liaison, field director, program director and student will be scheduled and the student will be placed on an individualized improvement plan.
3. If improvement plan is violated, the student will be removed from field and will receive a No-Credit (NC) for the semester and the student will have to again meet with the Field Director and Program Director to determine future continuation in the program. Receiving a NC in field could result in the student being dismissed from the program.

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. **Evaluations 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.

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>

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) from 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

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
- Excessively requests for extensions on assignments and exams
- Excessively turns 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

APPENDIX ONE

AFFILIATION AGREEMENT FOR SOCIAL WORK FIELD EDUCATION

THIS AGREEMENT, effective _____ between _____
(Date) (Placement Agency)

(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 for experiential training of students in the Marshall University Social Work BSW and MSW Programs.

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, WITHDRAWAL

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.

RIGHT TO TERMINATE

Marshall reserves the right to terminate this Contract upon thirty (30) days written notice to the Facility. Provided that, any student currently participating in the experiential training program will be permitted to complete the program.

TERMINATION OF STUDENTS

Any language requiring Marshall to remove or terminate a Student from the experiential training program or giving the Facility the right to do so, is contingent upon the Facility providing Marshall with the reason(s) for taking such action within five (5) business days of doing so.

LIABILITY

Marshall shall maintain professional and general liability coverage in amounts not less than One Million Dollars (\$1,000,000) per occurrence per policy year with no aggregate limit through and as provided by the West Virginia Board of Risk and Insurance Management (BRIM). Upon request, Educational Institution shall provide Hospital with evidence of such insurance coverage.

FERPA

Facility acknowledges and agrees that the students' education records and any personally identifiable information from such education records (collectively "Student Information") created by Facility and/or provided by Marshall to Facility is subject to the confidentiality provisions of the federal Family Educational Rights and Privacy Act, 20 USC § 1232g, ("FERPA") and its implementing regulations (34 C.F.R. Part 99). Accordingly, Facility agrees not to disclose or re-disclose any Student Information to any other party without the prior written consent of Marshall and the student(s) to whom the Student Information pertains unless the disclosure or re disclosure falls under a FERPA exception allowing disclosure without the student(s)' consent. Facility also agrees to only use Student Information for the purpose(s) for which the Student Information was disclosed. For the purposes of this Agreement, pursuant to FERPA, Marshall hereby designates Facility as a Marshall official with a legitimate educational interest in the educational records of the Student(s) who participate in the Program to the extent that access to the records is required by Facility to carry out the Program. If Facility receives a court order, subpoena, or similar request for Student Information, Facility shall, to the extent permitted by law, notify Marshall within two (2) business days of its receipt thereof, and reasonably cooperate with Marshall in meeting Marshall's and/or Facility's FERPA obligations in complying with or responding to such request, subpoena, and/or court order. This paragraph will survive the termination of the Affiliation Agreement

HIPAA REQUIREMENTS

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.

NATIONAL LABOR RELATIONS BOARD INFORMATION FOR INTERNS

MU Department of Social Work affiliated agencies are responsible for following all applicable laws, including labor laws. The position of the MU Department of Social Work programs is that a student intern is not an employee unless different arrangements are made with the agency, the student, and the MU Department of Social Work programs outside of this affiliation agreement which clarifies responsibilities of all parties. How an intern is paid or categorized should not be determinative of whether an employment relationship exists. Programs are also responsible for managing this aspect of the internship. Paying interns/trainees as independent consultants or temporary employees and related actions (e.g. filing W-2's or 1099 tax forms for them), should not by itself establish an employment relationship.

In general, Agencies should avoid using the language of “employee” when referring to interns, but there are some aspects where it is unavoidable (e.g. stipend payments, payroll or tax filings, etc.) and should be acceptable.

Again, how an intern is internally defined by the Agency is a matter for the Agency to decide and manage.

Again, it is the MU affiliated Agency’s responsibility for complying with all relevant laws for having a student treated as an intern and not an employee, as appropriate.

At present, there are numerous areas of law governing employment of interns and trainees: The Fair Labor Standards Act (FLSA); (2) U.S. Supreme Court case law; (3) the Dep’t of Labor’s (DOL) Wage and Hour Division (WHD) interpretive guidelines; and (4) the National Labor Relations Board (NLRB). While the FLSA only speaks to medical interns, courts have broadly interpreted that section to also apply to mental health interns and trainees. The Supreme Court, while it has not conclusively ruled on the employee status of interns/trainees, it has developed a six-part balancing test. The WHD in turn has used this balancing test to guide employers in determining the employee status of an unpaid intern or trainee.

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/ASSIGNMENTS

The Facility agrees to assign learning activities consistent with the student's learning contract and designed to meet the Department's 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.

CONFIDENTIALITY

Any provisions regarding confidential treatment or non-disclosure of the terms and conditions of the Contract are hereby deleted. State contracts are public records under the West Virginia Freedom of Information Act ("FOIA") (W. Va. Code §29B-a-1, et seq.) and public procurement laws. This Contract and other public records may be disclosed without notice to the Facility at Marshall's sole discretion.

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.

SEVERABILITY

The provisions of this Agreement shall be considered severable such that if any provision hereof is determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

This Agreement is intended to supersede all prior agreements.

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

Dean of COHP Signature

Date

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

BSW/MSW Program Director Signature

Date

BSW/MSW Field Director Signature

Date

Affiliated Agency:

Address: _____

City, State, Zip: _____

Tel: _____

X

Signature and Title

Date

Printed Name and Email Address

APPENDIX 2

MARSHALL UNIVERSITY DEPARTMENT OF SOCIAL WORK

MSW 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 and field performance, attendance, ethical behavior, communication skills, and psychological well-being sufficient to maintain positive and constructive relationships with peers, faculty, field supervisors and staff, and clients. A 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 placed on a performance improvement plan, suspended, or terminated from the program for deficiencies in grades or violation of the Professional Expectations as indicated below. The list below contains professional expectations 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.

Professional Expectations of Student Behavior

1. **Accountability:** Attend class and field as scheduled.
 - a. Set and follow weekly schedule for field experience.
 - b. Arrive on time, return from any break in a timely manner, and stay for entire duration of class or field day.
 - c. Actively participates in group activities and assignments at a comparable level to peers.
 - d. Complete work in a timely fashion and according to the directions provided by the instructor and field supervisor.
 - e. Come to class prepared, with readings and other assignments completed.
 - f. Make arrangements for special needs (contact Office of Disability Services)
 - g. Fulfill all commitments to your field agency.
 - h. Conduct oneself according to the NASW Code of Ethics.

Areas of Concern for classroom and field conduct and behavior: Continually unprepared, excessively late, multiple absences, not showing up during scheduled time, or leaving early without prior arrangements, turning assignments in late, sleeping during class or at field site, and not following instructions.

2. **Respect and Integrity:** Treat all your peers, your instructors, your clients, and all those with whom you come in contact, with dignity and respect at all times. Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.
 - a. Listen while others are speaking and show respect for their opinions.

- b. Demonstrate the ability to work cooperatively with others, using positive and nonjudgmental language.
- c. Be open to accept and benefit from constructive feedback and acknowledge areas where improvement is needed.
- d. Give feedback to peers in a constructive manner.
- e. Approach conflict with peers, instructors, or field site in a cooperative and professional manner.
- f. Follow classroom and field agency policies, rules, and standards about the use of technology in class and in field settings.
- g. Dress as professionally as other professionals in a given agency. It will project a professional image and promote professional treatment by others. If unsure how to dress in a particular setting or for a particular event, ask your Field Instructor, Field Faculty Liaison, or Field Director and err on the side of modesty.
- h. Abide by university standards regarding plagiarism and learn the rules of APA citation, citing the work of others appropriately and taking credit only for your own work.

Areas of Concern for classroom and field conduct and behavior: Appears unwilling/unable to accept feedback, uses derogatory language, demeaning remarks or gestures, disruptive in class or in field, monopolizes discussions, engages in academic misconduct/plagiarism, consistently complains about workload, substance misuse causing interference with learning process, and disrupts or is distracted in class or during field activities by use of phone/watch/devices.

3. **Confidentiality:** Treat any personal information that you hear about a peer, instructor, or client as strictly confidential.
 - a. Follow the NASW Code of Ethics and field agency policies regarding confidentiality.
 - b. Maintain privacy and confidentiality of any potentially sensitive information shared in class, dyads, or smaller groups.
 - c. Ensure any service, field activity, meeting, or class occurring through videoconferencing or other technological devices maintains privacy and confidentiality of participants.
 - d. Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)
 - e. Never use names of clients or disclose other identifying information in the classroom or in field seminars.

