UNIVERSITY OF GEORGIA

SCHOOL OF SOCIAL WORK MSW FIELD EDUCATION MANUAL
August 2022

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INTRODUCTION

Program Mission & Vision

The Master of Social Work program prepares graduate students for advanced social work practice. We strive to develop future leaders in the profession of social work who are able to meet the ever-changing challenges facing people of Georgia, the nation and the world.

This mission is consistent with that of the University of Georgia, the state's oldest, most comprehensive and most diversified institution of higher education. Its motto, "to teach, to serve, and to inquire into the nature of things," reflects the University's integral and unique role in the conservation and enhancement of the state's and nation's intellectual, cultural, and environmental heritage. In addition, the MSW program mission is consistent with the school's mission to provide local, state, national, and international leadership to promote social and economic justice, to alleviate oppressive social conditions and problems, and to enhance human well-being.

We envision a world where social workers are at the forefront of advocating on behalf of individuals, communities and service agencies in empowering the oppressed, promoting social justice, using the best science to resolve grand challenges, and celebrating the many aspects of diversity.

Program Values

We are committed to addressing **power** and **oppression** in society in order to promote **social justice** by using **evidence informed practice** and **advocacy** tools and the celebration of **diversity**. This philosophy, under the acronym, **PrOSEAD**, acknowledges that engagement, assessment, intervention, and evaluation with individuals, families, groups, organizations, and communities requires an understanding of the historical and contemporary interrelationships in the distribution, exercise, and access to power and resources for different populations. Our role is to promote the well-being of these populations using the best and most appropriate tools across the micro, mezzo or macro levels of social work practice. In short, our values include a commitment to:

Addressing	Power and
	Oppression,
Promoting	Social justice,
Using	Evidence-informed practice and
	Advocacy, and
Celebrating	Diversity

Program Goals

Graduates of the UGA School of Social Work will demonstrate knowledge, skills, and leadership in the following five program outcomes that are derived from our mission. Associated with each of these outcomes are the competencies specified by our accrediting body, the Council on Social Work Education (CSWE).

1. Engage in advanced social work practice with individuals, families, groups, organizations, and communities to enable inclusion in the context of cultural diversity and persons in the immediate and global environments; [EPAS Competencies 2, 6, & 7]

2. Uphold the principles, values, and ethics of the social work profession through reflection, awareness, and with consideration of the broader contexts of the world in which we live; [EPAS Competencies 1, 2, & 3]

3. Utilize knowledge and theories of biological, psychological, social, spiritual, and cultural dimensions of human development to inform practice; [EPAS Competencies 1, 2, 4, & 8]

4. Engage as critical consumers and producers of research and evaluation applied to practice at the clinical, community, policy, and administrative levels; [EPAS Competencies 4, 8, & 9]

5. Influence social policies consistent with the goals of the profession to address poverty and advocate for vulnerable, oppressed populations, and challenge power imbalances that affect resource distribution; [EPAS Competencies 3 & 6]

Our **PrOSEAD** values as well as our school's vision and mission statements shape the curriculum. A set of five program outcomes are aimed at preparing students to become activist practitioners engaged in micro, macro and/or integrated practice. The CSWE competencies offer a foundation on which we have built our curriculum. Implicit in our mission statement is our view of social work education as committed to viewing students as future leaders and as informed and collaborative members of broader learning communities charged with addressing power and oppression; promoting social justice; using the relevant evidence to inform practice at all levels, while celebrating the vast diversity in our local, national and global communities.

The courses that address the major curriculum content areas are organized to promote horizontal and vertical integration through a logical flow within and between the generalist and advanced content. By reviewing course learning objectives and syllabi, it is possible to see the logic of course content sequencing. Students are encouraged to bring their relevant professional and life experiences into the classroom to enrich the learning environment.

Specifically, the courses meet the nine CSWE core competencies and generalist behaviors as well as our specialization behaviors. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency, followed by a set of behaviors that integrate these components. The behaviors represent observable components of the competencies, similar to the manner in which manifest items represent underlying latent constructs.

Students are also expected to be familiar with the academic requirements and information presented on the SSW website, this handbook, the MSW Program Handbook, and to follow School of Social Work and Graduate School's guidelines and requirements. Failure to do so could result in serious consequences including, but not limited to delayed graduation and/or program dismissal.

Field Education Overview

Field Education is considered by the Council on Social Work Education (CSWE) to be the "signature pedagogy" for social work education. This emphasizes the importance of learning through practice experience in an actual social work setting. It is where the coursework comes together to bring knowledge to application. Field practice with MSW supervision is the aspect that differentiates social work education from that of other professions.

Field education constitutes 16 credits of the 60 credits required to earn the MSW in the full program and 10 of the 40 credits in the advanced standing program. The University of Georgia School of Social Work requires 312 clock hours at a human services organization for generalist field practicum (3 credits each of two semesters) and 600 clock hours at an agency for specialization field practicum (5 credits each of two semesters). Advanced standing students complete the equivalent generalist field education practicum during their senior year of their BSW program so they complete only the specialization practicum hours during their MSW.

The generalist field placement is a generalized social work practice experience. This means that each student will focus on practicing basic skills and understanding how human service programs are developed, implemented, and evaluated. All students should have the opportunity to interact directly with the agency's clients, most often completing needs assessments and providing information and referrals to clients. Students may also be directed to assist in program activities, such as collecting information about the community, budgeting, grant writing, fund raising, and attending interagency community meetings.

The specialization field placement is compatible with the student's choice of their concentration of study. Students choose either micro (clinical), macro (community) and/or integrated practice (a combination of micro and macro).

CHAPTER 1

FIELD EDUCATION ORGANIZATIONAL STRUCTURE

FIELD EDUCATION OFFICE

The Field Education Office is responsible for the overall administration of the field program. The Field Education Office has specific policies, criteria and procedures that govern the selection of field settings; placing and monitoring students; supporting student safety; and evaluating student learning and field setting effectiveness congruent with the social work competencies. Doing so advances the field office the mission to provide the best experiential learning experiences possible.

Field Education Office Responsibilities Include:

1. Evaluation and maintenance of a bank of agency resources to adequately meet students' learning needs.

2. Identification of openings for students at practicum sites.

3. Coordination of student placements with agency openings.

4. Coordination of student interviews at agency and follow-up confirmations of placements.

5. Assignment of faculty liaisons to agencies.

6. Provision of orientation to faculty liaisons.

7. Provision of agency and student information to faculty liaisons.

8. Training and orientation of field instructors.

9. Provision of orientation to students to the practicum process.

10. Maintenance of legal documents necessary for agency-university affiliations.

11. Provision of information to faculty liaisons and students about the variety, quantity, quality, and nature of practicum offerings.

12. Provision and distribution of necessary field placement educational materials (for example, application forms, informational resources, syllabi, evaluation forms, teaching/learning materials, practicum calendars, etc.) to appropriate persons.

13. Provision of consultation to faculty liaisons, academic advisors, students, field instructors, and administrators concerning a variety of issues impacting the school-agency relationship and the quality of the individual student's learning experience.

14. Recruitment of new agencies and completion of agency evaluations for potential practicum sites.

15. Maintenance of file of professional student liability insurance policies to ensure insurance is current.

16. Sponsorship and organization of field education conferences as allowed by field budget

ROLE IDENTIFICATION

The Field Education Office is led by the Director of Field Education who oversees field education for both the MSW and the BSW programs. There are four Coordinators of Field Education; one who is responsible for all BSW field placements; one who is primarily responsible for specialization placements for full-time students (Athens campus); one who is primarily responsible for generalist placements for full-time students (Athens campus); and one who is primarily responsible for generalist and specialization placements for extended-time students (Gwinnett campus). The field office faculty works as a team to facilitate all components of the signature pedagogy in a way that is systematically designed, supervised, coordinated, and evaluated – thus working to create and sustain the best learning experiences possible in which students demonstrate the achievement of program competencies. In addition to these individuals, faculty advisors/mentors, faculty liaisons, field instructors, off-site supervisors, task supervisors are other important collaborators in the execution of the Field Office mission critical operations. A review of those roles is included below.

Faculty Advisor/Mentor Role:

During practicum, the faculty advisor may be called upon as a student advocate and/or as a consultant to the faculty liaison or agency field instructor concerning the student's progress and learning in the practicum. The faculty advisor can play a pivotal role by helping the student identify learning needs and future career goals. Advisors are assigned to students by the MSW program director, but it is the student's responsibility to seek the assistance their advisor/mentor as necessary and appropriate.

The faculty advisor can be involved in the field process as follows:

1. Prior to specialization placement:

   a) Assists student to identify areas of interest.
   b) Encourages student to clarify career goals and assists in determining prioritization of learning needs.
   c) Identifies strengths and limitations of student to support the placement matching process in consultation with Field Education Office.

d) Provides, as needed, appropriate resources and referral to faculty liaisons or Field Education Office.

2. During practicum:

a) Serves as a student advocate as needed.
b) Serves as a consultant to the liaison concerning student's progress and learning in the practicum as needed.

Faculty Liaison Role:

The faculty liaison is actively involved in the execution of the field program. Their global responsibilities are as follows. Specific nuances to this role in the generalist and specialization practicum are addressed with policy, criteria, and procedural content specific to those levels of practice.

1. Working with the student and field instructor to develop the learning potential of the setting and specific learning opportunities when needed for a particular student for documentation in the Learning Plan.

2. Working collaboratively with the field instructor to handle problems or issues which may arise related to the overall learning experience or in regard to a particular student.

3. Notifying the Director of Field Education of any administrative or policy issues that may arise between the agency and the School.

4. Being actively involved with field instructor, student, and Director of Field Education should there be a need to terminate the practicum.

5. Scheduling face-to-face contact with each practicum site each semester to assess if the student's learning assignment includes experiences with each competency and corresponding behaviors as designated by the social work program. At least one agency visit per semester occurs during the MSW generalist and specialization field placements. Additional visits or telephone contacts are scheduled if needed.

6. Providing feedback to Field Education Office concerning any changes in the field instructor or agency that affects student learning.

7. Maintaining documentation and notes of site visits and other communication.

8. Submitting all evaluation materials related to the agency/student to the Field Office not later than two weeks following the end of each semester.

9. Evaluating agencies as to continued effectiveness as a practicum site.

10. Identifying new placement opportunities and sharing that information with the Field Office.

Faculty liaison teaching role: During the internship, the faculty liaison provides educational support and consultation with the field instructor and/or agency, evaluates assignments, and participates in the evaluation of the learning outcomes.

The teaching role is fulfilled in the following ways:

1. Regular contact: Feedback from field instructors indicate that accessibility to the faculty liaison and faculty liaison's timely responsiveness are crucial to maintaining a positive working relationship. It is expected that the faculty liaison will have regular contact with the student by reviewing the students' monthly reports. Purpose for these contacts is:

    a) Monitor the progress of the student.
    b) Provide educational support to the student and field instructor, if needed.
    c) Identify potential problems early and initiate procedures for corrective action.

2. Grade Assignment: The faculty liaison is responsible for assigning the academic grade for every practicum according to the specifications of the practicum syllabi and grading criteria. Grading should be discussed with the field instructor and student in the evaluation conference at the end of each semester. The faculty liaison carries the responsibility for interpreting the application of the grading criteria to the specific situation being graded. The faculty liaison may not assign a grade without reviewing the student's performance (assignments and evaluation materials are specified with each practicum syllabus) and without discussion/consultation with the field instructor.

3. Termination: On behalf of the School, the faculty liaison and field director carry the responsibility for a decision to terminate a student's practicum experience and for guiding processes (with the agency or within the School) that will facilitate a sound decision. When it appears that the termination of a student's placement may be the eventual outcome, the faculty liaison is expected to consult with the field director as early in the process as possible.

Field Instructor Role:

Planning role: The field instructor carries an important planning function for the student's internship. In some agencies, some or all of these activities may be carried out by the agency's administrator or a coordinator for social work student placements. These planning functions include:

1. Communicating information to the Field Education Office about potential practicum openings and any information that may impact the nature or quality of the practicum.

2. Following receipt of the student's practicum application from the Field Education Office, the field instructor reviews the application to verify that it appears to be appropriate for their organization and responds to the student's request for scheduling an interview.
3. Should the field instructor learn information in the interview that leads them to question the viability of the practicum, they are responsible for discussing the concerns with the appropriate field coordinator for immediate appropriate action.

4. After the interview, the field instructor should complete the interview tracking form indicating whether or not the student is accepted for placement. This form is signed by both the student and field instructor and is submitted by the student or the field instructor to the Field Education Office.

Teaching Role: Throughout the field placement, the field instructor's primary role is as a teacher and facilitator of student learning. To this end the field instructor:

1. Provides for the student's orientation to the agency's policies and procedures, ethical standards, and safety precautions.
2. Negotiates and plans student assigned tasks in accordance with the competencies and corresponding behaviors identified in each practicum syllabus
3. Provides face-to-face educational supervision/field instruction for each student at least one hour per week
4. Serves as an advocate for the student within the agency by facilitating the student's access to productive learning experiences and other learning activities/resources (for example, student participation in activities outside the agency such as professional conferences or field visits to other programs) during the practicum

5. Evaluates the student's performance in the agency with regard to the specific practicum competencies/behaviors.

Off-Site M.S.W. Field Instructor Role:

In selected situations and with prior approval from the Director of Field Education, an off-site MSW field instructor may be utilized by a field agency that does not have an MSW employee available for field instruction. These situations usually occur in new, "cutting edge" areas of practice where social work is just beginning its impact and which the School of Social Work wants to develop. Agencies in which the MSW field instructor has transitioned out of their role with the agency are also situations in which off-site MSW supervision is employed as a continuity tool to preserve the relationship with the agency until a new MSW field instructor is hired and ready to support students. Off-site MSW field instructors are selected jointly by the targeted agency and the Director of Field Education in consultation with the field education faculty. Utilizing off-site MSW Field Instructors when necessary and appropriate is the method by which the Field Education program assumes and executes its responsibility to reinforce the social work perspective for practicum students when an agency does not have a staff member to serve as field instructor with the requisite degree and required experience. Off-site MSW field instructors must:

1. Meet the standard criteria for field instructors.

2. Collaborate with the on-site task supervisor in assisting the student with the development of the Learning Plan.

3. Meets weekly with the student in a supervisory session to review progress of student toward demonstration of competencies/behaviors and to assist student with the integration of practice realities and theoretical concepts from a social work perspective.

4. Meets periodically with student and on-site supervisor to evaluate student performance and modify the Learning Plan if necessary.

5. Assumes primary responsibility for submitting to the School the written evaluation and grade recommendation for the student at the end of each semester.

6. Assumes primary responsibility for meeting with the assigned faculty liaison and student during the semester to review student progress, and for alerting the liaison in a timely manner of any problems or potential problems that might interfere with a successful educational outcome.

On-Site Task Instructor Role:

1. Assumes primary responsibility for orienting the student to the agency, to agency staff, and to work projects.

2. Works with the off-site MSW field instructor and student to create the Learning Plan, which includes competencies/behaviors and practice tasks.

3. Assumes primary responsibility for supervising the daily work of the student as described in the Learning Plan.

4. Meets periodically with the student and the off-site MSW field instructor to evaluate student performance and modify the Learning Plan, if necessary; the on-site supervisor may meet with the faculty liaison to review student progress, at the request of the student, the off-site MSW field instructor, or the liaison.

Field Education: Student Responsibilities:

All placements must be arranged by the Field Education Office. **Students must not initiate contact with any agency to seek a placement within that agency without prior approval of the Director of Field Education.** Any placements initiated without the knowledge of the Field Office <u>will not be approved</u>. Employment based practicums are the only exceptions to this standard. In those unique placement circumstances, students are expected to initiate arrangements with their employer. Please refer to section labeled ‘Worksite Practicum’ for more information.

If a student is interested in a site not currently approved, they may share information with the Field Office for further exploration in the following ways: 1) via email to their field coordinator or 2) using the Field Office Lead Generator https://ugeorgia.ca1.qualtrics.com/jfe/form/SV_9smx7PHS4oj2zqu

The Field Education Office cannot guarantee placement with any particular agency. However, diligent efforts are made to honor student specialized practice interests and learning needs in the matching process.

The National Association of Social Workers has codified a set of standards regarding professional responsibility to clients, to social work colleagues, to employing organizations, to the social work profession, and to society. Students are expected to adhere to the NASW Code of Ethics in their field education experience.

The Code of Ethics is available online: http://www.naswdc.org/pubs/code/default.asp. It is also featured in full in Appendix D of this manual.

Additionally, the National Association of Social Workers has standards and indicators for culturally responsive social work practice. These standards are available in Appendix E of this document and in full online at:
https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0

Students are required to complete the below field education requirements. Students should refer to their individual program of study for all details specific to their degree progression.

Students are expected to make any necessary adjustments to their schedules in order to fulfill field education requirements.

Students are to keep a time log, which is signed and verified by the field instructor. Students are responsible for submitting to their faculty liaison and the field office all relevant evaluations and documents associated with the field experience.

Generalist Field Education Requirements

- The MSW generalist experience spans two semesters for a total of 312 hours at a single agency.
- Students meet with their faculty liaison in an integrative seminar once per week. Students are expected to participate fully and professionally in the field seminar.
- Generalist requirements are not applicable for Advanced Standing Students

MSW Field Education Requirements	Level of Practice	Credits		Clock Hours Required	Semester	Designated Field Days
SOWK 7115	Generalist	3 credits	Introduction to the Social Work Profession and Field Education	72	Fall	Thursday Friday
SOWK 7125	Generalist	3 credits	Foundation Social Work Field Education	240	Spring	Thursday Friday
Totals		**6 credits**		**312 hours**		

Specialization Field Education Requirements

- MSW specialization students are required to complete two semesters of specialization practicum. 300 hours per semester - 20 hours per week.

- The primary educator is the field instructor in the agency setting. All students have a faculty liaison. There is no field seminar for specialization students.

MSW Field Education Requirements	**Level of Practice**	**Credits**		**Clock Hours Required**	**Semester***	**Designated Field Days**
SOWK 7225 *1 of 2 consecutively sequenced*	Specialization	5 credits	Advanced Social Work Field Education	300	Fall Spring or Summer	Wednesday Thursday Friday
SOWK 7225 *2 of 2 consecutively sequenced*	Specialization	5 credits	Advanced Social Work Field Education	300	Fall Spring Or Summer	Wednesday Thursday Friday
Totals		**10 credits**		**600 hours**		

*Deviations for the standard fall/spring field schedule must be approved by academic advisor and Field Director and dependent on agency willingness to accommodate the arrangement.

CHAPTER 2

SELECTION OF FIELD SETTINGS AND FIELD INSTRUCTORS

Policies, Criteria, and Procedures

Developing and maintaining practicum settings is viewed as a collaborative process between UGA School of Social Work, the Field Education Program and local community social service agencies. This collaborative proves is ongoing and entails responsibilities for the social work program, the student and the agency. While each partner has specific responsibilities in the educational process, the overall guiding principle for developing and maintaining settings is the interest in and willingness of the agency to provide high quality learning experiences for social work students.

An attempt is made to maintain a diversity of settings with respect to type of client served, problems addressed, and intervention approaches utilized. The following criteria for field settings, criteria for selection of practicum instructors, and faculty liaison responsibilities are viewed as necessary ingredients for sound learning experiences.

Agency Criteria:

The School draws on the following criteria for field site selection:

- Administrative policies regarding service to clients, to other agencies, and to the community should be consistent with the sound standards of practice appropriate to the particular type of agency.

- The agency should show stability of program and of financial support. Alternatively, it may be at the cutting edge of innovative programming or practice.

- The agency should show ability to respond to the changing needs of the community.

- The agency should show capability for accommodating students. This includes a willingness to designate a single, professionally-trained social worker as the agency practicum instructor who has sufficient professional practice experience, time, and interest to implement a quality learning experience for the student.

- Preference is given to agencies that can provide stipends to financially needy students.

- The agency must be endeavoring to meet progressive standards of practice. This should include providing a wide variety of diverse practice behavior learning experiences appropriate for Masters level social work students.

- The agency setting must function in a manner consistent with social work values and ethical principles.

- The agency must provide consistency with social work program mission statement and program goals and competencies.

- The physical resources necessary for a quality learning experience must be available.

- Agency should have formal safety policies and procedures.

- The agency must have the potential for school/agency cooperative efforts (joint research projects, consultation, and in-service training).

- There must be commitment on the part of the agency to enter into a long term relationship with the School involving the training of numerous students over time.

- The agency and school will enter into contractual agreement regarding the mutual expectations for affiliation.

- The agency must offer a favorable setting and atmosphere conducive for learning.

- The agency must provide training opportunities in general practice methods and/or in concentration applicable to the School's curriculum.

- The agency must have one or more staff members who qualify as field instructors.

- Adequate facilities must be available. These include provision of office space, work materials, and equipment as needed for the student. The student's use of agency cars must be included in the agency's insurance policy if driving is expected of students.

- The agency must allow all field instructors time for attending field instructor training offered by the School of Social Work.

- The agency must allow all field instructors time for preparation for student instruction, for regular conferences with the student, consultation with School faculty, and, if needed, attendance at meetings held at the School.

- The agency must be willing to reimburse the student for costs (such as travel expenses) incurred while conducting agency business. Agencies may not require students to transport clients.

- The agency agrees that no student trainees accepted by the agency will be discriminated against on the basis of race/ethnicity, sex, color, religion, national origin or ancestry, age, marital status, disability, Vietnam-era veteran status, or sexual orientation.

- As required by federal and state law and by University of Georgia policy, field placements, as a whole, must be accessible to students with disabilities. The "as a whole" requirement means that students with disabilities should have the same kinds of educational opportunities—including field placements in particular kinds of settings—as students without disabilities. However, given the wide range of disabilities, it is possible that not every placement site will have the capability to accommodate every student. It may not be feasible, for example, for a site to accommodate students who use wheelchairs because of the site's location and existing architecture, but this same site could easily accommodate students with visual or hearing impairments. Every effort is made by the Field Instruction Program in consultation with the UGA Disability Resource Center to ensure equal access to practicum opportunities.

Field Instructor Selection Criteria:

Field instructors are nominated by the agency and approved by the School to provide practicum instruction to students. Field instructors select specific student assignments and instruct students in the skills necessary to fulfill these assignments in relation to the student's course work.

Field instructors for MSW students must hold a MSW and have 2 years' post-master's social work practice experience. It is expected that field instructors have had formal training and experience in one of the school's specialization areas. Typically, the student is assigned to a field instructor on the basis of the student's area of specialized practice selection. The instruction of the students can be shared between various agency personnel, but the School-appointed field instructor assumes overall responsibility for field instruction.

Field instructors must be on-site and on duty for at least 10 hours per week for generalist students and 16 hours per week for specialization students. During those periods when field instructor availability is not possible, other qualified staff members must be available for backup or consultation to the students.

Field instructors are strongly encouraged to participate in Field Instructor training provided by Clark Atlanta University, Georgia State University, and University of Georgia Field Education Collaborative. Detailed information about field instructor training workshops are provided on a regular basis to all agencies that have a student assigned to them.

Person(s) nominated to be field instructor(s) should be agency staff member(s) who show:

- Evidence of competence in the practice of social work
- Concern for continuing professional development
- Commitment to the teaching function of social work education
- Possess interest in and have time available for regular instruction of students.

Field Instruction Criteria

1. The agency must offer a favorable setting and atmosphere conducive for learning.
2. The agency must provide training opportunities in general practice methods and/or in interventions applicable to the School's curriculum.
3. The agency must have one or more staff members who qualify as field instructors.
4. Field instructors who are licensed professionals, must be free of disciplinary actions and sanctions by their professional licensing board.
5. Adequate facilities must be available. These include provision of office space, work materials, and equipment as needed for the student. The student's use of agency cars must be included in the agency's insurance policy if driving an agency vehicle is expected of students.
6. The agency must allow all field instructors time for attending field instructor training offered by the School of Social Work.
7. The agency must allow all field instructors time for preparation for student instruction, for regular conferences with the student, consultation with School faculty, and, if needed, attendance at meetings held at the School.

8. The agency must share the agency policy regarding reimbursement for any costs (such as background checks or travel expenses) incurred in the course of accepting or carrying out a practicum at the agency at the student's interview for placement. Agencies may not require students to transport clients.

9. The agency agrees that no student trainees accepted by the agency will be discriminated against on the basis of race/ethnicity, gender, color, religion, national origin or ancestry, age, marital status, disability, Vietnam-era veteran status, or sexual orientation.

10. As required by federal and state law and by the University of Georgia policy, field placement as a whole must be accessible to students with disabilities. This "as a whole" requirement means that students with disabilities should have the same kinds of educational opportunities – including field placements in particular kinds of settings – as students without disabilities. However, given the wide range of disabilities, it is possible that not every placement site will have the capability to accommodate every student. It may not be feasible, for example, for a site to accommodate students who use wheelchairs because of the site's location and existing architecture, but this same site could easily accommodate students with visual or hearing impairments. Every effort is made by the Field Education Office to ensure equal access to practicum opportunities.

Procedure for Selecting Field Settings:

The responsibility for selecting and approving agencies and initiating placement arrangements rests with the Field Education Office. The Field Education faculty recruits and maintains agency affiliations for practicum education for social work students, assessing the suitability of agencies as student training sites and approves those that meet the School's requirement. Agencies interested in hosting students complete an Agency Application for Field Practicum Site inclusive of proposed field instructor resume, agency organizational chart, and practicum job description. Completed agency application materials are submitted to the Field Director for preliminary review. Agencies with an unclear or shallow connection to social work practice may be asked to submit additional information for consideration. The Director and Field Coordinators are responsible for contacting agencies and setting up appointments and following through with agency visits to further explore the viability of the site. The decision to include a particular agency setting in the array of possible social work practicum placement is made after a minimum of one meeting by the Director of Field Education or field coordinators with relevant agency personnel. The meeting may be an agency meeting or practicum training. The meeting is for the purpose of sharing information about respective programs and interests, and an articulation of the potential learning experiences that will be available. Following the meeting, a written evaluation of the agency is completed.

The written evaluation addresses the number of students that can be effectively accommodated, the type and variety of practice assignments afforded, the availability of qualified supervision, space and educational supplies necessary and available, days and hours of the practicum experience (including traditional and non-traditional times), safety issues, pre- placement requirements, and other pertinent data. The site evaluation also attends to the selection of potential field instructors by reviewing the education, credentials, prior field instruction experience, willingness and ability to work with students, and designated time for student to work on educational competencies of the proposed field instructor. The agency is evaluated for the administrative support made available to the student, including in-service and other training opportunities. Finally, the field practicum must provide concrete evidence of its ability to provide activities which support program competencies and behaviors at the relevant level of practice necessary to foster student learning, growth, and development in the nine competency areas.

Utilizing the agency field application, field instructor resume, agency organizational chart, practicum job description, and written site visit evaluation, the Field Director determines which applicants/agencies are appropriate for approval. Once approved as an appropriate learning environment for practicum students, a Memorandum of Understanding concerning affiliation of students for social work practicum is drawn up between the School and the practicum agency. The SSW is supported in this process by the UGA Office of Legal Affairs. The purpose of the Memorandum of Understanding is to guide and direct the parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality practicum learning experiences for students in the University's School of Social Work, while at the same time enhancing the resources available to the Facility for the providing of services to its clients. All agencies complete a Memorandum of Understanding every three years.

Because social welfare agencies are constantly changing, after a relationship is established and a setting becomes part of the field portfolio, the faculty liaison assesses the continuing adequacy of the social work practicum setting. Each agency is assigned a Faculty Field Liaison by the Director of Field Education in conjunction with the Associate Dean. The role of the Field Liaison is to visit the agency a minimum of once per semester when a student is in residence. Additional visits and/or telephone contacts are made when indicated and appropriate. The Faculty Field Liaison is responsible to the Field Education Director in reporting any concerns regarding students, supervisors, and/or agency changes.

Field Setting Effectiveness Congruent with Social Work Competencies:

Field settings are evaluated for effectiveness congruent with social work competencies in an ongoing way. The initial vetting is conducted consistent with Field Office procedures for developing a practicum site. Continual field setting effectiveness is assessed by faculty liaisons as they engage with the setting regularly. Additionally, students complete a field site evaluation at the conclusion of their experience. This information provides the Field Office with valuable information on the effectiveness of the learning experience offered by the field setting. Field instructor evaluations of students are also used as an important data point with regard to student competency development at the setting. Over time, field sites with consistency low student competency achievement ratings are further evaluated for the guidance, support, and depth of practice and learning opportunities available to advance student learning, growth, and development.

Criteria: Field sites are expected to maintain the established program benchmark for student achievement in each of the nine competency areas.

Procedures: Students, faculty liaisons, field coordinators, and/or field instructors are encouraged to communicate with the Field Director orally or in writing when there are concerns around field setting effectiveness. They may do so by utilizing multiple pathways inclusive of in-person meeting, phone contact, email, or letter. The Field Director or assigned designate gathers information regarding the concerns. The Field Education Director determines when agency affiliations are to be suspended.

If necessary and appropriate based on the information available, the Field Director suspends placement assignments to the agency until the identified barrier(s) can be resolved and the integrity of the learning experience restored.

Such actions are made when:

- There is no longer adequate supervision or cases;
- There are no longer adequate/appropriate learning experiences available; or
- When there are major changes within agencies that preclude students being placed at the agency at a particular time.

CHAPTER 3

PRACTICUM POLICIES

The following are general policies that apply to field education.

Academic Eligibility for Generalist Practicum:

Prior to or concurrent with entry into the first semester of a two semester sequence of generalist field education (SOWK 7115), students must take the below course.

> Pre or co-requisite: SOWK 7114 (3 credits)
> Course Title: Generalist Social Work Practice with Individuals and Families
> Course Description: Skills, knowledge, and values of generalist social work practice, with emphasis on the strengths perspective, ecological framework, and family systems theory. Skill development areas include individual and family assessment methods, problem-solving techniques, case planning, and completing a biopsychosocial assessment of an individual and a family assessment. Offered fall semester every year.

MSW students must earn a minimum grade of B or better in the first semester of generalist field (SOWK 7115) to advance to the second course in the generalist field sequence, SOWK 7125. All generalist courses outlined in the curriculum must be completed satisfactorily prior to entering the specialization practicum (SOWK 7225).

Academic Eligibility for Specialization Practicum:

Students cannot enter generalist or specialization practicum with Incompletes (I) in any course. Thus, all I's must be completed before the beginning of the semester in which the student is scheduled to enter practicum. Failure to complete full responsibilities for coursework will delay a student's entry into practicum.

Students must earn a minimum grade of B in Generalist Practicum courses (SOWK 7115 and 7125) in order to advance to the specialization year. Additionally, students may not enter specialization practicum if they are on Academic Probation (an overall GPA of less than 3.00). Students must have a GPA of 3.0 or higher before they can enter specialization practicum. Students in specialization practicum must receive a minimum grade of B in the first semester of SOWK 7225 to continue in specialization practicum for the second semester. If a student earns a grade of B- or lower in SOWK 7225, the student will be required to repeat the course.

Inadequate Performance in Practicum:

If a student fails either semester of generalist practicum (grade of B- or lower), the student must retake the course. If the student fails a generalist practicum course (grade of B- or lower) a second time, the student will be dismissed from the MSW program. If a student fails specialization practicum (grade B- or lower) in either of the two semesters, the student will be subject to an academic review with the intent to determine the student's suitability for continuation in the program. If the student is offered the opportunity to retake the specialization practicum course and fails it again (grade B- or lower), the student will be dismissed from the program.

If a student fails field practicum (grade B- or lower) twice (either specialization or generalist or one of each), the student will be dismissed from the MSW program. Students cannot use withdrawals to avoid accountability for inadequate performance in practicum. A registered attempt is defined as registering for field practicum, but withdrawing before the withdrawal deadline. If two registered attempts in either SOWK 7115, SOWK 7125 or SOWK 7225, result in Withdrawals, the student will be dismissed from the MSW program.