Areas of Concern for classroom and field conduct and behavior: Inappropriate disclosure of client information, violation of Code of Ethics and/or agency policies, excessively overshares personal information, privacy and confidentiality not maintained during technology-based activities (i.e. non-authorized individuals in the background or overhearing conversations).

4. **Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors and field instructors. Constantly strive to improve your abilities.
- a. Come to class and field organized, prepared, and on time.
 - b. In a timely fashion, seek out appropriate support when having difficulties in class and/or field to ensure success (not waiting until the last minute).
 - c. Take responsibility for the quality of your work, such as tests, assignments, and field activities.
 - d. Demonstrate knowledge of and appropriate and professional use of technology.
 - e. Deal appropriately with and control personal emotions that may be affected by classroom discussions, readings, and field practicum activities.
 - f. Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients. Address these issues appropriately (i.e. informing supervisor of concerns, engaging in therapy).
 - g. Use self-disclosure appropriately.
 - h. Demonstrate ability to handle uncomfortable discussions and situations.
 - i. Demonstrate appropriate critical thinking, decision-making, and problem solving skills.
 - j. Demonstrate the ability to form positive, constructive relationships (i.e. with peers, instructors, supervisors, and clients).

Areas of Concern for classroom and field conduct and behavior: Appears unable/unwilling to control emotional reactions, substance misuse or emotional concerns that interfere with rapport building or the learning process, demonstrates poor judgement, ineffective critical thinking, decision-making and/or problem-solving skills, excessive use of self-disclosure, overreaction and/or resentment of feedback, unprofessional use of technology, and difficulty or failure to form effective client/social worker relationships.

5. **Anti-Racism, Diversity, Equity, Inclusion, and Social Justice:** Embrace diversity and strive to become more open to people, ideas, and creeds with which you are unfamiliar. Strive to deepen your commitment to social justice for all populations at risk.
- a. Demonstrate 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 and/or historically excluded populations.
 - b. Demonstrate anti-racist and anti-oppressive social work practice at micro, mezzo, and macro levels.
 - c. Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.
 - d. Demonstrate an awareness of personal biases, power, privilege, values, and the impact of one's own behavior toward others.
 - e. Demonstrate an awareness of diversity/cultural preferences on the uses of and access to technology for communications purposes or to receive services (not all clients are comfortable with or have access to technology).
 - f. Demonstrate an understanding of how values and culture interact.
 - g. Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.

- h. Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.
- i. Apply an enhanced understanding of social justice issues to create change in the community where you live and work.

Areas of Concern for classroom and field conduct and behavior: Judgmental attitudes and unwillingness to address bias, use of derogatory language and demeaning remarks, engages in discriminatory behavior or harassing words toward other on the basis of race, gender, age, sexual orientation, gender identity, disability, etc., makes verbal threats directed at clients, faculty, staff, or students, and fails to demonstrate ability to communicate empathy, positive regard, and respect for clients, peers, faculty, and supervisors.

6. **Communication:** Strive to improve both verbal and written communication skills, as these skills are used heavily in interactions with clients and peers and also with creating client records.
- a. Demonstrate assertive communication with peers, instructors, and clients.
 - b. Practice and engage in positive, constructive, respectful, and professional communication skills with peers, faculty, field supervisors, and clients (body language, empathy, listening).
 - c. Avoid communicating on your cell phone, iPad, and other electronic devices during class, field education settings, or during planning and professional meetings, etc.
 - d. Demonstrate professionalism in written assignments, communication, and documentation program (i.e. grammar, spelling, punctuation, clear structure, organization, logical sequence, appropriate citations, etc.).
 - e. Engage in professional and appropriate use of technology when communicating with peers, faculty, supervisors, and clients through videoconferencing and written electronic methods.
 - f. Demonstrate ability to clearly articulate ideas, thoughts, and concepts through both written, verbal, and technology-based communications.

Areas of Concern for classroom and field conduct and behavior: Excessive errors in spelling, punctuation, structure, etc., and not making an effort to improve, written work is frequently vague and there is difficulty expressing ideas clearly and concisely, ideas, thoughts, concepts are not clearly articulated, communication/language skills are inadequate to effectively interact with clients and in class, lacks professionalism in written and/or verbal communications, technology devices are misused or are used at inappropriate times, causing distractions or violations to confidentiality, agency policies, and/or the NASW Code of Ethics.

Consequences

The Social Work Program may terminate a student's participation in the program on the basis of professional non-suitability if the Program's faculty determines that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics or the Marshall University Department of Social Work Program's Student Handbook and/or Field Manual. These violations may include but are not limited to:

1. Failure to meet or maintain academic grade point requirements as established by Marshall University and the Department of Social Work.
2. Academic cheating, lying, or plagiarism or other behavior judged to be in violation of the NASW Code of Ethics.
3. Failure to meet standards of professional conduct, personal integrity or emotional stability requisite for professional practice.
4. Inappropriate or disruptive behavior toward colleagues, faculty, staff, field supervisors and/or field staff (in the Department of Social Work or in the field placement site).
5. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (i.e., inability to demonstrate nonjudgmental attitude or unable to allow for client self-determination).
6. Documented evidence of criminal activity occurring during the course of study.

I have read and understand this statement of Professional Expectations of Student Behavior and Consequences. By signing this contract, I am acknowledging that I agree to comply with the performance standards and am aware that violations could result in a performance review hearing with department faculty, removal from my field placement site and/or a possible termination from the program.

STUDENT NAME (PRINT): _____ MUID#: _____

SIGNATURE _____ DATE: _____

APPENDIX THREE

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.

Completed	Currently Enrolled	Course	Grade
		SW 501 Foundations of Generalist Practice I	
		SW 511 Foundations of Human Behavior in the Social Environment	
		SW 541 Foundations of Research	
		SW 531 Foundations of Generalist Practice II	
		SW 521 Foundations of Policy	
		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	

Overall GPA: _____

Please List Your Top Three Agency Choices Below

1. _____
2. _____
3. _____

You are expected to interview with at least two sites enabling you to make an informed choice with regards to deciding where you will be completing your field placement experience.

Please provide the contact information and a description of your interviews.

I. AGENCY INFORMATION

Agency Name:	
Agency Address:	City/State:
Field Instructor Name and Contact Information:	
Agency Director:	
Director Email:	Director Phone:
Website	

Provide details of what was discussed in the interview, what opportunities this site will afford you as a student, and your thoughts on the overall interview experience.

III. AGENCY INFORMATION

Agency Name:	
Agency Address:	City/State:
Field Instructor Name and Contact Information:	
Agency Director:	
Director Email:	Director Phone:
Website	

Provide details of what was discussed in the interview, what opportunities this site will afford you as a student, and your thoughts on the overall interview experience.

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:

After you have completed your interviews and have been accepted by the agency as a field practicum student, you will need to acquire signatures.

All signatures must be attained for this application to be reviewed. No practicum hours can be logged until this application is approved by the Marshall University Department of Social Work Field Department.

Student Signature **Date**

Organization/Agency Director Signature **Date**

Proposed Field Instructor Signature **Date**

MSW Field Director Signature **Date**

Please complete and return to: Alysha Nichols, MSW Field Director at:
anichols108@marshall.edu

APPENDIX FOUR

EMPLOYER-BASED FIELD PRACTICUM APPLICATION

An employment agency may be used as a practicum site only when the following criteria and requirements are met and approved:

1. The agency must be approved by the Department of Social Work. All required paperwork including an Affiliation Agreement and a site visit must be completed prior to the start of the field practicum experience.
2. The student must have been employed by the employment agency for a minimum of 60-days prior to submitting this application.
3. The field practicum experience must take place in a different program or department in which the student is currently (or in the past) employed within the agency. This ensures that the student experiences new learning opportunities.
4. The field instructor must be a different person than the student's current or past employment supervisor.
5. Field practicum learning activities must be different from the student's current employment responsibilities. Learning opportunity need to exceed present job skills and knowledge.
6. A copy of the student's current job responsibilities must be submitted, along with a clear explanation of how practicum duties will be different from current job duties.
7. The student's employment hours and field hours must be separate and clearly defined.
8. The agency must be willing to allow the student/employee to attend classes and have an educationally focused field practicum experience. Release time for coursework and field placement must be assured.

Completing the Employer-Based Application

1. Thoroughly complete the application form in collaboration with the field agency.
2. Attach a resume and a copy of the student's current job description.
3. Return completed application to the MSW Field Director for review. The application will be reviewed and the student will be notified as soon as possible to indicated whether or not the placement has been approved.

EMPLOYER-BASED FIELD PRACTICUM APPLICATION

Student who are requesting to complete their field practicum at their current place of employment must complete the Employer-Based Field Practicum Application. This application provides students the opportunity to ensure the field practicum experience offers and provides learning opportunities that are clearly separate from their current employment. The student's ability to succeed in field education and become well-skilled in social work competencies is the central focus in the consideration of an employment-based field practicum experience.

Please select the field practicum experience for which you are registered.

<input type="checkbox"/> SOWK 551 Generalist Field Practicum	<input type="checkbox"/> SOWK 653 Advanced Field Practicum
--	--

IV. STUDENT INFORMATION

Name:	MUID#
Address:	City/State:
Phone#:	Email:
Placement Start Date:	Placement End Date:

V. AGENCY INFORMATION

Agency Name:	
Agency Address:	City/State:
Agency Director:	
Director Email:	Director Phone:
Website	

1. Provide a describe of the agency's mission, programs, consumers, services, and locations:

VI. STUDENT’S CURRENT EMPLOYMENT INFORMATION

Name of Department/Program:	
Current Position Title:	
Hire Date:	
Current Supervisor:	
Supervisor’s Telephone:	
Supervisor’s Email:	

1. Provide a description of your current job responsibilities (**attach a copy of resume and current job description**):

VII. STUDENT’S PROPOSED FIELD PRACTICUM INFORMATION

Proposed Field Practicum Department/Program:	
Proposed Field Instructor (FI) Name and Title:	
Proposed FI Email:	Phone:

1. Is this employer an approved field education site for Marshall’s Department of Social Work with and active Affiliation Agreement? Yes No*
 - a. If No, the agency must become an approved practicum site and the affiliation agreement must be in place prior to practicum start date.

2. Is there an approved Field Instructor at the agency, or an individual with an MSW from a CSWE accredited program with 2 years of post-MSW experience, that is willing to serve as a Field Instructor? Yes No*
 - a. If No, the student must identify and secure an approved Field Instructor. Field Instructors must submit an application and complete the required training.

1. Provide your rationale for completing your field practicum experience at your current place of employment:

2. Provide a brief description of your proposed field practicum tasks, roles, functions, and responsibilities:

3. Provide a detailed description of how your practicum tasks will be significantly different from your employment responsibilities:

4. Explain how student's work schedule will be modified to include field practicum hours (work hours and placement hours have to remain separate):

Complete the following table to depict your proposed work (W), field (F), and class (C) schedule:

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Morning							
Afternoon							
Evening							

VIII. REQUIRED SIGNATURES

The signatures below indicate that:

- The provided information is accurate.
- All parties have read and will adhere to the Marshall University Department of Social Work Field Instruction Guidelines for Employer-Based Practicum placements.
- All parties will support the academic needs of the employee/student that go beyond and are in addition to ordinary requirements of the employment.
- An affiliation agreement between the agency and the Marshall University Department of Social Work exists or one will be completed prior to the student beginning practicum experience.

All signatures must be attained for this application to be reviewed. No practicum hours can be logged until this application is approved by the Marshall University Department of Social Work Field Department.

Student/Employee Signature **Date**

Employment Supervisor Signature **Date**

Organization/Agency Director Signature **Date**

Proposed Field Instructor Signature **Date**

MSW Field Director Signature **Date**

APPENDIX FIVE

PRACTICUM AGENCY & FIELD INSTRUCTOR PROFILE

Agency Information

Agency Name: _____

Agency Address: _____

City, State, Zip _____

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

Agency Director: _____

Agency Description: _____

Agency Mission: _____

Program within Agency (if different from above): _____

Client Populations: _____

Services Provided: _____

Specific Description of Student Practicum Experiences 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 Name: _____

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

Job Title: _____

Phone: _____ Email: _____

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.

Adapted from: Field Instruction, Suzanna J. Wilson, The Free Press, 1981.

APPENDIX SEVEN – Learning Contracts
GENERALIST 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. For each behavior, sample activities are provided. The student and agency field instructor work together to identify and select 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. In addition to selecting the learning activities, identify the specific methods or tasks that will be used to ensure that the student has successfully demonstrated their ability to complete the learning activity. Please check appropriate boxes and/or add other activities. This learning contract serves as a guideline for final evaluations.

Student Name:	<i>MUID #</i>
Agency:	
Agency Address:	Agency Phone#
Field Instructor Name and Contact Information:	
Task Supervisor Name and Contact Information (if applicable):	
Field Faculty Liaison Name:	
Placement Start Date:	Placement End Date:

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 the micro, mezzo, and macro 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 judgement and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. 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.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
<p>1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context</p>	<input type="checkbox"/> Review client file(s) and determine if a strengths-based approach is evident.	
	<input type="checkbox"/> Review confidentiality policies/forms and maintain client confidentiality	
	<input type="checkbox"/> Identify real or potential ethical dilemmas and apply ethical problem solving.	
	<input type="checkbox"/> Identify examples of ethical practice in supervisory sessions.	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
<p>1.2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations</p>	<input type="checkbox"/> Keep daily journal and/or weekly logs and share with field instructor.	
	<input type="checkbox"/> Meet with field instructor and identify strengths and areas for further development.	
	<input type="checkbox"/> Solicit feedback from field instructor and other	

	relevant professionals.	
	<input type="checkbox"/> Identify and manage one's own personal reactions to clients as reflected in interactions and supervisory sessions	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	<input type="checkbox"/> Dress appropriately.	
	<input type="checkbox"/> Adhere to work schedule.	
	<input type="checkbox"/> Communicate respectfully with colleagues and clients.	
	<input type="checkbox"/> Follow agency protocol.	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
1.4 Use technology ethically and appropriately to facilitate practice outcomes	<input type="checkbox"/> Follow agency policies regarding technology	
	<input type="checkbox"/> Identify uses of technology.	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
1.5 Use supervision and consultation to guide professional judgment and behavior	<input type="checkbox"/> Meet with field instructor regularly and make constructive use of supervision.	
	<input type="checkbox"/> Consult with field instructor regarding questions, concerns, and to obtain feedback	

	<input type="checkbox"/> Other:	
	<input type="checkbox"/> 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, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. 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.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	<input type="checkbox"/> Conduct an assessment or other client interview and identify elements of human diversity that have shaped life experiences for that client system	
	<input type="checkbox"/> Discuss with field instructor how you believe your clients’ experiences have shaped behaviors	
	<input type="checkbox"/> Read about the importance of difference in shaping life experience and discuss with field instructor	
	<input type="checkbox"/> Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity	
	<input type="checkbox"/> Read article(s) on diverse population served by the agency and discuss with field instructor how this knowledge can be applied	

	<input type="checkbox"/> Demonstrate application in interactions with clients	
	<input type="checkbox"/> Learn from clients about their stories and identify ways they may be oppressed/ marginalized/alienated	
	<input type="checkbox"/> Discuss with field instructor power and privilege as it relates to the population served	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences	<input type="checkbox"/> Incorporate appropriate questions in interviews with clients in order to understand the unique story of that client	
	<input type="checkbox"/> Conduct a group or community survey	
	<input type="checkbox"/> Conduct a needs assessment with a client group	
	<input type="checkbox"/> Attend a community meeting or event with a diverse group	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
2.3 Apply self- awareness and self- regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	<input type="checkbox"/> Identify personal biases and ways to manage these in discussion with field instructor.	
	<input type="checkbox"/> Attend training or read relevant materials to manage influence of personal biases and values	
	<input type="checkbox"/> Interview other social workers in the agency to determine strategies of managing influences of biases	

	<input type="checkbox"/> Record in journal reflecting on how differences shape life experiences – your own and client	
	<input type="checkbox"/> 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	
	<input type="checkbox"/> Read literature about and/or interact with diverse group(s) that may be challenging	
	<input type="checkbox"/> Attend a training related to diversity	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice		
<i>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 human need and social 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, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.</i>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	<input type="checkbox"/> Attend relevant legislative session and/or lobby for legislation that advances social and economic justice	
	<input type="checkbox"/> Advocate for an individual client or family	