Background Checks:

Due to the nature of work with vulnerable populations, many field sites require comprehensive background checks and/or drug screens. Field sites that do not require background checks and/or drug screens are extremely limited in availability. Students must be willing to submit to a possible background check on issues such as prior arrests and convictions for felonies and misdemeanors, abuse of illegal drugs, and certain motor vehicle offenses. If there are previous records or criminal charges pending against the student, they must schedule an appointment with a field faculty member to discuss the situation prior to or during the field application applications. Students are asked to disclose if they would have difficulty passing a background check and or drug screen on the confidential form submitted securely with their field application.

Students are advised to review any criminal background record for accuracy and completeness prior to having a practicum agency conduct its own review. The expense of a criminal background check and/or drug screen may be covered by the agency, but the student may be required to sustain the cost at many agencies. The School cannot guarantee that the student will be accepted into a field placement as most agencies currently require a clear background check and drug screen. Most agencies are not willing to accept students with a felony conviction and/or a positive drug screen test. Students who have a criminal history need to be aware that this may also affect their future ability to obtain a social work license.

Credit for Work Experience:

In accordance with the Council of Social Work Education standards, no credit can be given for work experience.

Students Working Full-Time:

Students working full-time while pursuing their MSW should expect to significantly reduce or discontinue their work commitments to accommodate the requirements of practica. The competing demands of practicum, coursework, and full-time employment tend to detract from the overall learning experience of field education. As such, it is imperative that students adjust their schedules in order to satisfactorily complete the field requirement. There are no placements that include all hours during evenings and/or weekends.

Night and Weekend Placements:

There are no sites that offer all evening and/or weekend hours. Very few offer any evening or weekend hours at all. Under no circumstance will the educational objectives of the curriculum be compromised for a non-traditional placement. The field instructor must be available on-site for at least 10 hours per week for generalist students and 16 hours per week for specialization students. The field office cannot guarantee that a student will have evening and/or weekend hours as part of their field placements.

Professional Portfolio Requirement: TEVERA

Beginning in the 2022-23 academic year, the SSW is doing a phased transition to a professional portfolio approach for field education. This will sunset the database technology that has been in use since 2011. The new technology solution is called Tevera.

The Tevera system and portfolio structure will support a streamlined experience for our valued field instructors and learners in their role as students and beyond as they embrace a life-long learning approach.

Athens Full-time MSW Generalists students will utilize Tevera during academic year 2022-23. Students will receive an email invitation asking them to register as a user. Students are encouraged to add noreply@app.tevera.com to their email contacts to ensure they receive the registration email.

Life-time access to Tevera requires a one-time fee of $215.

Financial Support/Stipends:

Field practicum settings, whenever possible, are encouraged to provide some financial support for students, who are typically undertaking extraordinary expenses to attend graduate school. While the field education program strongly encourages agencies to offer stipends, the agencies that do so vary and the decision is entirely up to the agency. Sometimes agencies offer stipends depending upon the amount of time the student can engage beyond required practicum hours, or to make the placement more attractive to students. Agencies may receive grants that allow the agency to give the student a modest stipend.

There are some specialized grants such as the Title IV-E child welfare grant, the Georgia Department of Behavioral Health and Developmental Disabilities (DBHDD) internship program, the HRSA training grant, and VA Hospitals (Atlanta and Augusta), which provide funding. The amounts vary, and there may be specific commitments that the student must make, such as taking specific elective courses or making employment commitments following graduation. Students should also be aware that some of the practicum policies (especially those related to vacation and other leave time) may be altered for students who are receiving a stipend from the agency.

Professional Liability Insurance and Health Insurance:

All students are required to carry professional liability insurance while participating in the field education program. Students must provide evidence of coverage to the Field Office prior to practicum start. As a courtesy, the Field Office provides information to students about obtaining professional liability insurance (available in Appendix A). Prior to the beginning of the practicum, students are required to provide evidence that they have purchased professional liability insurance that provides appropriate coverage of any claims that might be entered against them in the discharge of their professional responsibilities during their student internship.

UGA student fees assessed to students in full-time program options provide for student treatment at the University Health Services on the Athens campus. While in field placement, students are advised to be sure their health coverage will provide for any injuries, accidents, or illness that may be incurred in the practicum site.

The UGA SSW Memorandum of Understanding signed by the Dean and agency specifies that health insurance and liability insurance coverage rests with the student not with the agency. In addition to obtaining health coverage, students are urged to discuss any concerns about their potential health or safety hazards in the practicum site with their field instructor and/or faculty liaison.

UGA E-mail Address Policy:

In accordance with University of Georgia policy, every student is required to have an e-mail address to which official University communications can be sent. It has been determined that, in the best interest of effective communications management, this address must reside on the University-maintained UGAMail e-mail system.

Whenever a student creates a MyID, an UGAMail e-mail account is automatically created. Some students may elect to forward their e-mail to an address different from their official UGAMail account. Any student who elects to forward UGAMail e-mail to a different email address assumes full responsibility for reading e-mail at the forwarded location. Students are expected to check their University e-mail account, or the account to which their University e-mail is forwarded, at least once a week.

It should be noted that this policy affects the e-mail address listed in the UGA Online Phonebook. All students who have not elected to restrict directory information will have their UGAMail e-mail address listed in the online directory.

Use of a Car:

Many agencies (e.g. healthcare, mental health, family services etc.) are becoming increasingly community-based. This necessitates that students have transportation in order to perform field assignments that involve outreach, home visits, and community work.

Students are prohibited from transporting clients in their personal automobiles. Student use of agency vehicles is prohibited unless the agency's automobile insurance policy has specified that the coverage is applicable to student interns -- agency insurance coverage for volunteers is not sufficient.

Most placements are located outside the Athens area, so it is to the student's advantage to have access to a personal vehicle, or be able to ride share with other students for travel to and from the agency. Unfortunately, not having a car severely limits field placement options. Students may need to prioritize agency location, thus compromising their interests, to be placed in close proximity to their homes or within the public transit service area. Many local agencies, however, also require the use of a vehicle that further limits choice of practicum sites for those students without a vehicle.

Use of Personal Cell Phone:

Students frequently communicate with their field instructor and/or task supervisor by personal cell phone. Students are prohibited from giving agency clients their personal cell phone numbers.

Freedom of Information:

Information about a student intern that a field instructor shares with the Field Education Office may be shared with the student. Similarly, students may request to see their Field Education record. These records are maintained in the Field Office and are available for review by written request to the Director of Field Education. Educational records are retained and destroyed consistent with University of Georgia records retention policies.

Practicum Schedule:

Designated practicum days for generalist practicum are Thursdays and Fridays. Designated days for specialization practicum or Wednesdays, Thursdays, and Fridays. The precise weekly schedule for all of the practica is established on an individual basis with the agency in which the student is placed. Schedules are developed based on the needs of the agency and the opportunities present to maximize student learning. Practicum hours should not conflict with the student's course schedule.

Students will, from time to time, extend their clock-hours beyond the hours allocated to the practicum in order to meet professional responsibilities or obtain access to special activities. But, students are not allowed to count more than 24 hours per week for generalist field placements and 28 hours per week for specialization field placements unless they have been approved for a block placement for SOWK 7225 only. When students have been engaged more than the needed weekly clock hours, they may take "compensatory" time off from their practicum. To assure that the time off will not disrupt the student's practicum responsibilities, this should be arranged with the approval of the field instructor. All students must remain in their field placement sites throughout the entire duration of the semester. Accordingly, compensatory time may not be used to shorten the length of the practicum.

Some practicum sites have incorporated evening and weekend hours in order to respond to the needs of their clients. However, most agencies still provide the majority of client services during the typical business hours of Monday-Friday, 8:00 a.m. - 5:00 p.m. It is of utmost importance that students be in agencies when there are maximum opportunities for interaction with clients and other professional staff to facilitate student participation in professional decision-making and collaborative work.
Commute time to and from an agency and the student's home may not be counted as part of the field clock hours, however, time spent driving during agency business (e.g. doing home visits, going to meetings in the community) is counted as part of the field clock hours. Lunch breaks are also not counted as part of the field clock hours.

Students need to clarify agency expectations for their practicum hours at the time of the initial interview with the agency. No student is allowed to start the practicum until the semester begins. Formal agency orientation/training with no contact with agency clients is the exception and may be counted if approved by the field office and field instructor.

Vacations, Holidays, Agency Furlough Days, Semester Breaks, other Absences from the Practicum:

Dr. Martin Luther King, Jr.'s Birthday, Memorial Day, the Fourth of July, Labor Day, and Thanksgiving are holidays observed by the University of Georgia; students are expected to be absent from the practicum on those days. In addition, students may take any holidays observed by the agency without penalty as long as the student has verified that the clock-hour requirements of the practicum are not compromised. Students will be excused from practicum if the University is closed because of inclement weather, but these hours will need to be completed on another day. Additionally, students will be excused from practicum for fall and spring breaks. It should be noted that students in a school setting take their breaks on the school's not the university's schedule. However, the total number of clock hours for practicum must still be met.

It is understood that occasional illness or other emergency may necessitate absence from the practicum. Students are expected to work out these arrangements with the field instructor; this can usually be accomplished by using compensatory time that most students build up by putting in extra hours. If the absence is more than a few days, the faculty liaison should be notified. In no instance will arrangements be approved that result in a practicum deficit in the required total clock hours or the specified time-span.

Occasionally, a class instructor will make special plans for an activity that is not on a regularly scheduled class day. In such cases, the student and field instructor must assess whether the student can be absent from the practicum at that time; appropriate plans must be made by the student for professional attention to agency responsibilities. Hours away from the agency for this are not counted as part of the field hours.

Students often have the opportunity to attend professional conferences, which may be scheduled during practicum days. The student must negotiate with the field instructor as to whether or not this time can be applied to their practicum hours. Generally, if the training/conference is compatible with the field agency's mission and responsibilities, the hours could be counted as practicum hours. The student must negotiate these requests early enough to arrange for coverage as needed.

In all instances where a student is absent from the field, the agency must be notified of the absence at the earliest possible time in order to arrange for coverage. Absences from the field are allowable for good and compelling reasons. However, absences must be made up before a grade can be earned for that semester. It is anticipated that students who need to make up absences from the field will typically be able to do so during the final week of the semester, which is designated as the exam period on the academic calendar. However, there may be circumstances in which a student is absent for good and compelling reasons from the field for such an extended period of time that the absences cannot be made up in the semester in which they occurred. In such a case, if a plan is approved by the field instructor and the faculty liaison to make up the absences in a subsequent semester, then the grade of “I” (Incomplete) will be entered by the faculty liaison and removed once the absences are made up. The Office of the Registrar has specific criteria and definitions that govern Incompletes. An Incomplete indicates that a student was doing satisfactory work but, for non-academic reasons beyond their control, were unable to meet the full requirements of the course. **An Incomplete should not ordinarily be given unless the student has completed a substantial part of the course**.

Student Continuation in the Agency and/or with Clients of the Agency after the End of the Placement:

Occasionally, agencies seek to employ a student with whom they have worked in the practicum. Should that situation arise while the student is still in the practicum, the student and the field instructor must bring that to the attention of the School by discussing those arrangements with the faculty liaison and the Director of Field Education. In such instances, the faculty liaison and field director will assure that the necessary safeguards are in place to protect the integrity of the learning experience of the student. Should the point of employment be after the conclusion of the practicum experience, no special arrangements need to be made.

Following the end of a student's practicum, it is strongly recommended that the student not continue to provide service in the agency as a volunteer. Only in response to a request by the agency, and only in rare circumstances, should a student ever plan to continue to render professional services to a client to whom they were assigned as part of the practicum. Continuation of service to clients of the agency after the completion of the practicum, unless specifically requested to do so by the agency, will be considered a breach of professional social work ethics.

Professional Ethics:

It is understood that students will adhere to the expected standards for professional, ethical conduct and to the agency's policies and procedures as long as these are not in conflict with the NASW Code of Ethics. The NASW Code of Ethics is included in the field manual, available online, and provided in hard copy format to each student for regular reference concerning the expected standards for professional conduct. **<u>A student's failure to adhere to the expected standards for professional, ethical conduct will be considered grounds for termination of the practicum, a failing grade in the practicum, and/or termination of the student from the MSW program.</u>**

A salient issue for students during the practicum is that of confidentiality of case records and recordings. Students are expected to review their work with clients (tapes, written materials) and agency records pertinent to their assignments as an important component of their preparation for work with clients and supervisory sessions with field instructors. However, the supervisory review of student work does not extend to anyone outside the agency. In short, under no circumstances may students remove client information, interview recordings (written, audiotaped, or videotaped), evaluation summaries, or other confidential and protected client information from the agency without the explicit written permission of the field instructor.

Students must comply with agency policy regarding the records of clients. If given permission to copy part of a client's case record, students must remove client identifiers from materials to ensure confidentiality.

Culturally Responsive Practice:

As set forth in the Council on Social Work Education (CSWE) policy standards, students are expected to engage in culturally responsive practice. The NASW has established *Standards and Indicators for Cultural Competence in Social Work Practice.* These standards are available in Appendix E of this document and in full online at:
https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0

Policy Conflicts:

Should conflicts arise between agency and School practicum policies, the field instructor and/or the student should immediately notify the faculty liaison who will endeavor to work out a solution that is satisfactory to both the agency and the School. No alternative policy may be established which conflicts with the Memorandum of Understanding established between the University and the agency.

When challenges arise in field

What do I do?

1. Contact your faculty liaison*

If you are active in practicum, your faculty liaison is your first point of contact. For BSW & MSW generalist students, this is your field seminar instructor. For specialization students, your faculty liaison has been assigned.

*If you have not yet started in practicum, please contact your field coordinator.

2. Next, speak to your field coordinator

If the challenge persists and you feel additional support is needed, reach out to your field coordinator in the Field Office.

BSW & MSW Online Field Coordinator: Evonne Jones
MSW Athens Generalist: Shannen Malutinok
MSW Athens Specialization: Devon Sanger
MSW Gwinnett: Vivian Burrell

3. Director of Field Education

The next step in the process is to reach out to the Director of Field Education, Dr. Zoe Johnson.

4. Associate Dean for Academic & Faculty Affairs

The Associate Dean for Academic & Faculty Affairs provides leadership for the academic programs and faculty affairs at the SSW.
Interim Associate Dean: Y. Joon Choi

5. Dean of the School of Social Work

Dean Philip Hong is the chief executive officer of the School of Social Work.

UGA School of Social Work Field Office
Phone: 706-542-5423
Email: sswfield@uga.edu

CHAPTER 4

THE PLACEMENT PROCESS

The responsibility for approving and selecting agencies and initiating placement arrangements rests with the Field Education Office. **Students are not permitted to contact agencies without permission from the Field Office faculty.** Field education faculty assesses the suitability of agencies as student training sites and approves those that meet the School's requirements. Only Field Office-approved sites can be used for field education.

Field education faculty routinely gather information from approved agencies as to the number of students that can be effectively accommodated, the type and variety of practice assignments afforded, the availability of qualified supervision, and other pertinent data. Field education staff and faculty work cooperatively with agencies to enlarge and improve opportunities for field placements.

The field education faculty will arrange the placement matches between student and agency. Students will be assigned to interview at one agency and the responsibility of being accepted by the agency rests with the student. If there is <u>not</u> a match, the field faculty will discuss feedback from interviews with the student and arrange a second placement interview. **If a student is not accepted by an agency after two good faith placement matches a referral to the Academic and Professional Review Committee may be made to examine options.**

Students are not intentionally assigned to agencies where they will be competing against each other for acceptance. However, agencies interview students from many universities and they select students based on the best candidate or goodness of fit. This makes this process competitive and it is therefore vitally important that students are well prepared for their practicum interview and seek to confirm placements without any student generated delays.

Student Responsibilities in Field Education Placement Process:

The student is responsible for their learning and is therefore expected to actively participate in the field placement process. The student's responsibilities include:

Prior to Placement:

1. Attend mandatory field orientation session.
2. Secure access to Tevera Field Platform. Students will receive an email from Tevera asking them to register as a user. Add noreply@app.tevera.com to your email contacts to ensure that you receive the registration email. Lifetime access to Tevera requires a one-time access fee of $215 (plus $8 credit card processing fee) when purchased directly from Tevera. Alternatively, students may purchase directly from the UGA Bookstore for $268.75.
3. Acquire professional liability insurance
4. Be responsive to field faculty inquiries to discuss and/or clarify student needs, goals, and interests. Students are expected to articulate their learning needs clearly as this assists field

faculty in the matching process.