	<input type="checkbox"/> Explain rights to clients	
	<input type="checkbox"/> Review agency policies and practices to determine how they advance these justice issues and how they might be changed	
	<input type="checkbox"/> Educate others about justice issues	
	<input type="checkbox"/> Read about oppression and discrimination and discuss with field instructor	
	<input type="checkbox"/> Attend a workshop/training program on oppression and discrimination	
	<input type="checkbox"/> Discuss with field instructor your experiences with oppression and discrimination	
	<input type="checkbox"/> Identify a client who you believe may have experienced oppression or discrimination and discuss with field instructor	
	<input type="checkbox"/> Attend legislative session and promote legislation relative to a human rights or justice issue	
	<input type="checkbox"/> Write letter to someone in a position to make change relative to above	
	<input type="checkbox"/> Educate others about a human rights or social justice issue	
	<input type="checkbox"/> Advocate for client access to services	
	<input type="checkbox"/> Assist in writing proposal or advocating for a program, service, or policy that relates to above	
	<input type="checkbox"/> Explain rights to clients	

	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
3.2 Engage in practices that advance social, economic, and environmental justice	<input type="checkbox"/> Advocate for an individual client or family	
	<input type="checkbox"/> Honor clients' rights	
	<input type="checkbox"/> Treat each client with respect	
	<input type="checkbox"/> Identify justice issues and intervention strategies in work with clients	
	<input type="checkbox"/> Lobby for legislation that advances social and economic justice	
	<input type="checkbox"/> Participate in a political campaign promoting a candidate who supports policies that reflect above	
	<input type="checkbox"/> Treat each client with respect be nonjudgmental	
	<input type="checkbox"/> Review agency policies and practices to identify how they advance social and economic justice and/or how they might be enhanced	
	<input type="checkbox"/> Identify and participate in organizations that advance social and economic justice	
	<input type="checkbox"/> Assist in writing proposal or advocating for a program, service, or police that relates to the above	
	<input type="checkbox"/> Participate in lobbying or political strategies related to policy action	
<input type="checkbox"/> Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one		

	activity toward influencing policy	
	<input type="checkbox"/> Participate in a political campaign to advance social and economic well-being	
	<input type="checkbox"/> Attend a meeting where policy action is discussed	
	<input type="checkbox"/> Educate others about needed policy action	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	

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 and evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
4.1 Use practice experience and theory to inform scientific inquiry and research	<input type="checkbox"/> Complete a literature review related to client system(s) served	
	<input type="checkbox"/> Analyze client data from the agency	
	<input type="checkbox"/> Conduct a focus group for evaluation of agency	
	<input type="checkbox"/> Implement a survey to evaluate practice/ program/ policy/service	

	<input type="checkbox"/> Implement single system design evaluation with a client	
	<input type="checkbox"/> Develop research question(s) related to practice and locate and analyze research or propose how research could be conducted to answer the question(s)	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	<input type="checkbox"/> Read research related to the agency's area of practice/models of service or intervention or client system(s)	
	<input type="checkbox"/> Review agency outcome data	
	<input type="checkbox"/> Review research related to agency	
	<input type="checkbox"/> Review or suggest research related to assessment, prevention, and intervention with client systems	
	<input type="checkbox"/> Discuss/present research at agency meeting or in training group	
	<input type="checkbox"/> Evaluate practice using single subject design or program evaluation frameworks	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery	<input type="checkbox"/> Read research related to agency and suggest application to agency practice/policy	
	<input type="checkbox"/> Review agency outcome data and analyze how it	

	can be used to improve practice/policy/delivery	
	<input type="checkbox"/> Apply research evidence in assessment, prevention, and intervention with client systems	
	<input type="checkbox"/> Evaluate practice using single subject design or program evaluation framework	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	

Competency 5: Engage in Policy Practice		
<i>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and 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, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</i>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	<input type="checkbox"/> Identify one or more policies at the local, state, and/or federal level that impact agency services	
	<input type="checkbox"/> Identify one or more proposed policy changes that will have an impact on service delivery and/or access to social services	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
5.2 Assess how social welfare and economic	<input type="checkbox"/> Review agency policies and policies that have an	

policies impact the delivery of and access to social services	impact on the client system served	
	<input type="checkbox"/> Discuss impact of policies and policy changes with field instructor	
	<input type="checkbox"/> Review any recent changes in agency or legislative policy that has an impact on clients	
	<input type="checkbox"/> Assist in policy development	
	<input type="checkbox"/> Attend training on policy	
	<input type="checkbox"/> Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system	
	<input type="checkbox"/> Lobby for a particular legislative action and/or take action to advocate for policy change	
	<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:		
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	<input type="checkbox"/> Review agency policies and policies that have an impact on the client system served	
	<input type="checkbox"/> Discuss impact of policies and policy changes with field instructor	
	<input type="checkbox"/> Review any recent changes in agency or legislative policy that has an impact on clients	
	<input type="checkbox"/> Assist in policy development	
	<input type="checkbox"/> Attend training on policy	

	<input type="checkbox"/> Identify proposed legislation that will have an impact on the client system served and analyze how the policy will affect the client system	
	<input type="checkbox"/> Lobby for a particular legislative action and/or take action to advocate for policy change	
	<input type="checkbox"/> Participate in lobbying or political strategies related to policy action	
	<input type="checkbox"/> Review state or national NASW or other organizations' political action statements and legislative priorities and participate in at least one activity toward influencing policy	
	<input type="checkbox"/> Participate in a political campaign to advance social and economic well-being	
	<input type="checkbox"/> Attend a meeting where policy action is discussed	
	<input type="checkbox"/> Educate others about needed policy action	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> 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 critically evaluate and apply this knowledge 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 value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
<p>6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<input type="checkbox"/> Identify different approaches to engagement with clients and constituencies based on agency context and understanding of human behavior	
	<input type="checkbox"/> Build effective practice relationship with clients and constituencies	
	<input type="checkbox"/> Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies	
	<input type="checkbox"/> Apply a selected theory to a client situation	
	<input type="checkbox"/> Demonstrate understanding of person and environment in presenting a case at a staffing	
	<input type="checkbox"/> Identify ways that clients are diverse and how approaches to working with individuals vary based on diversity	
	<input type="checkbox"/> Read article(s) on diverse population served by the agency and discuss with field instructor how this knowledge can be applied	
	<input type="checkbox"/> Educate others concerning updated research, new technologies, or pending policy/legislative actions	
	<input type="checkbox"/> Other:	
<input type="checkbox"/> Other:		
<p>6.2 Use empathy, reflection, and interpersonal</p>	<input type="checkbox"/> Use reflective responses, simple encouragement, empathic responses and demonstrate other active	

skills to effectively engage diverse clients and constituencies	listening skills in interviews with clients	
	<input type="checkbox"/> Demonstrate active listening skills in meetings and in interactions with colleagues	
	<input type="checkbox"/> Identify and communicate client feelings	
	<input type="checkbox"/> Begin “where the client is”	
	<input type="checkbox"/> Demonstrate appropriate non-verbal communication	
	<input type="checkbox"/> Observe and identify examples of empathy in other workers’ interactions with clients and discuss with field instructor	
	<input type="checkbox"/> Observe and identify examples of interpersonal skills in other workers’ interactions with clients and/or colleagues and discuss with field instructor	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
<p><i>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 critically evaluate and apply this knowledge in 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 and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</i></p>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	<input type="checkbox"/> Conduct assessment with an individual	
	<input type="checkbox"/> Conduct family assessment	
	<input type="checkbox"/> Conduct group assessment	
	<input type="checkbox"/> Conduct community or organizational assessment	
	<input type="checkbox"/> Conduct/assist in an assessment interview	
	<input type="checkbox"/> Write an assessment after a client assessment interview	
	<input type="checkbox"/> Document in client chart	
	<input type="checkbox"/> Conduct a needs assessment for the agency or community	
	<input type="checkbox"/> Complete a psycho-social history including an assessment summary statement	
	<input type="checkbox"/> Make collateral contacts as part of assessment	
	<input type="checkbox"/> Use standardized assessment tools and score and interpret the information – including SBIRT	
	<input type="checkbox"/> Use observational skills to identify nonverbal cues, para-verbal cues, appearance, hygiene, demeanor, etc as sources of information in assessment	
	<input type="checkbox"/> Complete an assessment and document client strengths and limitations	
<input type="checkbox"/> Identify client strengths and limitations in discussions with field instructor		