5. Complete application form as instructed by the Field Education Office
    a) Convey to Field Education Office any constraints or special circumstances regarding placement on the Confidential Personal/Professional Information for Practicum Planning document
    b) Complete background checks and/or drug screens where applicable
6. Communicate professionally and responsively to Field Office and agencies
7. Once assigned to a specific agency, arrange and participate in an interview with the field instructor to assure a goodness of fit between the student and the agency
8. Confirm placement with Field Education Office by turning in the tracking form or identify concerns immediately
9. Contact field instructor two to four weeks prior to the beginning of the semester to confirm practicum start date. Some settings may require background checks and/or may have a mandatory agency orientation that may need to be completed prior to the semester if there is a conflict between orientation days and class schedule.

During Placement:

- Contact the assigned faculty liaison early in the semester for syllabus, assignments, and any additional instructions, if it is not received by the end of the first week of classes
- Develop a Learning Plan within the first three to four weeks of each semester, with assistance from the field instructor
- Arrange for weekly supervision time with your field instructor and be prepared for supervision. Discuss methods for preparation for supervision, i.e., written agenda with questions, learning needs, etc.
- Complete agency evaluations in a timely manner. Students are also asked to evaluate the agency, field instructor, faculty liaison, and themselves. This feedback is of utmost importance in order to continually improve the field education program. These evaluations will not be reviewed prior to grade submission and the identification of the student will be kept in confidence.
- Keep Field Education Office informed of any changes in field instructor's role within the agency and contact information.

Generalist Field Placement Procedures:

The generalist field experience is an integral part of the MSW curriculum, providing an opportunity for students to develop basic practice skills while also linking theory to practice. The generalist field experience draws upon courses taken in the generalist year concurrently with practicum.

For the generalist practicum, students are typically assigned to agencies that provide new and different experiences for students, thus expanding one's portfolio of practice. Consistent with Council on Social Work Education (CSWE) accreditation standards, no credit is given for previous work experience. Generally, placement agencies operate during regular business hours and students are in the field on Thursdays and/or Fridays.

The School of Social Work strives to maintain numerous and diverse graduate level field placements with a high priority on sites with the northeast Georgia region. Agencies that have been approved by the field office meet CSWE standards for an educationally directed field experience and provide superior practice opportunities for training professionals. Students will be assigned for both MSW field placements within these regional agencies. Students are able to identify geographical placement preferences; however, the Field Office will never jeopardize the integrity of the learning experience for convenience. **Students are expected to be able to travel up to a 60-mile radius from their assigned UGA campus or address of record for Online MSW students to complete this educational requirement.**

Generalist Practicum Structure:

1. The major focus for generalist field is to develop generalist social work practice skills through direct practice with clients and organizations. Student apply generalist social work skills, utilize critical thinking, begins to integrate practice and theory, and develops a conscious use of professional self, which is consistent with social work values and ethics.

2. Students are in a human services organization one day per week from week #7 to week #15 during the fall semester (SOWK 7115) and two days per week during all fifteen weeks of spring semester (SOWK 7125). Students are placed at the same agency during both semesters.

3. Students participate in a weekly integrative practice field lab or seminar as part of SOWK 7115 and 7125 that is facilitated by a faculty member. The field lab and seminar hours are not included in the required clock hours at the agency setting. The six weeks of field lab address professionalism, ethical decision-making, safety in the field, use of supervision, and attentive listening skills. The seminar provides opportunities for critical thinking, case presentations, agency analysis, sharing of agency information, and possible interventions when working with similar clients or situations, and evaluation of student performance in the field agency.

4. Students must provide proof of liability insurance as a requirement for admission into the field education program. Coverage must extend for the entire duration of placement in order for students to remain in placement.

5. Students must receive a grade of "B" or better in SOWK 7115 to advance to SOWK 7125.

Generalist Faculty Liaison Role:

The faculty field liaison functions as an important nexus among the students, the school, the agency, the field instructor, and the Field Education Office. All faculty field liaisons are invited to attend field instructor training events and encouraged to communicate promptly to the Field Education Office their evaluations and concerns about any agency or field instructor. Faculty field liaisons provide both an administrative function and an instructional function for the generalist Field Program. General roles and tasks are to:

1. Implement the syllabus and to ensure learning competencies and corresponding behaviors are demonstrated

2. Monitor working relationships with the field instructor and agency

3. Facilitate and problem solve, when indicated, the supervisory relationship between the

student and the field instructor

4. Consult with the field education faculty

5. Provide clear guidance and assistance to new field instructors to ensure understanding of curricula

Specific administrative tasks for the generalist field faculty liaison are as follows:

1. Maintain student records consisting of learning plans, evaluations, communication log, and other relevant documentation

2. Establish and maintain contact with field instructor

3. Review and direct revisions to the learning plan in a timely fashion

4. Conduct one virtual site visit per semester with student and field instructor (or task supervisor if the student is in the SSW off-site supervision group).

5. Provide feedback to field office about any concerns.

Specific instructional tasks for generalist faculty field liaisons are:

1. Implement and teach according to the master syllabus for SOWK 7115/7125

2. Evaluate student's on common embedded assignment in SOWK 7125 completing the rubric and returning to the Director of Field Education.

3. Maintain instructional focus on integrating theory and practice and in developing generalist social work skills and competencies

4. Seek field instructor's input in student evaluation, and assign the course grade.

Generalist Field Lab and Integrative Seminar:

During the first six weeks of fall semester, field labs are held during the scheduled class period. Throughout the semester of placement, students meet weekly in a seminar to integrate their field experiences and to complete course assignments. The instructor for the course is the faculty liaison.

Generalist Field Education: Timeline and Placement Process Procedures:

The field office will arrange the placement matches between student and agency. Students will be assigned to interview at one agency and the responsibility of "being accepted by the agency" rests with the student. If there is not a match, the field faculty will discuss feedback from interviews with the student and arrange another placement interview. If a student is not accepted by an agency after two 'good faith' matches, an academic review may be requested to examine options.

Students are not intentionally assigned to agencies where they will be competing against each other for acceptance. However, agencies interview students from many universities and they select students based on the best candidate or "fit." This makes this process competitive and it is therefore vitally important that students interview and confirm placements in an expedited manner.

Students are placed at approved practicum sites throughout the state of Georgia. Field education faculty matches the student with the agency, with the goal of promoting the student's opportunity to demonstrate the competencies and corresponding behaviors for generalist field education. The placement process is as follows:

1. Students receive orientation to field education via email that is sent out in a rolling fashion prior to matriculation in the MSW program. Included in this information, is a timeline with specific due dates and deadlines for submission of all necessary information.

2. Students complete a field application and all supplemental forms in the Tevera Field Portal.

3. Students receive their assigned field agency and the field instructor's information from the Field Office.

4. Students contact the field instructor or designate to set up an interview at the assigned agency.

5. Students must confirm their placements in Tevera following the interview.

6. Evidence of proof of professional liability insurance coverage must be uploaded in Tevera prior to beginning practicum. Students are prohibited from starting practicum without professional liability insurance.

7. Students report to the field agency during the seventh week of fall semester for 8 hours per week (Thursday or Friday); students report to the same organization for 16 hours per week during each week of spring semester (Thursday and Friday).

Specialization Field Placement Procedures:

Specialization field placement is an advanced educational experience in an agency or community setting. This practicum builds on the generalist year and continues to provide opportunities to integrate theory and practice while practicing at an advanced, more in-depth level. Students take advanced academic courses either prior to or concurrently with specialization practicum. This practicum provides opportunities to demonstrate the competencies and corresponding behaviors for specialized practice.

Field coordinators conduct an individualized placement matching process for each student guided by student provided information in the specialization field application. Specialization students identify placement preferences in the following areas:

- **Setting of Interest**
  - Examples: school system, substance abuse/recovery, mental health, etc.
- **Problem Area of Interest**
  - Examples: abuse/neglect, women's issues, mental health, etc.
- **Geographic Placement Preferences**
  - Examples: Athens area, Metro & North Atlanta, Surrounding Counties East of Athens, etc.

The School of Social Work strives to maintain numerous and diverse graduate level field placements with a high priority on sites with the N.E. Georgia region. Agencies that have been approved by the field office meet CSWE standards for an educationally directed field experience and provide superior practice opportunities for training professionals. Students will be assigned to field placements within these regional agencies. Students are able to identify geographical placement preferences; however, the Field Office will never jeopardize the integrity of the learning experience for convenience. **Students are expected to be able to drive up to a 60-mile radius from their assigned UGA campus (or address of record for online MSW students) to complete this educational requirement.**

The responsibility for approving and selecting agencies and initiating placement arrangements rests with the Field Education Office. **Students are asked NOT to contact agencies without permission from the Field Office. Students are instead invited to share new agency leads with the Field Office and may do so by emailing sswfield.uga.edu.** Field education faculty assesses the suitability of agencies as student training sites and approves those that meet the School's requirements. Only Field Office- approved sites can be used for field education.

Students should consult their Program of Study for information regarding when the specialization field experience is slated. Detailed information about the field education application process is provided to enrolled students by the Field Education Office. This application provides the field faculty with information about the student's areas of interest, previous experience, and any limitations identified. Consistent with Council on Social Work

Education (CSWE) accreditation standards, no credit is given for previous work experience.

Generally, placement agencies operate during regular business hours and specialization students are in the field on Wednesdays, Thursdays, and Fridays.

The specialization practicum is structured as follows:

1. The practicum setting must support the area of specialized practice (either Micro, Macro, or Combined) the student has selected.

2. The practicum is 20 hours a week for fifteen weeks for two (2) consecutive semesters in the same agency (usually fall and spring) for a total of 600 clock hours. Hours cannot be banked from one semester and carried over into the next. Any learning experiences that are agreed upon by the student and field instructor outside the agency (e.g., conferences, workshops, processing of practice experience, preparations for supervision, etc.) can be included in these hours. In short, the clock hours are allocated for demonstrating the competencies and corresponding behaviors in the most efficient way possible. Clock hours do not include travel time to and from the agency or lunch break.

3. Students may only take a two-week break between the fall and spring semesters, unless otherwise negotiated with the field instructor. Although the minimum requirement for practicum hours can be completed in each fifteen-week semester, students must fulfill their professional obligations to clients. If the field instructor feels that the student needs to work specific additional hours during the winter break in order to provide continuity of care, this Request must be honored by the student. The schedule of commitments must be negotiated between the field instructor and the student, preferably during the interview. Students may not shorten their practicum as a result of any additional hours and no hours carry over into the second semester. Students are obligated to remain at the agency until the last official day of classes. It is very common for most students to exceed the required number or practicum hours.

4. The specialization practicum must be a different agency than the generalist practicum unless there are unique and compelling reasons to waive this requirement. Unique and compelling reasons may include, but are not limited to:

    a. The student is in a funded training program that requires that both practicum experiences be in a particular type of practice setting (i.e. Title IV-E program).
    b. The student is approved for a worksite placement and has the support of their employer to do both practicum experiences in different facets of the organization.
    c. The host agency specifically requests that the student return and has identified a different facet of the work for the student to be involved in.
    d. The student is enrolled in the online MSW program and lives in a rural area with limited agency options that meet criteria to serve as approved placement sites.

    In all situations, the depth of practice experiences must rise to the level of advanced practice in order to be approved to return to the same agency for the generalist and specialization year. Placement assignments are made for one academic year at a time.

5. There is no concurrent seminar with specialization practicum.

6. Students must provide proof of liability insurance as a requirement for admission into the field education program. Coverage must extend for the entire duration of placement in order for students to remain in placement. Should insurance lapse, students will be immediately removed from practicum and will be required to make up any lost hours.

7. Students must be academically eligible to enter concentration practicum.

    a. Incomplete: Students will not be allowed to carry a grade of Incomplete or “I” for social work courses into their concentration practicum. Thus, all “I’s” must be completed by the beginning of the semester in which the student is scheduled to enter practicum. Failure to complete full responsibilities for course work will delay a student's entry into specialization practicum.

b. Academic Probation: Additionally, students may not enter specialization practicum when they are on Academic Probation (an overall GPA of less than 3.00).

c. Grade Requirements: Minimum grade requirements apply for students to be eligible for practicum

8. MSW program faculty are invited to provide information and actively sought for consultation by the Field Office faculty to share information to support the placement process. Program faculty observations and feedback offer an important data point in support of the facilitation of matches that enhance the likelihood of a "goodness of fit" between the agency and student.

Specialization Practicum Options for Four-Year Extended Time Students:

Extended-time students may request completing the MSW program in four years instead of three years. For the students who elect to complete the MSW Program in four years, there are two options for the practicum (SOWK 7225). Students may request a block placement during which all field hours would be earned in one semester by completing 40 hours per week for fifteen weeks for a total of 600 clock hours. As a second alternative, extended-time students may choose an extended placement during which field hours would be earned in three sequential semesters by completing 120 field hours during summer semester and 240 field hours in fall and spring semesters for a total of 600 clock hours. All 600 hours for SOWK 7225 are completed in the same agency. Students must be flexible in their selection of a field agency as not all organizations will be willing to deviate from the typical two-semester practicum. These options are available ONLY to the extended-time students who choose the four-year option for the MSW Program.

Specialization Faculty Liaison Role:

In addition to the global responsibilities previously outlined, the following is specific to specialization practicum faculty liaisons:

1. The specialization faculty liaison should contact the field instructor within the first two weeks of the semester to ensure that the practicum is progressing appropriately.

2. Liaisons should provide students with a syllabus including assignments, due dates, expectations, etc. early in the practicum. Assignments are provided in the master syllabus provided via email by the Field Director. Detailed descriptions of common assignments included in the master syllabus.

3. The liaison will visit the agency at least **twice** during the two-semester internship; once early in the placement (approximately four weeks into the semester) to review the learning plan and provide feedback; and once in the second semester. Face-to-face in person site visits is the standard. However, in extenuating circumstances video or phone conference technology may be utilized. Faculty liaisons should be in touch with the student and field instructor at the end of both semesters to review the evaluation of the student's progress in attaining the competencies. Goals for scheduled visits are:

   a) Review roles of field instructors, faculty liaison, and student
   b) Review and approve the Learning Plan
   c) Evaluate the student's learning opportunities related to the practicum competencies and corresponding behaviors.

Specialization Field Education: Timeline and Placement Process Procedures:

1. Field coordinators conduct an individualized placement matching process for each student.

2. Agencies are canvassed annually by the Field Education Office concerning their capability and interest to support students. Each agency has a designated contact person (who may or may not be a field instructor) who works with the agency leadership to forecast the number of students that can be accommodated by the agency for the upcoming academic year.

3. The agency contact person submits to the Field Education Office specific slot information (such as the number and type of student placement positions available within the agency). From this information, the Field Education Office compiles a comprehensive list that contains all placement opportunities for the academic year.

4. Students attend a field orientation meeting where they will be provided with the placement process information and timeline complete with deadlines, information on how to complete the application, and the types of agencies in the Field Office portfolio.

5. Information about the student's specialization selection, area(s) of interest, and geographical placement preferences are the major factors that influence placement decisions. It is recommended that students contact their advisor/mentor early in this process to discuss their key interests and their questions about the profession. They then identify the types of settings in which the student's educational goals and interests could be accommodated.

6. Before completing the application form, students may obtain more information on agencies by:
   a. meeting with a field faculty coordinator
   b. researching particular agencies on-line

c. talking to students who are or have been placed at particular agencies

In researching possible placements, students are prohibited from contacting agencies directly. All placements must be arranged by the Field Education Office. Students must not initiate contact with any agency to seek a placement within that agency without prior approval of the Director of Field Education. Any placements initiated without the knowledge of the Director of Field Education will not be approved.

If a student is interested in a site not currently approved, it should be discussed with the Director of Field Education for further exploration as soon as possible following orientation.
Additionally, students may not interview at more than one agency at a time. The Field Education faculty cannot guarantee that students will be placed in one of their preferred agencies, but student requests will be used to help determine appropriate site.