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	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Complete or participate in completion of a psychosocial assessment/social history	
	<input type="checkbox"/> Review client chart(s) and identify bio-psycho-social elements relevant to understanding that client system	
	<input type="checkbox"/> Analyze a community or agency problem or social issue	
	<input type="checkbox"/> Identify theories relevant to understanding behaviors of clients and/or relevant to selecting appropriate change strategies	
	<input type="checkbox"/> Apply a selected theory to a client situation	
	<input type="checkbox"/> Demonstrate understanding of person and environment in presenting a case at a staffing	
	<input type="checkbox"/> Review client records and prepare interview goals and questions prior to meeting	
	<input type="checkbox"/> Discuss with field instructor concerns related to meeting with a particular client or attending a meeting	
	<input type="checkbox"/> Discuss/identify your role in working with a particular client or attending a meeting	
	<input type="checkbox"/> Discuss with your field instructor how you will approach a particular situation	

	<input type="checkbox"/> Other:	
	<input type="checkbox"/> 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	<input type="checkbox"/> Complete intake or other client interview(s) and ask appropriate questions related to desired outcomes	
	<input type="checkbox"/> Identify and prioritize client needs	
	<input type="checkbox"/> Participate in group (treatment, committee, community, etc.) and participate in discussion of purpose and desired outcomes	
	<input type="checkbox"/> Work with a client(s) in development of a case plan identifying measurable objectives	
	<input type="checkbox"/> Work with a group in identifying group goals and objectives	
	<input type="checkbox"/> Participate in a strategic planning or similar type meeting	
	<input type="checkbox"/> Assist in developing goals/outcomes for a new program or project	
	<input type="checkbox"/> Review case plans in client files and discuss with field instructor how the plan was developed and how the objectives can be measured	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and	<input type="checkbox"/> Consult with field instructor to determine appropriate intervention strategies and implement them with clients	

constituencies	<input type="checkbox"/> Review client records and discuss what strategies are used with clients	
	<input type="checkbox"/> Discuss options with clients	
	<input type="checkbox"/> Review program goals and discuss what strategies are used to reach goals	
	<input type="checkbox"/> Identify a community problem and develop /implement intervention strategy	
	<input type="checkbox"/> Identify options for a specific client system and discuss with field instructor the pros and cons of various options	
	<input type="checkbox"/> Identify evidence-informed strategies from reviewing literature related to the client population/issue	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		
<p><i>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 inter-professional team work and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.</i></p>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	<input type="checkbox"/> Consult with field instructor to determine appropriate intervention strategies and implement them with clients	
	<input type="checkbox"/> Review client records and discuss what strategies are used with clients	
	<input type="checkbox"/> Discuss options with clients	
	<input type="checkbox"/> Review program goals and discuss what strategies are used to reach goals	
	<input type="checkbox"/> Identify a community problem and develop/implement intervention strategy	
	<input type="checkbox"/> Identify options for a specific client system and discuss with field instructor the pros and cons of various options	
	<input type="checkbox"/> Review agency goals and identify specific actions to achieve one or more goals	
	<input type="checkbox"/> Develop/plan a fund-raising strategy to enhance services, develop a needed program, etc.	
	<input type="checkbox"/> Assist in identifying possible sources of funding for agency and/or participate in grant writing	
	<input type="checkbox"/> Suggest/plan a new program or policy change that will help achieve organizational goals	
	<input type="checkbox"/> Develop/implement intervention strategy with individual, family, group, community, and/or organization	
	<input type="checkbox"/> Identify evidence-informed strategies from reviewing literature related to the client	

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

	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	<input type="checkbox"/> Participate in multi-disciplinary team meetings	
	<input type="checkbox"/> Consult with other professionals to achieve practice outcomes	
	<input type="checkbox"/> Participate in community meeting with other professionals	
	<input type="checkbox"/> Work collaboratively with other professionals in provision of services to client	
	<input type="checkbox"/> Participate in meetings to discuss improvement or sustaining of quality of services	
	<input type="checkbox"/> Put together data, information, or proposal relevant to the above	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
8.4 Negotiate, mediate, and advocate with and on behalf of clients and constituencies	<input type="checkbox"/> Negotiate or advocate for services for a particular client/assist client in getting needed resource(s)	
	<input type="checkbox"/> Act appropriately on behalf of a client	
	<input type="checkbox"/> Serve as a mediator with within a client system or between a client system and another system	
	<input type="checkbox"/> Work out an agreement and/or compromise between two or more parties	

	<input type="checkbox"/> Assist in gaining community support for a program, policy, or population group	
	<input type="checkbox"/> Explain client needs to service provider or multidisciplinary team member	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
8.5 Facilitate effective transitions and endings that advance mutually agreed- on goals	<input type="checkbox"/> Inform clients of the time limitations of the practicum	
	<input type="checkbox"/> Prepare clients for termination of services, discuss client feelings about termination	
	<input type="checkbox"/> Prepare termination summaries or transfer summaries	
	<input type="checkbox"/> Transfer clients to appropriate resources when leaving the agency	
	<input type="checkbox"/> Discuss with field instructor feelings relative to termination with clients	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	

Competency 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 Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
9.1 Select and use appropriate methods for evaluation of outcomes	<input type="checkbox"/> Review agency procedures and methods of evaluating outcomes and discuss with field instructor	
	<input type="checkbox"/> Select method of evaluating outcomes for an individual client	
	<input type="checkbox"/> Suggest methods to evaluate outcomes	
	<input type="checkbox"/> Review literature regarding appropriate methods for evaluation of outcomes	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	<input type="checkbox"/> Determine what to measure in evaluation of outcomes	
	<input type="checkbox"/> Discuss how knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks applies to evaluation of outcomes	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes	<input type="checkbox"/> Put together relevant data for agency	
	<input type="checkbox"/> Use single system design(s) to evaluate effectiveness of intervention	

	<input type="checkbox"/> Analyze program outcome data	
	<input type="checkbox"/> Implement program evaluation plan	
	<input type="checkbox"/> Design method(s) to evaluate outcomes	
	<input type="checkbox"/> Use meetings with field instructor and weekly logs to analyze, monitor, and evaluate interventions	
	<input type="checkbox"/> Read, discuss research related to practice effectiveness	
	<input type="checkbox"/> Conduct follow-up interviews or implement surveys to evaluate interventions	
	<input type="checkbox"/> Other:	
<input type="checkbox"/> Other		
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	<input type="checkbox"/> Explain how single subject design results could be used to improve practice effectiveness	
	<input type="checkbox"/> Explain how program evaluation could be used to improve effectiveness	
	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Other:	

Signatures upon Completion of Learning Contract

Student Signature

Date

Field Instructor Signature

Date

Task Supervisor Signature (if applicable)

Date

Field Faculty Liaison Signature

Date

AREA OF SPECIALIZED PRACTICE 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 and subsequent behavior, the student and agency field instructor work together to identify activities are relevant and appropriate in that agency setting. In addition to selecting the learning activities, identify the specific methods or tasks that will be used to ensure that the student has successfully demonstrated their ability to complete the learning activity. This learning contract serves as a guideline for final evaluations.

Student Name:	<i>MUID #</i>
Agency:	
Agency Address:	Agency Phone#
Field Instructor Name and Contact Information:	
Task Supervisor Name and Contact Information (if applicable):	
Field Faculty Liaison Name:	
Placement Start Date:	Placement End Date:

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 the micro, mezzo, and macro 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 judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. 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.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context		
1.2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations		
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication		

1.4 Use technology ethically and appropriately to facilitate practice outcomes		
1.5 Use supervision and consultation to guide professional judgment and behavior		
Advanced Practice Behaviors		
<i>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</i>		
<i>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</i>		

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

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels		
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences		
2.3 Apply self- awareness and self- regulation to manage the influence of personal biases and values in working with diverse clients and constituencies		
Advanced Practice Behaviors		

<p><i>Identify and address disparities in Behavioral Healthcare access and quality for diverse individuals and populations served</i></p>		
<p><i>Adapt services, including evidence-based inter-professional team approaches, to the language, cultural norms, and individual preferences of Behavioral Healthcare consumers and family members</i></p>		
<p><i>Develop collaborative relationships with providers of services tailored to the needs of culturally diverse Behavioral Healthcare consumers and family members</i></p>		
<p><i>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</i></p>		
<p><i>Educate members of the team about the characteristics, Behavioral Healthcare needs, health behaviors, and views toward illness and treatment of diverse populations served in the treatment setting</i></p>		