7. The student completes the online application and attaches a copy of their résumé, submits the confidential page Confidential Personal/Professional Information for Practicum Planning document and to the administrative assistant in the Field Education Office. Resumes should be of professional quality, e.g., current, well formatted, free of errors. No agency assignment will be made until the entire, signed, dated application with all attachments are received. Deadlines for submission of these forms will be provided during orientation and those applications received after the due date will have lower priority than those received on time.

8. Applications are initially reviewed by field office administrative assistant to verify that all require components have been submitted. Comprehensive field applications are forwarded to field coordinators for review and match facilitation with input from MSW program faculty. Final field assignments are made with input from the Director of Field Education.

9. Student field applications (minus the confidential pages) with resumes are sent to the field instructors. A tracking form is provided to each student; this includes the agency name, contact person, and contact information for the assigned agency.

10. Students will contact the field instructor within one week to schedule the interview. Student should review below sections for more information on the interview process.

11. After the interview, the student returns the signed interview tracking form indicating whether or not there is a match. Both the student and the field instructor sign this form. Additionally, the student affirms in writing that they have read the field policies and commit to the practicum placement.

12. If the placement is confirmed, a confirmation letter is forwarded to both field instructor and student. If it is not a match, the Field Education Office will discuss feedback from interviews with the student and arrange another placement interview. If a student is not

accepted by an agency after two 'good faith' matches, an academic review may be requested to examine options.

THE PRACTICUM INTERVIEW

Students must participate in a practicum interview prior to their placement being confirmed. Students may not interview at more than one agency at a time. Placement interviews should be handled like job interviews, which require appropriate preparation and background knowledge about the agency, professional attire, etiquette, and behavior.

Once the student receives their placement assignment, they should **immediately** contact the agency to arrange an interview. The interview is arranged by calling or emailing the agency contact person, whose name appears on the placement tracking form. Multiple attempts at contact may be necessary due to the busy work schedule of the agency staff. If the contact person is unavailable, students should leave messages that include their name, a return number, and the best time to be reached by the contact person. When leaving phone messages, students should also mention that they are University of Georgia graduate social work students and are calling to set up an interview for field placement. Once the agency contact person is reached, a date and time for the interview are set.

Before the interview, the student might find it helpful to gather publicly available information regarding the agency from their website, inquire with their field faculty regarding a description of the agency, the kinds of experiences students have had there in the past, what might be reasonable expectations from the agency, and so forth. The University of Georgia Career Center provides excellent resources and support to students in preparation for internship and job interviews. Please visit career.uga.edu for information on types of interviews, sample interview questions, to arrange a mock interview, guidance regarding professional dress, etiquette, and more. The School of Social Work has a dedicated career consultant that is well-versed in the field of social work and the important role practicum experiences play in the educational process. Ms. Marla Ebert can be reached at marla@uga.edu or by phone at 706-542-3375.

The Interview Tracking Sheet that the student receives when notified of the placement assignment should be taken to and completed at the interview. This form must be returned to the Field Education Office. Sometimes the field instructor may need additional time to evaluate goodness of fit prior to deciding on whether or not to confirm the placement. In such cases, the student must be tactfully proactive in following up with the field instructor to collect the Interview Tracking Sheet. Whether the placement is confirmed or declined, a completed Interview Tracking Sheet must be returned to the Field Education Office.

During the interview, students should be prepared to answer questions about their educational background, career goals, relevant professional experiences, and what they feel they can contribute and learn from the placement. The student will learn about the requirements of the particular placement and the educational opportunities available at the agency. The interview is a two-way process.

Students should have clear goals and learning priorities and be prepared to ask specific questions about learning experiences available, clients served, skills that can be developed, type of setting (structured or unstructured), and methods of supervision, etc.

Agency personnel will assess the student's motivation, level of interest, and skill proficiency suitable for the general type of assignments they have in mind. If there are well-founded reservations about the suitability of the match between the agency and the student, the Field Education Office should be informed at once by the student and/or the field instructor.

Students should discuss and make arrangements with the agency regarding their practicum schedule with the agency. Designated field practicum days for generalist students are Thursday and/or Friday. Designated field practicum days for specialization students are Wednesday, Thursday, and Friday. Practicum and coursework are intended to go hand in hand. Practicum schedule should not conflict with the student's course schedule. Field instructors may request a copy of the student's schedule.

Students may inquire whether stipends or mileage reimbursement are available at the agency. Students should ensure they comply with agency requirements such as background checks, drug screens etc. prior to the start of the practicum. Many agencies conduct highly structured onboarding activities that include several days of orientation that may include non-designated field practicum days, which are typically class days for students. In such cases, students are permitted and encouraged to attend required agency orientation prior to the start of the semester. Agency orientation hours may be counted in the practicum hours requirement.

If there is a problem at the agency that is identified before fieldwork begins, the student or agency should contact the Field Education Office immediately. See the section titled "Agency Reassignment Process".

Placement Process for Students with Disabilities:

The generalist and specialization placement procedures generally apply to students with disabilities. However, students with disabilities, particularly those with physical impairments and learning disabilities, are strongly urged to contact the Field Education Office to discuss special considerations and to help arrange for accommodations, assistive technology, and/or other services that students may need to have educational access to the practicum experience. Students with disabilities should register with the UGA Disability Resource Center. The Field Education Office will consult with Disability Resource Center personnel as necessary to arrange appropriate accommodations in internship.

As required by federal and state law and by the University of Georgia policy, field placement as a whole must be accessible to students with disabilities. The "as a whole" requirement means that students with disabilities should have the same kinds of educational opportunities – including field placements in particular kinds of settings – as students without disabilities. However, given the wide range of disabilities, it is possible that not every placement site will have the capability to accommodate every student. It may not be feasible, for example, for a site to accommodate students who use wheelchairs because of the site's location and existing architecture, but this same site could easily accommodate students with visual or hearing impairments. Every effort is made by the Field Education Office to ensure equal access to practicum opportunities.

Off-Schedule Practicum:

In special circumstances, for a variety of reasons, a student may request to alter their program of study. This change in program of study must be due to extenuating circumstances and discussed and supported by the academic advisor. In these cases, it may be requested that the field practicum be taken out of sequence. The request for a change in program of study is evaluated by the MSW program director who consults with field director as to the feasibility of taking practicum-out-of-sequence; the associate dean or designee makes the decision to approve or disapprove the plan. Even with program approval, there is no guarantee that a field placement will be available for students who are off-schedule. Some considerations for each level of practicum are listed below.

Generalist:

Generalist practicum is for two consecutive semesters in the same agency. Students must attend a field lab and integrative field seminar, which means that generalist practicum must be taken during consecutive fall/spring semesters as the field lab and integrative field seminar are only offered on a fall/spring schedule. If students are unable to take SOWK 7115/7125 when they are scheduled to do so, they must wait until the next academic year to complete the generalist field requirements.

Specialization:

- Specialization practicum is for two consecutive semesters in the same agency
- All generalist courses must be completed prior to entering specialization practicum
- Students must take certain courses either prior to or concurrently with specialization practicum
- Off-track students can request to take practicum in any of the following configurations:
    - Fall/spring
    - Spring/ summer
    - Summer/fall

- There must be a faculty liaison available to support a practicum that includes a summer session.
- As the summer session is shorter than a regular semester, students will need to complete the practicum during the extended summer session and will need to work more than 24 hours a week to complete the practicum hour requirements.
- Certain placements, such as school settings are not feasible. Additionally, as agencies are usually at their capacity for interns during spring semester, students must understand that choices for practicum may be significantly fewer for spring/summer concentration placements.

Agency Reassignment Process:

Once a placement has been confirmed or field work has commenced, requests for a change in placement are discouraged and will only be considered in the most extenuating of circumstances. Should you find yourself in such a situation, please contact your assigned faculty liaison to discuss the circumstance. Students who are unable to meet the requirements of field should contact their academic advisor to discuss their situation and options available to them.

A student must have engaged in a successful appeal process of their initial placement before the field education faculty will work on a new placement. Once a placement appeal has been granted the student cannot under any circumstances request to be placed with the original agency should subsequent placement be deemed less desirable.

Given the time sensitive nature of the placement process, there is no guarantee that an appropriate new placement will be available should an appeal be granted. This process may delay practicum start date, require students to make up lost hours, impact the program of study sequence, and completion of the MSW program.

Before Field Work Begins

The student will receive notification of the assigned placement with an interview tracking form. If the student wishes to appeal this assignment, the following procedure must be followed:

Prior to the interview:

1. Student must contact the field coordinator who arranged the placement to discuss concerns about the placement
2. The field coordinator will take action as necessary that may or may not include reassigning the student. The student may be asked to fulfill the commitment to the agency.
3. If the student is released from this match, the student must call the agency to let the field instructor know, and the student must sign and return the interview tracking form to the Field Education Office, indicating that the agency is not a match.
4. Once the documentation from the student has been received in the Field Education Office, the field coordinator who initially placed the student will then re-assign the student to an agency that better meets the learning needs of that student.

5. The student may appeal any decision of the field coordinator, in writing, to the Director of Field Education.
6. If the student wishes to appeal the decision of the Director of Field Education, they may take the request to the Associate Dean.

After the Confirmation Interview

Requests for a change in placement, once a placement has been confirmed, are discouraged and will only be considered as a result of extenuating circumstances. Once the student has signed the interview tracking sheet indicating acceptance of the placement, the student must follow the process indicated below to request a change:

1. Student must contact the field coordinator who arranged the placement to discuss the nature of the extenuating circumstance.
2. Student must complete and submit to their field coordinator the form, "Student Appeal Regarding Assigned Field Placement Agency" (available in Appendix)
3. The field coordinator will review the submission and determine the appropriate educational action which may or may not include reassigning the student. The student may be asked to fulfill the commitment to the agency.
4. If the appropriate educational action is agency reassignment, the student must speak to the field instructor on the phone to provide a thorough explanation for withdrawing from the placement. The student must follow-up this conversation in writing within seven business days by email. The student must copy the field coordinator on the email and turn in an amended signed interview tracking form declining the placement to the Field Education Office.
5. Once the required documentation from the student has been received in the Field Education Office, the field coordinator who initially placed the student will then re-assign the student to an agency that better meets the learning needs of that student.
6. The student may appeal any decision of the field coordinator, in writing, to the Director of Field Education. To do so, the student should send an email to the Director of Field Education (copying the field coordinator) with a submission of the previously completed "Student Appeal Regarding Assigned Field Placement Agency" form. The Director of Field Education will review and deliver a disposition to the student.
7. If the student wishes to appeal the decision of the Director of Field Education, they may take the request to the Associate Dean.

Unique Placement Requests:

There can be many demands on students; the Field Education Office will attempt to work with those students who have special circumstances, as long as the educational objectives of the curriculum are not compromised. The following variations may be requested. However, there is no guarantee that they will be approved.

Worksite Practicum:

Students interested in a worksite practicum should submit a Worksite Placement Application to the Director of Field Education. This application gives the student an opportunity to describe the agency and program where they work, their current position and duties, work schedule, and name and title of supervisor. The request also should include a description of the proposed field work program, assignments, MSW field instructor, and placement schedule. The request should be signed by the student, current supervisor, and proposed field instructor. Submitting a request for a worksite practicum does not guarantee approval of the request. All requests are considered on an individual basis. Academic credit cannot be given for previous work experience.

Worksite placement applications may be approved if the following conditions are met:

1. The agency is/becomes an approved practicum site
2. The field site is administered in accordance with the pattern established for all students
3. The student and the School are assured that the student and the field instructor will have release time for academic/field work and field instruction respectively
4. Field instructor assignments and student supervision are educationally focused rather than centered on agency services
5. The activities and assignments for fieldwork are specifically related to the field course competencies/ behaviors and are tasks that are typically assigned to an individual possessing an MSW
6. The practicum field instructor meets the criteria that are established for all other field instructors
7. The activities and assignments for the practicum are clearly delineated and separate from other work assignments in that:
   a) they consist of a different set of tasks
   b) they are located in a different work unit or division
   c) the field instructor and work supervisor are different persons
   d) they MUST be new learning activities
8. The responsible agency administrator signs the worksite application signifying acceptance of the conditions above. In addition, a general plan shall be presented identifying the nature and quantity of the student's intended assignments, as well as a proposed schedule showing time allotted for practicum and work.
9. The student must provide proof of professional liability insurance coverage for them as a student, prior to the beginning of the practicum
10. Each proposal that meets the above criteria will be reviewed by the field director. Worksite placements will be approved if the criteria noted above are clearly going to be met. Approval of a worksite placement does not affect the total number of practicum credit hours a student must earn.

New Job as Practicum:

In rare and unusual circumstances, a student may request that a new job in a new agency be approved as a field placement. All conditions of Worksite Practicum apply to New Job as Practicum. In addition, the following criteria must be met:

1. The agency must be an approved (or eligible for approval) practicum site
2. The start date for the new job must begin no earlier than three months prior to the start of the semester in which the student is to begin practicum
3. If the student has confirmed and is obligated to another agency for practicum prior to receiving the new job, the student must follow the process outlined agency reassignment.

The procedure to request a new job as a practicum is as follows:

1. The student must submit an application for "Worksite Placement" and utilize the "New Job as Practicum" application addendum. All documents should be submitted to the Director of Field Education no later than 30 days prior to the beginning of the semester in which the practicum will begin.
2. The student must provide documentation from the agency verifying the employment start date.
3. The student must provide proof of professional liability insurance coverage for the new position as a student, prior to the beginning of the practicum
4. The application and the above information will be reviewed by the director of field education for approval.

Block Placement:

Extended-time students may request completing the MSW program in four years instead of three years (please refer to the MSW Program Handbook for the Programs of Study). For the students who elect to complete the MSW Program in four years, there are two options for the practicum (SOWK 7225).

1. Extended-time students may request a block placement during which all field hours would be earned in one semester by completing 40 hours per week for fifteen weeks for a total of 600 clock hours.

2. Extended-time students may request an extended placement during which field hours would be earned in three sequential semesters by completing 120 field hours during summer semester and 240 field hours in fall and spring semesters for a total of 600 clock hours.

All 600 hours for SOWK 7225 are completed in the same agency. Students must be flexible in their selection of a field agency as not all organizations will be willing to deviate from the typical two-semester practicum. These options are available only to the extended-time students who choose the four-year option for the MSW Program.

International Field Placements:

The Field Education Office of the School of Social Work offers the option of two international field placement opportunities for specialization students. International field placement opportunities are available to students in each program option. International field placement occurs during the summer prior to the final academic year of the student's program of study. This opportunity is currently available to extended-time and full-time students as part of their specialization field placement. Participating in an international field placement experience alters the student's Program of Study as SOWK 7225 is taken during the extended summer session and fall semester rather than the usual fall and spring semester sequence. An international field placement may also be taken as a three-credit elective course (SOWK 7908). The approved global field placements meet the following conditions:

- CSWE accreditation standards
- Field curriculum standards
- Professional level credentialed supervision

Students must apply for international field placements through the Office of Field Education and must be approved by the director of field education. When approved, the student will complete orientation and placement preparation in May under the guidance of the field director. Students complete 300 clock hours during eight weeks (during June and July) at approved international destinations. During fall semester, the student will be placed in a local agency that provides services to international and/or refugee populations or an agency with similar services to a local population. For example, if a student were placed in Ghana providing services to adults diagnosed as HIV+ , they student could be placed at a Georgia agency providing services to HIV+ clients for the second semester of the specialization placement. Students must satisfy and complete all requirements for an international internship set forth by the UGA Office of International Education.

International field placements are currently approved for the locations listed below. Please check with the Field Office as new and expanding partnerships emerge. Due to the length of time necessary for the field office to develop new placements, students are not able to propose a new placement sites for international placements. International field placement sites are subject to change.

Tema, Ghana through Palm Institute is currently the only international placement opportunity available.

Opportunities are available to work with several different populations for micro, macro, and micro-macro combined areas of focus.