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 human need and social 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, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels		
3.2 Engage in practices that advance social, economic, and environmental justice		
Advanced Practice Behaviors		
<i>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</i>		

<p><i>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</i></p>		
<p><i>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</i></p>		

Competency 4: Engage in Practice-informed Research and Research-informed Practice		
<p><i>Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.</i></p>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
<p>4.1 Use practice experience and theory to inform scientific inquiry and research</p>		

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings		
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery		
Advanced Practice Behaviors		
<i>Assess treatment fidelity</i>		
<i>Measure consumer satisfaction and healthcare outcomes</i>		
<i>Recognize and rapidly address errors in care</i>		
<i>Collaborate with other team members on service improvement</i>		

Competency 5: Engage in Policy Practice		
<p><i>Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and 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, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.</i></p>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services		
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services		
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice		
Advanced Practice Behaviors		
<i>Identify, and evaluate policies that impact types of services and delivery of services to clients requiring Behavioral Health care in the Cabell-Huntington area</i>		

<p><i>Advocate with and inform administrators and legislators to influence policies that affect Behavioral Health clients and Behavioral Health services</i></p>		
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Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		
<p><i>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 critically evaluate and apply this knowledge 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 value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.</i></p>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
<p>6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies</p>		
<p>6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies</p>		
<p>Advanced Practice Behaviors</p>		

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

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities		
<i>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 critically evaluate and apply this knowledge in 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 and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.</i>		
Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies		

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		
7.3 Develop mutually agreed-on intervention goals and objectives 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		
Advanced Practice Behaviors		
<i>Select and modify appropriate intervention strategies based on continuous Behavioral Health assessment</i>		
<i>Use differential diagnosis in Behavioral Healthcare practice</i>		
<i>Evaluate, select, and implement appropriate Behavioral Health assessment instruments for use with target populations</i>		

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 inter-professional team work and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Practice Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies		
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		
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes		

8.4 Negotiate, mediate, and advocate with and on behalf of clients and constituencies		
8.5 Facilitate effective transitions and endings that advance mutually agreed- on goals		
Advanced Practice Behaviors		
<i>Critically evaluate, select, and apply best practices and evidence based Behavioral Health interventions</i>		
<i>Collaborate with other professionals to coordinate Behavioral Health treatment interventions</i>		
<i>Identify, evaluate, and select effective Behavioral Health intervention</i>		
<i>Implement effective Behavioral Health intervention strategies with clients</i>		

Competency 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 Behaviors	Practicum Learning Activities and Assignments	Student Performance will be Measured in the Following Manner:
9.1 Select and use appropriate methods for evaluation of outcomes		
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes		
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes		
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels		

Advanced Practice Behaviors

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

Signatures upon Completion of Learning Contract

Student Signature

Date

Field Instructor Signature

Date

Task Supervisor Signature (if applicable)

Date

Field Faculty Liaison Signature

Date

APPENDIX EIGHT

AGENCY PROFILE OUTLINE

Name:	MUID#
Agency:	Agency Address and Phone:
Office hours M_____T_____W_____T_____F_____S_____Sun_____	

1. Introduction

Why did you select this agency? (personal reason):

Why did you select this agency? (objective reason):

What is the history of this agency?

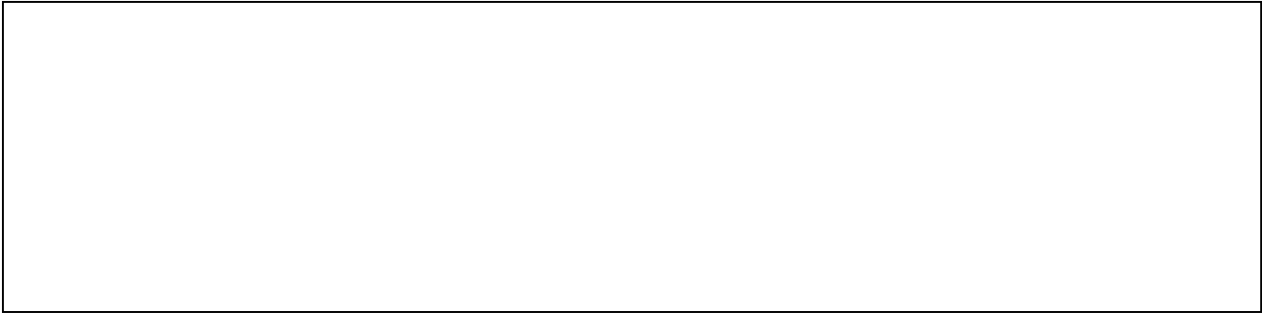
2. Interview with the Executive Director of the Agency or other agency administrator:

Number of employees:

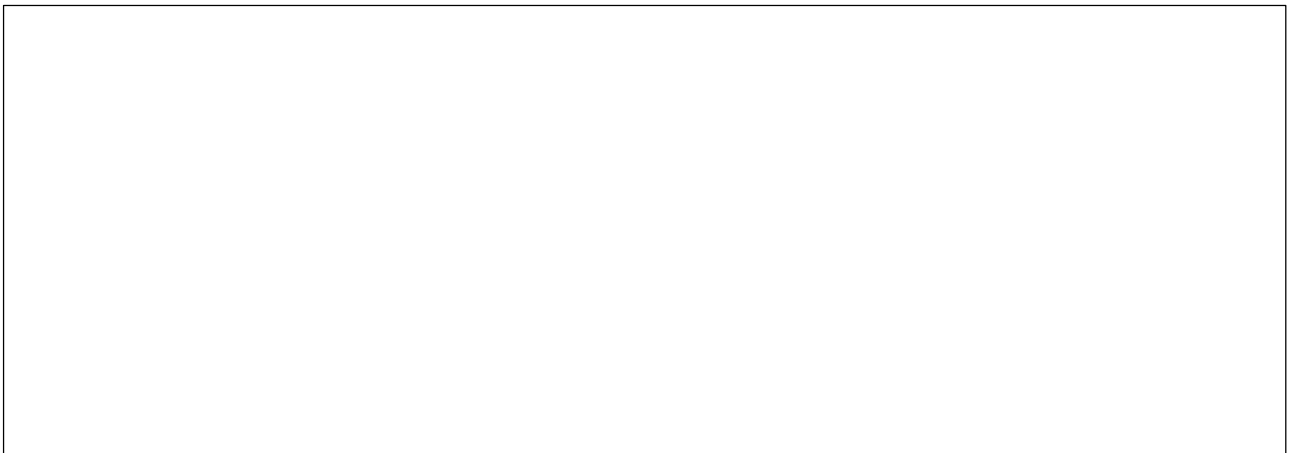
Definition of Social Work roles in the agency:

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

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



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



APPENDIX NINE

MSW Field Practicum Weekly Log

Name:	Week of:
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Weekly Hours:	Cumulative Hours:
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Case/Situation/System/Client: (describe briefly):

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

Self-reflection/Comments:

Week at a glance:

_____ Student Signature	_____ Date
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APPENDIX TEN

MSW Field Practicum Monthly Time Log

Name:	MU ID#:
Agency:	Month/Year
Prior Month's Total Hours:	

Please track your total hours per day in no less than 30-minute increments.

Week of:	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	TOTAL
Summary of Activities:								
Week of:	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	TOTAL
Summary of Activities:								
Week of:	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	TOTAL
Summary of Activities:								
Week of:	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	TOTAL
Summary of Activities:								
Week of:	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	TOTAL
Summary of Activities:								

TOTAL HOURS FOR MONTH:

Signing this document confirms that the documented hours and activities have been accurately reported.

Student Signature	Date
-------------------	------

Field Instructor/Task Supervisor Signature	Date
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APPENDIX ELEVEN

FACULTY FIELD LIAISON SITE VISIT REPORT

<input type="checkbox"/> Generalist Spring Semester	<input type="checkbox"/> Generalist Summer Semester
<input type="checkbox"/> Advanced Fall Semester	<input type="checkbox"/> Advanced Spring Semester

Student:	Agency:
Field Instructor:	Faculty Field Liaison:
Task Supervisor:	
Date:	

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

2. **Tell me about your supervisory relationship & learning environment.**

I. 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:

Signatures:

Student:	Date:
Field Instructor:	Date:
Task Supervisor:	Date:
Faculty Field Liaison:	Date:

APPENDIX TWELVE

MSW FIELD PRACTICUM CHECKLIST

<input type="checkbox"/> MIDTERM	<input type="checkbox"/> FINAL	Semester/Year:
----------------------------------	--------------------------------	----------------

Student Name:	MUID#:
Email:	Phone:
Date Admitted to Program:	
Agency Name:	Agency Phone:
Agency Address:	Agency Website:
Field Instructor:	Title:
Field Instructor email:	Field Instructor Phone:

Student Forms:

<input type="checkbox"/> Student Cover Letter	<input type="checkbox"/> Student Resume
<input type="checkbox"/> Student Commitment Contract (Appendix 1)	<input type="checkbox"/> Application for Field (Appendix 2)
<input type="checkbox"/> Affiliation Agreement (Appendix 3)	<input type="checkbox"/> Employer-Based Field Practicum Application (Appendix 4)
<input type="checkbox"/> Agency & Field Instructor Profile (Appendix 5)	<input type="checkbox"/> Agency Orientation Checklist (Appendix 6)
<input type="checkbox"/> Learning Contract (Appendix 7)	<input type="checkbox"/> Agency Profile Outline (Appendix 8)
<input type="checkbox"/> Weekly Logs (Appendix 9)	<input type="checkbox"/> Timesheets (Appendix 10)
<input type="checkbox"/> Site Visit Report (Appendix 11)	<input type="checkbox"/> Evaluations (Appendix 12) <input type="checkbox"/> Student and <input type="checkbox"/> Field Instructor
<input type="checkbox"/> Record of Field Instruction (Appendix 13)	

Identify what still needs to be completed:

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

APPENDIX 13
Field Evaluations
Generalist Practicum Field Evaluation

Evaluation Period	Evaluator
<input type="checkbox"/> Midterm Evaluation	<input type="checkbox"/> Student Self-Evaluation
<input type="checkbox"/> Final Evaluation	<input type="checkbox"/> Field Instructor Evaluation

Student Name:	<i>MUID #</i>
Agency:	
Agency Address:	Agency Phone#
Field Instructor Name and Contact Information:	
Task Supervisor Name and Contact Information (if applicable):	
Field Faculty Liaison Name:	
Placement Start Date:	Placement End Date:

Instructions

Field Instructors and Students will utilize this evaluation instrument at both midterm and the conclusion of the field practicum.

The Field Instructor version is designed to gather input from the field instructor, in collaboration with the task supervisor(s), and student, regarding the quality of the student's performance in the field practicum. **The field instructor should review the student's learning contract before initiating the evaluation.** Student performance should be rated based on the established criteria set forth in the Learning Contract.

The student is also responsible for completing this form separately to provide a self-evaluation of their performance in field practicum.

Students are required to engage in all practice behaviors on this evaluation. A rating **must** be given for each behavior. The Midterm evaluation allows for the opportunity to recognize where these practice behaviors are not being met and to identify ways to enhance these experiences.

The faculty liaison is responsible for assigning the student's semester grade based on this evaluation and on the student's participation in the field seminar.

Instructions: *Please select only one score for each performance area and mark the number that best reflects the level of achievement. Please use the comment section to support and explain ratings. Field Instructors, task supervisors, and students should review and complete this evaluation together.*

1 = Unacceptable: The student has not yet achieved competency despite opportunities in this area.

2 = Minimal Achievement: The student is beginning to recognize how this is applied, but has to consciously work at this area and rarely demonstrates awareness.

3 = Meets Expectations: The student demonstrated this skill and is integrating it into practice.

4 = Above Expectations: The student is demonstrating confidence in integrating this into practice. Practice skills are above average and is applied consistently.

5 = Excels: The student demonstrated mastery of this competency and fully integrates it into practice.

- 1 = Unacceptable:** The student has not yet achieved competency despite opportunities in this area.
- 2 = Minimal Achievement:** The student is beginning to recognize how this is applied, but has to consciously work at this area and rarely demonstrates awareness.
- 3 = Meets Expectations:** The student demonstrated this skill and is integrating it into practice.
- 4 = Above Expectations:** The student is demonstrating confidence in integrating this into practice. Practice skills are above average and is applied consistently.
- 5 = Excels:** The student demonstrated mastery of this competency and fully integrates it into practice.

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 the micro, mezzo, and macro 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 judgement and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. 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.

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

Practice Behavior	1	2	3	4	5
1.1 Makes ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Use technology ethically and appropriately to facilitate practice outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Use supervision and consultation to guide professional judgment and behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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- 4 = Above Expectations:** The student is demonstrating confidence in integrating this into practice. Practice skills are above average and is applied consistently.
- 5 = Excels:** The student demonstrated mastery of this competency and fully integrates it into practice.

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, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. 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, mark the number which best reflects the student's level of achievement.

Practice Behavior	1	2	3	4	5
2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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 human need and social 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, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

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

Behavior	1	2	3	4	5
3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Engage in practices that advance social, economic, and environmental justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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 and evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

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

Behavior	1	2	3	4	5
4.1 Use practice experience and theory to inform scientific inquiry and research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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 and 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, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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

Behavior	1	2	3	4	5
5.1 Identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Assess how social welfare and economic policies impact the delivery of and access to social services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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 critically evaluate and apply this knowledge 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 value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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

Behavior	1	2	3	4	5
6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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 critically evaluate and apply this knowledge in 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 and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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

Behavior	1	2	3	4	5
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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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 inter-professional team work and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

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

Behavior	1	2	3	4	5
8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4 Negotiate, mediate, and advocate with and on behalf of clients and constituencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5 Facilitate effective transitions and endings that advance mutually agreed- on goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Competency 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.

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

Behavior	1	2	3	4	5
9.1 Select and use appropriate methods for evaluation of outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments regarding ratings:

Overall student strengths:

Areas for continued growth:

Additional comments:

By signing this evaluation, you agree to the ratings that you participated in the completion and/or the review of the results.

*Signatures are required for student to receive a final grade for completion of field practicum.

Field Instructor Signature: _____ Date: _____

Task Supervisor Signature (if applicable): _____ Date: _____

Student Signature: _____ Date: _____

Field Faculty Liaison Signature: _____ Date: _____

To be completed by Field Faculty Liaison:

Final Grade: Credit No Credit Incomplete

Area of Specialized Practice Field Evaluation

Evaluation Period	Evaluator
<input type="checkbox"/> Midterm Evaluation	<input type="checkbox"/> Student Self-Evaluation
<input type="checkbox"/> Final Evaluation	<input type="checkbox"/> Field Instructor Evaluation

Student Name:	<i>MUID #</i>
Agency:	
Agency Address:	Agency Phone#
Field Instructor Name and Contact Information:	
Task Supervisor Name and Contact Information (if applicable):	
Field Faculty Liaison Name:	
Placement Start Date:	Placement End Date:

Instructions

Field Instructors and Students will utilize this evaluation instrument at both midterm and the conclusion of the field practicum.

The Field Instructor version is designed to gather input from the field instructor, in collaboration with the task supervisor(s), and student, regarding the quality of the student's performance in the field practicum. **The field instructor should review the student's learning contract before initiating the evaluation.** Student performance should be rated based on the established criteria set forth in the Learning Contract.

The student is also responsible for completing this form separately to provide a self-evaluation of their performance in field practicum.

Students are required to engage in all practice behaviors on this evaluation. A rating **must** be given for each behavior. The Midterm evaluation allows for the opportunity to recognize where these practice behaviors are not being met and to identify ways to enhance these experiences.

The faculty liaison is responsible for assigning the student's semester grade based on this evaluation and on the student's participation in the field seminar.