International Field Requirements and Procedures:

- Completed concentration field application after obtaining approval from the student's academic advisor to change the student's Program of Study

- Completed international field placement application turned in to the field office by November 30
- Completed Statement of Purpose with the international field placement application that addresses the following:
    - What led the student to be interested in an international field placement;
    - How an international field placement will prepare the student for their ultimate career goals;
    - What prior experience the student has had that will prepare them for an international field placement.
- Indication of the student's specialty area of focus
- Student availability to start the extended summer session in early May
- Student interview with the director of field education
- Approval by the director of field education

CHAPTER 5

TERMINATION PROCEDURES

A student's practicum may be terminated by the student, field instructor, an agency administrator, faculty liaison, or Director of Field Education for any of the following reasons:

1. Level of student preparation for the practicum: For both the generalist and specialization field practicum, it is assumed that the student has acquired professional practices expected for participation in the work-world (e.g., arriving on time, managing one's schedule and communicating it to others as appropriate, presenting and conducting one's self in a professional manner---including dress and other aspects of self-presentation as well as engaging in appropriate interpersonal interactions). In addition, for the specialization practicum, it is expected that the student has acquired the necessary knowledge for "entry level" professional practice (reflected in generalist competencies/ behaviors and generalist curriculum of MSW programs) prior to the beginning of the specialization practicum. For either practicum, evidence to the contrary of the above expectations--given appropriate efforts by the field instructor and liaison to assist the student in remedy of these deficits---will constitute grounds for the agency's withdrawal of the practicum for that student and for the initiation of an Academic and Professional Review of the student's standing in the MSW program.
2. Failure to comply with the Code of Ethics: Students must meet the expected standards for ethical professional practice and comply with the NASW Code of Ethics. Students terminated from their practicum due to failure to comply with the Code of Ethics will be referred for an Academic and Professional Review.
3. Agency breach of MOU: The agency is expected to provide the expected learning experiences and/or appropriate supervision to meet any of the other expectations identified in the Memorandum of Understanding between the agency and the University.
4. Unexpected events: There may be times in the life of the student or in the agency where continuing in that practicum setting might jeopardize the quality of the student's learning experience (e.g. personal trauma, agency re-organization, etc.).
5. "Mismatch": Sometimes, differences in learning or interpersonal styles between the field instructor and/or agency and the student emerge as the student and field instructor begin to work together, rendering the practicum less than optimally productive for a student's learning. Such circumstances are rare but they may generate recommendations for a change in the practicum arrangements.

Any number of the circumstances cited above are not necessarily anyone's fault. In some instances, termination of the practicum reflects the fact that the practicum is highly successful in helping the student discover that social work is not what they expected and is not appropriate for them. Sometimes, it is possible for a change to be made in the student's assignment, either to another unit of the agency or to another agency altogether. This action may necessitate extension of the student's program of study. Any change/termination of a practicum requires the student and field instructor to complete a brief form, “Change/Termination of Field Placement” to be submitted to the Director of Field Education.

Whatever the reasons prompting consideration of practicum termination, the student, field instructor, faculty liaison, field coordinator, academic advisor, and director of field education will work as a team to resolve problems and to come up with appropriate solutions. The procedures that follow describe the process to terminate practicum, if the situation cannot be resolved.

Field Instructor Initiated Termination:

If the field instructor identifies issues that may place the practicum in jeopardy, it is incumbent upon the field instructor to discuss (as soon as possible) any such problems with the student and the faculty liaison. If issues cannot be resolved, the field instructor can request termination of the placement. It is important that the field instructor clearly identify those areas that still need further development in order for the student to be successful in another practicum site. Once all avenues have been explored with the student and faculty liaison and the only option left is to terminate the current practicum, the faculty liaison will:

1. Inform the Director of Field Education or appropriate field coordinator that the placement needs to be terminated
2. Instruct the student to review the field manual and follow procedures as it relates to termination of practicum, and advise the student to meet with the Director of Field Education
3. Ask the field instructor to complete a “Change/Termination of Field Placement” to be submitted to the Director of Field Education. If the field instructor is not willing/able to complete this form, the liaison should complete it with as much detail as possible.
4. Ensure the student has the opportunity to add to and sign the form indicating that the student understands the terms of termination and factors on which to work for future professional growth and development
5. Add a summary of the termination decision (including the event(s) prompting the termination and the reasons for it). Additionally, the liaison will either recommend to the field director that the student be placed in another setting or recommend that an academic and professional review be initiated
6. Sign the form and submit it to the Field Education Office for placement in the student file. The student should maintain a copy of this document for their records.

Student Initiated Termination:

Some students, for various reasons, wish to leave their placement agency. Some students are seeking a placement change and will continue their fieldwork in another agency. Other students may be withdrawing from field and/or the MSW program. Changing field practicum sites can only be requested due to compelling circumstances. This procedure requires the student to undergo another orientation to a new agency and start-up delays are inevitable. Before any decision regarding a change is made, the student should:

1. Discuss any concerns with the field instructor

2. Arrange to meet with the faculty liaison to discuss the nature of the educational concerns and the steps already taken to address them with the field instructor
3. Decide with the field instructor and the faculty liaison if the current placement can be adjusted in some ways for the student
4. Work with the field instructor and faculty liaison to determine if a transfer is recommended, to develop transition procedures and a time frame within which the transfer is appropriate and feasible; alternative placement within the agency will be considered before those external to the agency
5. Submit to the director of field education a Statement of Practicum Termination. This form can be picked up in the Field Education Office and must include a written explanation from the student noting the rationale for the proposed change and a termination plan.

Practicum Termination Consequences:

Termination from **generalist** practicum can have serious consequences which may include, but are not limited to:

1. The completion of additional hours beyond the minimum requirements, which may result in delayed entry into specialization field. Students may be required to start their hours count over again.
2. A new Learning Plan and Risk Reduction Plan must be developed with the new field instructor.
3. Failing grade which will result in repeating the course.
4. An Academic and Professional Review to discuss various options for the student. The faculty liaison, field faculty member, or field director can request an Academic Review if the practicum termination raises question(s) as to whether the student should continue in the MSW program or whether the student's Program of Study should be significantly altered.
5. Assignment to a new agency that better suits the learner's educational needs based on the information gleaned from the termination. Depending upon the time of the academic year when the termination occurs, this may necessitate the student waiting to re-enter generalist field the following fall as the generalist field experience MUST happen concurrently with the integrative seminar.

Termination from **specialization** practicum can have serious consequences which may include, but are not limited to:

1. The completion of 50 additional hours beyond the minimum requirements, which may result in delay of graduation. If less than 50 hours have been completed, then the student will lose those hours and begin again in earning the 300 required hours. This is mandatory with a change of placement so that the student can be oriented to a new agency and have time to shadow the field instructor to learn the assigned tasks for the new placement. A new Learning Plan and Risk Reduction Plan must be developed with the new field instructor.
2. Failing grade which will result in repeating the course.
3. An Academic and Professional Review to discuss various options for the student. The faculty liaison, field faculty member, or field director can request an Academic Review if the practicum

termination raises question(s) as to whether the student should continue in the MSW program or whether the student's Program of Study should be significantly altered. The Review process takes time and students should be prepared for it to unfold over the course of several weeks.

4. A grade of “Incomplete” if the student’s fieldwork was considered to be “passing” at the time that the placement was disrupted and the circumstances meet the Office of the Registrar’s criteria for an Incomplete.
5. Assignment to a new agency that better suits the learner’s educational needs based on the information gleaned from the termination; this may be an available agency rather than the student’s selected area of practice.

The consequences depend upon the circumstances of the termination. The student will work with a field coordinator, the field director, and/or the SSW Academic & Professional Review Committee regarding their specific situation and the corresponding consequences. The faculty liaison will provide recommendations with feedback from the field instructor.

CHAPTER 6

SUPPORTING STUDENT SAFETY

The safety of students in practicum is of prime importance to the School and to field agencies. It is imperative that students feel safe in order to carry out their responsibilities in the field. If safety concerns arise for a student, it is important that the student discuss these safety concerns with their field instructor. If, after gathering information to realistically assess the situation and to learn how to provide appropriate protection, the student still does not feel safe in order to carry out assignments, they are encouraged to renegotiate those assignments with the help of the field instructor. When appropriate, students should also consult the faculty liaison for assistance. Guidelines for personal safety and risk reduction are provided in the Field Manual.

Throughout the field placement, the field instructor's primary role is as a teacher and facilitator of student learning. To this end the field instructor provides orientation to the agency's policies and procedures, ethical standards, and safety precautions, etc. This agency specific orientation includes: safety and security issues in the primary agency milieu as well as with regard to home visits or other venues of engagement with clients. The orientation guidance also addresses student use of agency vehicle (which is prohibited by the field office unless the agency have insurance coverage that extends to student interns).

Agency Safety Guidelines:

Most agencies are under enormous pressure. Reduced budgets and clients with increasingly critical needs and histories of negative involvement with social services have resulted in increasing tensions in social work settings. As a result, social workers have experienced a variety of threatening situations, and some have been harmed. Social work students cannot be completely insulated from the realities of professional life, nor should they be. On the other hand, students frequently lack the experience and skills that help more seasoned practitioners assess danger and take appropriate precautions. The School recognizes its responsibility to help prepare students to handle potentially dangerous situations by providing students with safety training and classroom content on safety issues.

Personal Safety guidance provided by the Field Office should be carefully reviewed by field instructors and students. In addition, the Field Office is committed to making every effort to reduce risks in field settings.

The following guidelines are designed to supplement the School's agency selection criteria. Modification of guidelines for particular students and special circumstances may be made in the student's educational agreement with the explicit approval of the faculty liaison to the agency and the Field Education Office. Moreover, it is recognized that the implementation of these guidelines may take some time. A liaison may determine that, while an agency is not currently meeting all guidelines, it is making a good faith effort to do so and current conditions are sufficiently safe to proceed with a field placement.

1. A field agency should have a policy and/or procedures on safety covering the following matters:

    (a) Building and office security

    (b) Emergency procedures, including when and how to summon security or police assistance

    (c) Staff responsibilities and procedures governing the management of violent clients

    (d) Safety on home visits, including when, where, and under what conditions visits should or should not be made, when the student should be accompanied, and how backup is provided

    (e) Alcohol and drug use policy formulated and posted

    (f) Guns and other weapons policy formulated and posted

    (g) Procedures for logging and communicating with staff and students all incidents or threats of violence

    (h) Policy for aftermath of assault and threat of assault. Provision of support services for victim's family and/or staff and clients who may have witnessed the assault

    (i) Relationship with police should be established

2. The agency should provide each student with a copy of the above policies as a part of the student orientation to the agency, and provide training on safety issues and procedures. Consideration should be given to in-service training on clinical and administrative management of violent clients and violent situations outside the agency. The agency and each of its programs should have a well-rehearsed specific plan of action in which students know exactly what to do in case of danger, from recognition of the signs of agitation to code words for signaling for help, when to call for police, clearing the building, etc. This plan of action should be rehearsed with students placed at the agency and reviewed on a regular basis.

3. Though a student has the right to refuse a dangerous assignment, a common understanding about the kinds of assignments that are appropriately safe should be reached by the student, the field instructor, and the faculty liaison. The following types of activities should be discussed with either the faculty liaison to the agency to determine if these activities should be assigned to a student:

    (a) Physical restraint of clients

    (b) Treatment of a client with a history of emotionally volatility

(c) Home visits to areas that are high risk

(d) Treatment of a client with a history of violence

4. The student's field instructor should know, or be able to easily ascertain the student's location during fieldwork hours and should discuss with the student any activities that require special planning with regard to safety.

5. Thorough preparation should be made for student home visits with consideration given to the following elements:

   (a) Selection of clients and home environments that are not assessed to be dangerous to the student

   (b) Provision of a safe means of transportation, whether by agency vehicle, the student's car, or public transportation where such can be judged to be normally safe

   (c) Discussion of the neighborhood, including any potentially dangerous areas

   (d) Discussion of appropriate risk-reducing behaviors in the neighborhood and in the client's home

   (e) Clarification of the purpose and development of a specific plan for the visit

   (f) Discussion of what to do should the client or anyone else presents a threat to the student

   (g) Provision of appropriate support and backup. Depending on the situation and the student's experience with home visits, this may range from an accompaniment by another worker or security person to immediate availability of telephone consultation. The student's field instructor should know when a visit is to take place and at a minimum, telephone consultation must be available.

   (h) In some situations, the student should be given permission not to make the home visit

6. Consideration should be given to the following features pertaining to the agency facilities:

   (a) Adequate lighting inside and outside the agency

   (b) Adequate phone system for signaling emergencies

   (c) Arrange office furniture for an easy exit of client and worker

(d) Minimize amount of unescorted traffic within the agency

Personal Safety & Risk Reduction:

Due to increasing incidents of violence against social workers, the School is attempting to make students aware of safety issues and be better prepared to handle potentially dangerous situations. Training in personal safety is provided to all new students early in the first term of enrollment; content includes awareness, prevention, and management of dangerous situations at home, on the street and while traveling, in public places, and in the field. Handouts on this content are provided at the training session. Also, agency safety guidelines and information on student health care safety preparation appear in the field manual. Because safety issues relate to field work, campus life, and many other settings, general information about risk assessment and reduction are provided to students by multiple mechanisms. This information can be used to assess environmental risk levels, to determine if a client or another individual could be dangerous, to make decisions about managing risky situations, or to protect oneself or clients.

It is very difficult to predict when dangerous behavior will occur. The factors most often considered to be predictors are: history of violent behavior, male clients, abuse of drugs and/or alcohol. Aggressive behavior may be direct or indirect; determinants include fear, anger, overstress, chemical alteration, need for attention or power, and paranoia. The important variable is the intent or perceived intent of the individual who appears to be dangerous. It is important to determine whether the behavior is a characteristic adaptive style or if it is reactive to a particular or current situation. However, the best protection in a threatened or actual assault is to follow your intuition. Problem-solving skills are also transferable to risky situations: gather data, evaluate the information, decide on a course of action based on the evaluation, implement it, evaluate the outcome and adjust accordingly. This process may occur in an instant or over a longer period.

The goals of risk prevention and management strategies should be:

1. protect the client, staff, and others in the environment
2. help the individual gain control with the least amount of pain and guilt
3. help the individual focus on the source of anger, fear, frustration, etc.
4. assist the individual to express these feelings verbally rather than in actions

General Risk Reduction Guidelines:

1. Walk with a sense of purpose. Be aware of body language.
2. Be alert to people around you. Beware of strangers who approach and speak to you. Keep at a safe distance and keep moving.
3. Do not walk on side of the street where people are loitering. Walk on the outside of the sidewalk, away from possible hiding places.
4. Be aware of safe places such as stores, library, school, and community centers to use as refuge.

5. Do not carry a purse or bag. If you must carry one, conceal it or use a shoulder bag or backpack.
6. Wear sensible appropriate clothing, low heeled shoes, and no jewelry which could be snatched off or wrapped around your neck.
7. Do not give money to people who ask for it.
8. Assess multi-story buildings for safety. If you take the elevator, observe elevator interior before entering. If the elevator appears unsafe, wait for the next elevator or consider taking the stairs; be aware of who is in the stairwell and how far apart the exits are. If a suspicious person enters the elevator after you have entered it, exit before the door closes. Stand next to the control panel. If accosted, press all buttons.

Risk Reduction Guidelines in Field Education:

Students should receive a specific orientation to agency policies and procedures regarding risk management. If the field instructor does not provide this orientation, students must ask for it. Students should also learn about the agency's informal methods for assessing and handling risk situations. Each situation is different, but the guidelines that follow may generally apply in the management of potentially dangerous situations.

1. Appreciate realistic limitations. Be reasonable about what is and is not possible. Know when to stay and leave. (A sound preventive approach is to avoid seeing clients with reputations for unprovoked assaults or those in acute paranoid psychotic distress in an empty office without backup staff or security available.)
2. Keep your work area as safe as possible, keeping it clear of items which could be harmful to anyone involved in a physical intervention. For example, keep objects which can be used as weapons (ashtrays, sharp objects, a hot cup of coffee) away from clients.
3. Where possible, alert staff members that assistance may be needed before entering the
4. Act calmly. Keep the scream out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce that person's aggression. Remember, clients and others who are violent are often reacting to feelings of helplessness and loss of control. Therefore, you need to be in control of the situation.
5. Take a non-threatening posture to avoid appearing confrontational, but take a protected posture as well. This usually means standing slightly sideways to the individual, at a safe distance away from sudden lunges, punches, and kicks, with arms and hands held near the upper body for possible quick self-protection. Avoid a "stare down" by periodically breaking eye contact.
6. Don't walk away from the individual who is escalating. Acknowledge the individual's feelings and attempt to talk him/her down. Encouraging the individual to sit down may sufficiently delay or divert the possibility of attack. Usually a one-to-one situation with available staff at a distance works well. The most appropriate staff member to be with the individual is the one who has the best rapport with him/her, not necessarily the staff with the most authority or rank.
7. Observe the progress of the aggression and the stages of escalation. Identify those actions on your part which serve to calm and those which serve to inflame the individual, and act accordingly.

8. Avoid sudden movements or the issuance of strident commands, as these may only inflame the individual. Whenever possible, allow the individual to make behavioral choices. Directives or alternatives should be stated concretely and in terms of actions which can be performed immediately. Depending on the cognitive abilities of the individual, limit-setting may take two forms:
   a. Direct: state clearly and specifically the required or prohibited behavior
   b. Indirect: allow the individual to choose between two acceptable behavioral alternatives
9. Do not touch the individual unless you are willing to restrain him/her, and only when there is sufficient staff power to do so in a manner consistent with the agency's "take down" or containment policies.
10. In the event of the physical intervention where the individual is placed in a quiet room or in seclusion, the isolation should be as brief as possible. Placing an individual in isolation will not help him/her learn about the experience during this critical learning period. The verbal and cognitive work begins here in helping clients understand and predict their own violent impulses.

If Attacked or Seriously Threatened in Field:

Students are asked to follow the following steps:

1. Follow agency procedures to manage the immediate situation and to report the incident.
2. Get any needed medical care and debrief with your field instructor.
3. Immediately notify the School (the faculty liaison and/or the Director of Field Education).
4. Recognize that a physical attack or threatening behavior is frightening and that you may respond emotionally to the stress. Seek help to resolve the crisis responses.

If a student is threatened or injured while in placement, or involved in an incident where their safety is or could be compromised, the incident should be reported immediately to the agency, faculty liaison, Director of Field Education (706) 542-5419 or to the Office of the Dean (706) 542-5424.

Non-Discrimination and Anti-Harassment Policy:

The University of Georgia is committed to maintaining a fair and respectful environment for living, work and study. The UGA NDAH policy is governed by the UGA Equal Opportunity Office. The NDAH policy extends to fieldwork and can be found in full online at https://eoo.uga.edu. To that end, and in accordance with federal and state law, University System of Georgia policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the University Community (as defined below) on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for any member of the University Community. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal or expulsion from the University.

Bias based on the protected categories of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status will not hinder employment, study or institutional services, programs or activities. Bias factors will not be permitted to have an adverse influence upon decisions regarding students, employees, applicants for admission, applicants for employment, contractors, or volunteers or participants in or users of institutional programs, services, and activities. The University of Georgia will continue in its efforts to maintain an institutional environment free of such bias and restates its policy prohibiting the interference of such bias.

The University will follow the Board of Regents Student Sexual Misconduct Policy 6.7 found at http://www.usg.edu/policymanual/section6/C2655 . All allegations of discrimination and harassment not covered by the Board of Regents Student Sexual Misconduct Policy based on the protected categories will be handled pursuant to this Policy.

Every member of the University Community is expected to uphold this Policy as a matter of mutual respect and fundamental fairness in human relations. Every student of this institution has a responsibility to conduct himself/herself in accordance with this Policy as a condition of enrollment, and every University employee has an obligation to observe University policies as a term of employment.

Nothing in this Policy prevents a University Community member from filing a complaint with a state or federal agency or court.

Any situation involving harassment or discrimination in field should be reported immediately to the Director of Field Education or a member of the field faculty, who in turn have reporting obligations to the UGA Equal Opportunity Office.

UGA Well-Being Resources

Through the University of Georgia's Well-being initiative, Student Affairs provides campus leadership for a broad range of clinical and non-clinical resources to promote student well-being and success, creating a more active, healthy, and successful student body.

The Well-being Initiative's sole focus and purpose is to promote student well-being, mental health, and success. To students, know that when it comes to your health and well-being, you have the support you need, any time, any place. Whether you are on campus, studying from home, or studying abroad, UGA is here for you. For more information, visit https://well-being.uga.edu/

CHAPTER 7

UGA CORONAVIRUS (COVID-19) INFORMATION AND RESOURCES

As the COVID-19 pandemic transitions and public health conditions and treatments improve, UGA will begin treating COVID-19 as we do any other infectious disease cases. As always, if viral conditions change substantially, we will be ready to adapt to keep our community safe.

We are committed to a culture of personal accountability as part of our community-wide effort to combat COVID-19. In-person placement in field, clinical, and community settings are a valuable component of a program of study. However, students must understand and acknowledge that participation in placements may result in an increased risk of exposure to contagious diseases, including the COVID-19 virus.

Policies and Procedures at the Site and Applicable Laws and Regulations.

Candidates engaged in field education experiences should become familiar with and thoroughly understand that specific Site's procedures for safe distancing practices, personal protective equipment, and reporting for suspected or identified COVID-19 exposure/diagnosis. Candidates must adhere to those practices while engaged in work at those sites.

University Guidance and Additional Resources.

UGA Coronavirus (COVID-19) Information and Resources https://coronavirus.uga.edu/

COVID-19 Special Dispensations for Field Education

COVID-19 special dispensations with regard to field education are noted below.

Throughout the pandemic our interactions with our clients and communities have been different (telehealth or social distanced etc.). We have risen to meet the challenges of the day and our mission as social workers remains the same – enhancing well-being, helping to meet the basic needs of all people while holding the core values of service, social justice, dignity & worth of the person, importance of human relationships, integrity, and competence.

Agency Assignment

If your placement dissolves due to the impact of COVID-19, the field office looks forward to working with you in the most flexible way possible (within the bounds of accreditation standards). This flexibility may include the following:

- Investigation and consideration of placement opportunities that you identify
- Vetting/feasibility inquiry of additional agencies outside the existing field office portfolio
- Exploration of worksite placement options.
- In collaboration with your academic advisor, possible shifts in your program of study. For example,

- Delayed entry into field. You identify a subsequent semester to start your practicum.
- Discontinuous semesters in placement. Traditionally, students are required to do two sequential semesters with the same agency. Discontinuous semesters would make it possible for you to insert a break between the two semesters OR spend your first semester of specialization practicum in one agency and the second semester of specialization practicum in the originally placed agency that dissolved (if the originally assigned agency is able to accommodate you at a later time).

This flexibility is contingent on dissolution of field placement specifically due to the impact of COVID-19 on the agency. Accordingly, the below criteria applies:

- The agency can no longer accept you for practicum due to a shift in their capacity specifically due to COVID-19.
- The agency policy has been revised to preclude students from their environment for the protection of the vulnerable populations they serve.
- The agency cannot accommodate remote engagement as required by institutional and/or BOR directive.
- You are immunocompromised and must withdraw from all in person engagement in field. Please note: Students for whom this applies must be registered with the Disability Resource Center.

We understand that unanticipated shifts in plans can be stressful and anxiety producing. They can also come with a warranted measure of grief in the loss of the experience you thought you would have. Your feelings are warranted, and we get it. As your educators and collaborators in the facilitation of your experiential learning, we invite you to consider what can be learned even from the unexpected. The below article helps to frame this in productive ways.

Social Work Field in the Time of Corona: Moving Forward Professionally From the Unexpected
https://www.socialworker.com/feature-articles/field-placement/social-work-field-time-corona-moving-forward-professionally-unexpected/

Remote Field Activity
Student learning plans may include both in-person and remote field learning activities. Hours engaged in both in-person and remote field learning activities will count toward required hours. Remote field activity can include engagement such as field-related assignments, trainings, and virtual meetings. Client-related virtual meetings should be in accordance with field site policies for secure communications.

Employment-based Field
There is a pathway for candidates to have their place of employment serve as their field placement setting provided that the employment-based setting provides opportunities for the student to engage as learner and opportunities for the student to fulfill field education requirements. Programs must also ensure field education supervision of students either through a separate qualified supervisor assuming responsibility for reinforcing a social work perspective.

Please see field manual section on ‘Worksite Practicum’ for criteria and additional information.

Students who wish to pursue employment-based field should complete the work-site placement application and submit to the Field Director.

Student Safety

Student safety is a top priority for the University of Georgia and the School of Social Work. Students are expected to adhere to all policies of their assigned agency and the guidelines established by the University of Georgia. Given the fluid nature of the COVID-19 pandemic, please attend to your email and refer to uga.edu/coronavirus for institutional guidance and updates.

Agency Site Visits

Agency site visits with faculty liaisons are conducted remotely utilizing virtual meeting platform or phone. Students and faculty have access to Zoom free of charge. Zoom is an online meeting tool that allows for video or audio conferencing from desktops or mobile devices. Zoom features include video conferencing, VOIP or telephone audio, desktop sharing and collaboration tools, as well as personalized desktop control. For more information, please visit https://eits.uga.edu/learning_and_training/zoom/

COVID-19 Accommodations for Field Education

The University of Georgia and the School of Social Work are committed to providing equal access for students with disabilities. **Requests from students for an accommodation due to COVID-19 will be handled through the Disability Resource Center's (DRC) existing accommodations process.** The academic accommodations related to COVID-19 are NOT meant to address circumstances for students who care for or live with individuals at higher risk for severe illness with COVID-19.

We advise students to start the registration process **as early as possible**. Accommodations **are not** applied retroactively, so it is important to begin the process as soon as possible. It is important to keep in mind that the registration process can take **1 to 4 weeks**.

Students should contact the DRC as soon as they have established a need for accommodations. For more information, please visit https://drc.uga.edu/

If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit ***https://sco.uga.edu***. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

Questions?

The Field Office welcomes your questions as we navigate your field education experience together. We invite you to reach out as you have questions or concerns. If you are active in placement, your faculty liaison is your first point of contact. Prior to placement, your field coordinator is the first point of contact.

Student COVID-19 Practicum Risk Reduction Plan

The University of Georgia's primary commitment is to the health and safety of the faculty, staff and students. While engaged in field work, each student is asked to complete a COVID-19 Risk Reduction Plan. Students are asked to ask their practicum agency for a copy of their policy or procedure responding to health risks and practices for staff regarding COVID-19. Students should review their agency's policy and craft a risk reduction plan to address issues of personal risk reduction in practicum.

Remote/Virtual Field Learning Activities

Examples of remote/virtual field learning activities are listed below by competency area. Field Instructors and Task Supervisors may come up with other activities or trainings, in addition to the ones listed on this page.

Competency 1: Demonstrate Ethical and Professional Behavior

- Weekly supervision using Zoom or other teleconferencing applications. UGA students have free access to Zoom. For more information, please visit: https://eits.uga.edu/learning_and_training/zoom/
- Appropriate and timely use of email, virtual supervision, and communication during uncertain times.
- Develop new work plan, including due dates, for written products to be submitted to field instructor while working remotely
- Select a standard in the NASW Code of Ethics. Reflect in writing on differences or points of tension between the Code and agency policy/procedure and/or services.
- Read literature on the Code of Ethics and write a summary about how it applies to social work practice
- Review ethics-related case study identified by FI/TS or field faculty, OR reflect on personal experience regarding ethical quandary in field and respond in writing to factors that must be considered
- Review history of NASW Code of Ethics. Reflect on its evolution to address gaps. Identify specific areas where gaps remain
- Review an ethical decision making model (sample: https://www.naswma.org/page/100/Essential-Steps-for-Ethical-Problem-Solving.htm) and use this to analyze an ethical dilemma from your agency
- Identify Ted Talks, YouTube video's and podcasts related to social work practice. Write about personal reactions and how your learning applies to agency ethical and professional practice
- Develop trainings that will benefit the agency
- Complete assigned trainings and provide a certification of completion and/or a short-written reflection and/or prepare a presentation to disseminate knowledge gained.

Competency 2: Engage Diversity and Difference in Practice

- Develop a curriculum for future implementation with clients (e.g. life skills, grief, trauma, intimate partner violence, etc.)
- Utilize self-reflection to think about personal identities and biases that may show up in practice. Identify and discuss your own sources of privilege and power.
- Apply a diversity and difference in practice lens through research and writing to current projects
- Read and write a reflection on current literature related to diversity and difference
- Write a reflection looking at how your own intersecting identities impact your work and relationships within the field agency and with client/community groups being served. How will you work with clients you over identify with? How will you work with clients you don't identify with at all?
- Review the NASW Code of Ethics standards related to oppression, discrimination and marginalization. Suggest improvements
- In writing, identify the unique cultural composition of the client population served by the agency. Identify ways in which the agency meets the needs of the client population and identify how this could be improved
- Research, identify, and complete an online training focused on a population served by the agency. Identify how this information could be used to better advocate for the needs of this population in practice
- Identify Ted Talks, YouTube video's and podcasts related to social work practice. Write about personal reactions and how your learning applies to diversity and difference in practice
- Develop trainings that will benefit the agency
- Review agency policies with suggestions/recommendations where appropriate (e.g., agency safety policies, diversity and inclusion policies, policies related to the use of social media, utilization of technology, etc.)
- Complete assigned trainings and provide a certification of completion and/or a short written reflection and/or prepare a presentation to disseminate knowledge gained.

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

- Develop infographics/flyers/brochures that explain voting rights, informed consent policies, etc.
- Teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- Complete writing assignment or training handout about strategies that promote social justice and human rights considering agency mission and practice
- Create list of ways the agency could advocate for social, economic, environmental justice and human rights in the agency's work

- Review advocacy agency website that you would like to learn more about and write a summary of how their work could impact the work completed by your agency
- Research a human rights issue of interest and write a summary how human rights organizations are working to ameliorate the condition
- Identify Ted Talks, YouTube video's and podcasts related to social work practice. Write about personal reactions and how your learning applies to advancing human rights

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

- Research and write evaluation of articles that inform agency's practice
- Continue research and literature reviews pertaining to current projects
- Develop focus group question or survey instruments related to a need in the agency
- Develop research questions that emerge from work with the client system and agency setting. Discuss with Field Instructor and/or Faculty Liaison and identify resources that inform (or answer) the research question.
- Research potential grant opportunities and/or prepare aspects of a grant application.
- Conduct a literature review on a specific topic relevant to field placement (e.g. effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)

Competency 5: Engage in Policy Practice

- Review local, state and federal laws and policies impacting the organization and/or the affected community (e.g. Indian Child Welfare Act, Emergency Mental Health Holds, Homeless Camping Ban, etc.) and provide a synopsis of key takeaways.

- Work on crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or event.
- Write a policy brief
- Interview former/present clients and write success stories for use in grant applications, agency presentations, etc.
- Prepare advocacy materials (infographics, develop key talking points, etc.).
- Write a letter to the editor about a policy issue impacting your agency
- Complete an analysis of a political candidate's plans for policy change
- Read social work voting toolkit (https://votingissocialwork.org/#) and develop a plan for implementation within the agency
- Review agency policies with suggestions/recommendations where appropriate (e.g., agency safety policies, diversity and inclusion policies, policies related to the use of social media, utilization of technology, etc.)
- Conduct a literature review on a specific topic relevant to field placement (e.g. effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)

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

- Utilize teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to meet with clients.
- Attend virtual agency, organization, and community meetings
- Work on crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or event.
- Reflect in writing about how personal experiences, beliefs and identities impact your relationships in field
- Plan and participate in remote meeting, support group, or other intervention
- Review literature related to culture and cultural humility and write about how it impacts your work in the agency and how services are delivered
- Teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- Conduct a literature review on a specific topic relevant to field placement (e.g. effectiveness of an intervention, how interruption of services impacts mental health or economic stability, etc.)

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

- Utilize teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to meet with clients.
- Teleconference with various service providers, participating in resource mapping, and develop a list of resources for clients with services offered, referral process, etc.
- Research assessment instruments used by agencies who offer similar services
- Create an assessment instrument (survey, focus group questions, interview questions) to better understand community/client needs
- Review case study for strengths, challenges and systemic factors impacting the clients and/or client group

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

- Utilize teleconferencing applications, which meet agency requirements regarding HIPAA and/or confidentiality standards, to meet with clients.
- Develop trainings that will benefit the agency (e.g, student orientation and onboarding materials, social work ethics, treatment innovation, etc.).
- Develop a curriculum for future implementation with clients (e.g. life skills, grief, trauma, intimate partner violence, etc.)
- Review effectiveness of evidence-based practice models and discuss ways that model could be implemented in field placement agency
- Review case study for strengths, challenges and systemic factors impacting the intervention and or implementation of the intervention

- Work on crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or event.