Instructions: *Please select only one score for each performance area and mark the number that best reflects the level of achievement. Please use the comment section to support and explain ratings. Field Instructors, task supervisors, and students should review and complete this evaluation together.*

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Competency 1: Demonstrate Ethical and Professional Behavior

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

Practice Behavior	1	2	3	4	5
1.1 Understands and identifies professional strengths, limitations, and challenges related to practice in behavioral health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Practice Behavior	1	2	3	4	5
2.1 Identifies and addresses disparities in Behavioral Healthcare access and quality for diverse individuals and populations served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.3 Develops collaborative relationships with providers of services tailored to the needs of culturally diverse Behavioral Healthcare consumers and family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.4 Examines the experiences of culturally diverse Behavioral Healthcare consumers and family members with respect to quality of care and adjusts the delivery of care as <u>needed</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.5 Educates colleagues about the characteristics, Behavioral Healthcare needs, health behaviors, and views toward illness and treatment of diverse populations served in the treatment setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Practice Behavior	1	2	3	4	5
3.1 Creates and periodically updates Behavioral Health integrated care plans in consultation with healthcare consumers, family members, and other providers, including individuals identified by consumers as part of their healthcare team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Works with Behavioral healthcare consumers to develop whole health and wellness recovery plans. Matches and adjusts the type and intensity of services to the needs of the Behavioral healthcare consumer, ensuring the timely & unduplicated provision of care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3 Through the behavioral healthcare plans, links multiple services, Behavioral healthcare providers, and community resources to meet the healthcare consumers' needs and ensures the flow and exchange of information among the Behavioral healthcare consumer, family members, and linked providers. Works collaboratively to resolve differing perspectives, priorities and schedules among providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Practice Behavior	1	2	3	4	5
4.1 Identifies and implements evidence based practice and assesses treatment fidelity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2 Is able to measure consumer satisfaction and healthcare outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3 Recognizes and rapidly addresses errors in care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.4 Collaborates with other team members on service improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and 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, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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

Practice Behavior	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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Advocates with and informs administrators and legislators to influence policies that affect Behavioral Healthcare clients and Behavioral Health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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1 = Unacceptable: The student has not yet achieved competency despite opportunities in this area.
2 = Minimal Achievement: The student is beginning to recognize how this is applied, but has to consciously work at this area and rarely demonstrates awareness.
3 = Meets Expectations: The student demonstrated this skill and is integrating it into practice.
4 = Above Expectations: The student is demonstrating confidence in integrating this into practice. Practice skills are above average and is applied consistently.
5 = Excels: The student demonstrated mastery of this competency and fully integrates it into practice.

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 critically evaluate and apply this knowledge 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 value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

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

Practice Behavior	1	2	3	4	5
6.1 Attends to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments regarding ratings:

- 1 = Unacceptable:** The student has not yet achieved competency despite opportunities in this area.
- 2 = Minimal Achievement:** The student is beginning to recognize how this is applied, but has to consciously work at this area and rarely demonstrates awareness.
- 3 = Meets Expectations:** The student demonstrated this skill and is integrating it into practice.
- 4 = Above Expectations:** The student is demonstrating confidence in integrating this into practice. Practice skills are above average and is applied consistently.
- 5 = Excels:** The student demonstrated mastery of this competency and fully integrates it into practice.

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 critically evaluate and apply this knowledge in 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 and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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

Practice Behavior	1	2	3	4	5
7.1 Selects and modifies appropriate intervention strategies based on continuous Behavioral Health Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2 Uses differential diagnosis in Behavioral Healthcare practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3 Evaluate, select, and implement appropriate Behavioral Health assessment instruments for use with target populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments regarding ratings:

1 = Unacceptable: The student has not yet achieved competency despite opportunities in this area.
2 = Minimal Achievement: The student is beginning to recognize how this is applied, but has to consciously work at this area and rarely demonstrates awareness.
3 = Meets Expectations: The student demonstrated this skill and is integrating it into practice.
4 = Above Expectations: The student is demonstrating confidence in integrating this into practice. Practice skills are above average and is applied consistently.
5 = Excels: The student demonstrated mastery of this competency and fully integrates it into practice.

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 inter-professional team work and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

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

Practice Behavior	1	2	3	4	5
8.1 Critically evaluates, selects, and applies best practices and evidence based Behavioral Health interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2 Collaborates with other professionals to coordinate behavioral health treatment interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3 Identify, evaluate, and select effective Behavioral Health intervention strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4 Implement effective Behavioral Health intervention strategies with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments regarding ratings:

- 1 = Unacceptable:** The student has not yet achieved competency despite opportunities in this area.
- 2 = Minimal Achievement:** The student is beginning to recognize how this is applied, but has to consciously work at this area and rarely demonstrates awareness.
- 3 = Meets Expectations:** The student demonstrated this skill and is integrating it into practice.
- 4 = Above Expectations:** The student is demonstrating confidence in integrating this into practice. Practice skills are above average and is applied consistently.
- 5 = Excels:** The student demonstrated mastery of this competency and fully integrates it into practice.

Competency 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.

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

Practice Behavior	1	2	3	4	5
9.1 Contributes to the theoretical knowledge base of the social work profession through Behavioral Health practice-based research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2 Uses evaluation of the Behavioral Health process and/or Behavioral Health outcomes to develop best practice in Behavioral Health protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments regarding ratings:

Overall student strengths:

Areas for continued growth:

Additional comments:

By signing this evaluation, you agree to the ratings that you participated in the completion and/or the review of the results.

*Signatures are required for student to receive a final grade for completion of field practicum.

Field Instructor Signature: _____ Date: _____

Task Supervisor Signature (if applicable): _____ Date: _____

Student Signature: _____ Date: _____

Field Faculty Liaison Signature: _____ Date: _____

To be completed by Field Faculty Liaison:

Final Grade: Credit No Credit Incomplete

Student Evaluation of Field Practicum Agency and Field Instructor

Student Name:	<i>MUID #</i>
Agency:	
Agency Address:	Agency Phone#
Field Instructor Name and Contact Information:	
Task Supervisor Name and Contact Information (if applicable):	
Field Faculty Liaison Name:	
Placement Start Date:	Placement End Date:

For each item, please circle the rating that best describes your experience with this field placement. To help us evaluate field placements and field instructors consistently, please use the following definitions of each rating:

- 1=Poor (below minimum expectations)
- 2=Marginal (barely met minimum expectations)
- 3=Adequate (generally met expectations)
- 4=Above average (met expectations very well)
- 5=Exceptionally high (went well beyond expectations)

1=Poor (below minimum expectations)
 2=Marginal (barely met minimum expectations)
 3=Adequate (generally met expectations)
 4=Above average (met expectations very well)
 5=Exceptionally high (went well beyond expectations)

Quality of Agency as Practicum Environment

	1	2	3	4	5
Consistent availability of appropriate learning activities and opportunities at the agency:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agency environment/facilities (space to work, resources to support work, etc.):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oriented you to the agency, including services, policies, and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agency structure and professionalism is appropriate for social work student learning:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Availability of opportunities to interact and collaborate with other agencies:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agency promotes both system and individual change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accepted you as an integral part of the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agency is progressive and demonstrates ethical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraged participation in the formal and informal communication system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided opportunities to work with diverse and at-risk clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Field Instructor Qualities

1=Poor (below minimum expectations)
 2=Marginal (barely met minimum expectations)
 3=Adequate (generally met expectations)
 4=Above average (met expectations very well)
 5=Exceptionally high (went well beyond expectations)

	1	2	3	4	5
Demonstrated interest in student's learning and professional development:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided regularly scheduled quality weekly supervision:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was reasonably accessible when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was receptive to your ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided clear expectations and structure for you.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness in helping student understand their roles and tasks within the agency:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to help students integrate classroom knowledge with field learning:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectiveness in helping students understand practice techniques:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrated commitment to the mission, values, and ethics of the social work profession and served as a professional role model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to provide ongoing appropriate feedback and constructive criticism to students:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assisted you in increasing self-awareness:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allowed opportunities to work with diverse and at-risk clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided opportunities for independence with appropriate support and supervision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completed evaluations that were fair, accurate, helpful, and timely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please respond to and/or answer the following questions:

1. In what ways was your field instructor most helpful to you?

2. What could your field instructor do differently, if anything, to improve her/his teaching effectiveness?

3. What changes, if any, would you recommend to improve the educational experience of students in your placement setting?

4. Frequency of supervisory sessions with field instructor:
 Monthly Bi-weekly Weekly 2 or more times per week

5. Average duration of supervisory sessions:
 One hour or less More than one hour

6. Please provide any additional comments regarding the quality of your field placement agency and/or your field instructor supervision:

Please rate the extent to which the assignments on your learning plan:

	1	2	3	4	5
Enabled you to develop appropriate mastery of the competencies and practice behaviors:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were related to your career goals and interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were doable within the time allotted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Yes, I give permission for this evaluation to be shared with my field instructor.
- No, I do not give permission for this evaluation to be shared with my field instructor.

Student Signature

Date

**APPENDIX FOURTEEN
RECORD OF FIELD INSTRUCTION**

Student Name: _____ Field Instructor Name: __

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

MUID#: _____

Organization Name: _____

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 Security Risk: Preventing Client Violence Against

Social 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.

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