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

- Evaluate agency crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, PSAs, etc.) based on the crisis or event.
- Continue evaluation work for relevant social work courses of which you are presently enrolled
- Review agency policies with suggestions/recommendations where appropriate (e.g, agency safety policies, diversity and inclusion policies, policies related to the use of social media, utilization of technology, etc.)
- Assess agency process for seeking client feedback and make recommendations for improvement
- Review literature on termination of relationships within the workplace setting (with agency staff, community partners, clients, etc.)
- Think about and plan discussions for terminations with task groups, community members/clients, and agency staff considering current circumstances
- In writing, identify the structures in place for evaluating the agency's outcomes. Compare and contrast this evaluation mechanism with structures in place for similar agencies (in other counties, states, countries).

Confidentiality and the Use of Technology

All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. Students and agencies are encourages to utilize the standards listed in the Technology in Social Work Practice guide to inform their use of technology. While each agency should develop their own protocols around the use of technology and confidentiality, the following best practices should be followed by all students:

- Take reasonable steps to maintain appropriate boundaries when using your personal phone or other electronic communication. For example, consider temporarily hiding your caller ID when making outgoing calls, through your phone's settings or creating a new number through tools such as Google Voice.
- Position web cameras so that others can only see your face - all visible confidential data should be removed from camera view.
- Conduct all sensitive conversations in a private space. Be mindful of the potential for family members or bystanders to overhear any portion of your discussions.

APPENDIX
A

Student
Resources

Professional Liability Insurance

Resource List Time Sheet

Student Appeal Regarding Assigned Field Placement Agency Form

10 Essential tips for your amazing Social Work resume article

7 more tips for your amazing Social Work resume article

UNIVERSITY OF GEORGIA

School of Social Work

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Athens, Georgia 30602
TEL 706-542-3364 | FAX 706-354-3917
ssw.uga.edu

STUDENT PROFESSIONAL LIABILITY INSURANCE

To Apply Online: Click on any of the websites below and follow the online instructions for acquiring your student professional liability insurance. You should receive an email from the insurer within 24-48 hours of purchase which will have attached your Certificate of Insurance. (Check your spam/junk mail) Please forward the Certificate of Insurance to the Field Education Office via email at sswfield@uga.edu or fax to (706) 354-3921.

All students must provide evidence of professional liability insurance coverage to the Field Office. Students cannot begin the practicum without coverage in place.

American Professional Agency, Inc.
95 Broadway
Amityville, NY 11701
1-800-421-6694
http://www.americanprofessional.com

Healthcare Providers Service Organization
159 E. County Line Road
Hatboro, PA 19040
1-800-982-9491
http://www.hpso.com

NASW Assurance Services, Inc.
50 Citizen Way, Suite 304
Frederick, MD 21701
1-800-278-0038
https://www.naswassurance.org/enroll-today/

Please note that this information is not exhaustive. The University of Georgia (UGA) School of Social Work (SSW) Field Office does not endorse or promote any specific insurance provider. The above list has been compiled from Certificates of Insurance previously submitted by UGA SSW students. This information is provided solely as a resource to assist students in expediting the selection and purchase of professional liability insurance. Please direct all questions regarding coverage to the relevant insurance provider.

Suggested Interview Questions

1. What kind of activities and programs does this agency undertake?

2. What activities, tasks, and/or projects will I be able to undertake?

3. What specific skills will I be able to develop at this agency?

4. Does this agency have a particular theoretical approach to intervention?

5. What are general characteristics of clients and communities served by this agency?

6. What is the approach to and structure of supervision?

7. What amount of interaction does a student have with other students and with permanent staff?

8. What opportunities exist for interprofessional collaboration or cooperation?

9. What types of in-service training or workshops and conferences will be available to me?

10. What kinds of cases and/or projects do you anticipate assigning to me?

11. What kinds of skills to you hope a student will bring to the agency?

12. How much independence and initiative do you expect me to demonstrate?

13. How are students helped to handle issues of diversity regarding age, gender, race, ethnicity, sexual orientation, and mental and physical ability on both staff and client levels?

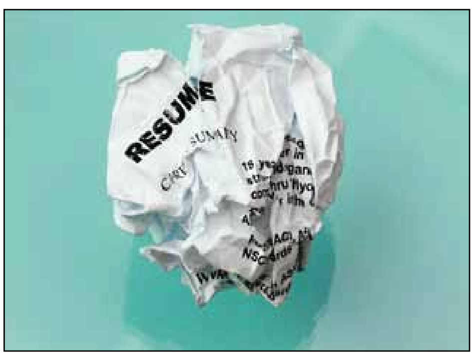
10 Essential Tips for Your Amazing Social Work Résumé

by Valerie Arendt, MSW, MPP

Is your résumé ready to send out to employers? You have Googled example résumé templates, perfected your formatting, and added appropriate action words. Everything is in the correct tense, in reverse chronological order, and kept to two pages or less. What else should you think about for an amazing social work résumé? Whether you are a clinical or macro social worker, student, new professional, or have been in the field for 30 years, these essential tips will keep your résumé ready to send out to your future employer.

1. Objective or Professional Summary?

Let's start at the beginning. I am not a fan of the objective, and neither are many hiring managers. If they are reading your résumé, they already know you are seeking a position with them. Generally, an objective is used by someone who has recently graduated or has very little experience. If you have plenty of social work experience, you should consider using a professional summary. This is one to three sentences at the beginning of your résumé that help describe the value you bring as a social worker through your skills and experience. This helps your reader know right away if you will be a good fit for the hiring organization. It is much easier for a hiring manager to find that value in a short paragraph than trying to piece it together from a lengthy history of professional experience and education.



DON'T: Objective: Seeking a social work position within a facility where I can utilize my experience to the benefit of my employer as well as gain knowledge and professional growth.

DO: Licensed Clinical Social Worker with 6+ years experience in medical and mental health settings, working with diverse populations in private practice, health care, outpatient, and inpatient treatment settings. Recently relocated to Georgia.

2. Don't assume your reader already knows what you do.

This is one of the biggest mistakes I see when reviewing résumés. Write your résumé as if the person reading it has no idea what you do. Really? Yes!
This will help you to be descriptive about your experience. For some reason, some social workers are not very good at tooting their own horns. Your résumé is exactly the place you need to brag about what an amazing professional you are. Don't assume that because your title was "Outpatient Therapist," the reader of your résumé will know exactly what you did. Be descriptive. Give a little information about the organization or program, the clients, and the type of therapy or work you performed. This can easily be done in three to five bullets if you craft thoughtful, complete sentences.

DON'T: Provide psychotherapy to clients.

DO: Provide group and individual outpatient therapy to adultclients at asubstance abuse treatment center utilizing Cognitive Behavioral Therapy (CBT), Dialectical Behavioral Therapy (DBT), psychoeducation, and motivational interviewing.

3. List your accomplishments.

If you worked in a position for five years but don't list one relevant accomplishment, that is a red flag for a hiring manager. Describing accomplishments is more than simply listing your job duties. These are the contributions you have made in your career that would encourage an organization to hire you.

Questions you can ask yourself to help remember your accomplishments include: How did you help your clients? Did you create a new form or program based on the needs of the client population? Did your therapy skills reduce the relapse rate in your agency? Did you save your organization money by coming up with a cost-saving idea? Were you selected for special projects, committees, or task forces? Even if the only social work experience you have on your résumé is your field placement, you should be able to list an accomplishment that will entice the reader to want to know more.

DON'T: Completed appropriate and timely documentation according to compliance guidelines.

DO: Recognized need for updated agency forms. Developed 10 clinical and adminis- trative forms, including no-harm contract, behavior contract, and therapist's behavior inventory, which increased staff efficiency and productivity by 15%.

4. Quantify your accomplishments.

Numbers aren't just for business professionals. Numbers also help with the bragging I mentioned that needs to happen on your résumé. The most convincing accomplishments are measurable and help your résumé stand out from the crowd. How many clients did you serve? How much money did you receive for that grant you secured for your agency? How many people do you supervise?

DON'T: Wrote grants for counseling program in schools.

DO: Co-wrote School Group Experiences proposal, which received a $150,000 grant from State Foundation for Health, resulting in doubling the number of children served in groupcounselingfrom 120 children to 240 children, and increasing the percentage of minoritychildren servedfrom 20% to 50% of the total child population ingrouptherapy.

5. Tailor your résumé to the specific job.

You have heard this over and over, and it should make sense. Still, not many social workers do this correctly or at all Many big organizations, hospitals, and university systems use online applicant tracking systems to review résumés. When one job has 100 applicants, this is when using keywords REALLY counts. Look at the job description for keywords. For example, what words do they use to describe the clients? Patients, clients, residents, victims, survivors, adults, children? If you have worked with the same client populations, used the same therapy techniques, or provided the supervision listed in the job description, make sure these SAME words are in your résumé. Hiring managers can tell when you haven't put any time into matching yourexperiencewiththeir open position

DON'T: Providein-home therapyfor families.

DO: (Similar language from job description) Perform individual and family, agency, and home-based therapy for medically fragile children and their families(parents and siblings) with goal of maintaining intact familiesand improvingfamilyfunctioning.

6. Spell out all acronyms.

Social workers LOVE to use acronyms. Many social workers spend hours writing case notes, and to be efficient, they rely on acronyms to describe their work. For the same reasons you should use keywords, it is essential that you spell things out for the computer or human re- sources person who may not know what certain acronyms mean. I am a social worker with limited clinical knowledge, and I often have to Google acronyms when I review NASW members' résumés. The reader responsible for finding the right candidates to interview will con- sider this a waste of his or her time and might move on to the rest of the résumés in the pile if he or she has no idea what youare talking about.

DON'T: Scored and analyzed clinical as- sessments to include SIB-R, CBCL, CTRF, or SCQinpacketsfor families scheduled for autism evaluations.
ackets for families scheduled for autism evaluations.

DO: Scored and analyzed clinical assessments for autism evaluations including Scales of In- dependent Behavior-Revised (SIB-R), Child Behavior Checklist (CBCL), Caregiver/ Teacher Report Form (CTRF), and Social Communication Questionnaire (SCQ).

7. Bullets, bullets, bullets.

Most résumés I review are succinct and formatted very nicely by bulleting experience. But there are still some folks who use paragraphs to describe their ex- perience. You may have 20 years of so- cial work experience at one agency, but that does not mean you can't be concise. I guaranteeyou that hiring managers are not going to read a paragraph that is 15 lines long to look for the experience that will fit the position they are trying to fill.

Cover Letters for Social Workers: Get Yourself the Interview

by Valerie Arendt, MSW, MPP

Should you submit a cover letter when one is not required? The answer is *yes.* Cover letters are essential to getting an interview. They are a concise way to commu- nicate your value to an organization, and hiring managers do use them to winnow candidates. Your cover letter should tell the employer that you are the perfect match for the position. Do this by using the language from the job description and organizational mission. It is essential to tailor your cover letter to the specific job.
Here are some basics for writing an interview-winning cover letter:

- *Salutation:* Find out who will be reading your letter. This is essential. If it is easy to find out who will be reviewing applications and you don't take the time to do this, they probably won't take the time to read your letter.
- *Name of Organization and Position Title:* The organization may have multiple openings. Be sure to indicate which position you are applying for.
- *Referral Source:* If someone in or close to the organization suggested you apply for this job, mention that person in the cover letter. This will let the reader know you have a connection to the organization and will score big points.
- *Why do you want to work for them?* You need to describe to your reader how the organization's mission and goals are a good fit for you professionally. This shows them you know about the organization and have done your homework.
- *What can you do for their clients/organization?* Sell yourself. Let them know how your experience and education is a perfect match for the position and a good fit for the organization. This is where you use the keywords from the job description to really hit it home that you are a candidate worthy of an interview.

Below is a real job description with keywords highlighted. If you have the experience they are looking for, you should invariably use the same language in your cover letter.

Title: Social Worker
Job Details: Responsible for completion of *psychosocial assessment* of *patients* and *families* enrolled in *Hospice.* Will work as *part of a team* to address *end-of-life needs,* some *counseling* and emphasis on *case management.* Able to access *homes* in *Moore & Montgomery County* service areas. Must be able to take *call rotation.* Strong *organizational skills* needed.

After a strong introductory paragraph, the body of your cover letter should be concise and address the two to four most important details from the job description:

My experience and areas of expertise are an excellent match for the requirements stated in your announcement:

- **Hospice Assessments:** As a clinician with St. John's Hospital, I prepared extensive psychosocial assessments and treatment plans for patients.
- **End-of-Life Care:** I provided counseling and accurate case management to more than 1,000 patients and their families over 7 years as a member of the St. John's Hospital end-of-life team.
- **Home Visits:** I made regular home visits to hospice patients in Moore and Montgomery Counties and was responsible for two on-call shifts per month.

Close by stating that your experience and passion make you a perfect fit for the employer. Include the best way for them to contact you for an interview.

Write your résumé in such a way that it is easy to scan and find the keywords in 30 seconds or less. Use three to eight bullets to describe your experience and accomplishments.

8. Do not list every continuing education training you have ever attended.

Whether or not you are licensed in your state, you should seek out continu- ing education in social work. Don't forget, it is in the *NASW Code of Ethics: Section 4.01 (b) Competence: "...Social workers should routinely review the profes- sional literature and participate in continuing education relevant to social work practice and social work ethics."*

It is great to show your reader that you are up to date on the latest clinical information on your client population, but the section on your résumé for Continuing Education or Professional Development should only list the courses that are relevant to the job you are applying for. It is a great idea to keep a list of all your continuing education, for your own reference and for your license renewal. You just don't need to list them all on your résumé.

9. Less is more.

I hope you are seeing a theme here. Recently, I have come across a few résumés that have all of the following sections:

- Professional Summary
- Education
- Relevant Social Work Experience
- Work Experience
- Additional Experience
- Summary of Skills
- Professional Affiliations
- Volunteer Experience
- Publications
- Relevant Coursework
- Activities
- Honors

Every résumé is personal and different. You don't need 10 categories on your résumé. Professional Experience and Education are musts. but after that, limit the places hiring managers need to search to find the information that will help them decide to interview you. Only put the information that is most relevant to the job to which you are applying.

10. Your references should always be available upon request and not on your résumé.

If the last line on your résumé is "References Available Upon Request," this one is for you. It is not necessary to tell your reader that you have references. If you get far enough in the interview process, they will ask you for your references. Have them listed in a separate document.

Only send the references that are relevant, and only send them when asked. It is imperative that you inform your references that they may be contact ed, and always send them a copy of the job description and your recent résumé, so they can be prepared when contacted. Nothing is a bigger turnoff to me than getting a call to be a reference for someone I supervised five years ago and I can't remember exactly what their job duties were. It is great to get a heads-up and a reminder of what the person did under my supervision. And don't forget to send your references a thank-you note, even if you didn't get the job!

DON'T: References Available Upon Request

DO: (Separate document with your contact information at the top) References:

Jessica Rogers, MSW, LICSW, Director of Family Programs, Affordable Housing Authority
Chicago, IL
Relationship: Former Supervisor Phone: 543-321-1234
rogers@email.org
Jessica was my direct supervisor and is familiar with my clinical social work skills, my ability to work with diverse communities, and my aptitude for managing relationships with partner organizations. Jessica recognized my success in client outcomes and promoted me within 6 months of my hire date.

Remember, your résumé is your tool to get an interview. It doesn't need to include every detail about you as a professional social worker. Use your cover letter to expand on details that are specific to the job you are seeking. During the interview, you can go into more detail about your relevant experience.

Valerie Arendt, MSW, MPP, is the Associate Executive Director for the National Association of Social Workers, NorthCarolina Chapter (NASW-NC). She received her dual degree in social work and public policy from the University of Minnesota and currently provides membership support, including résumé review, to the members of NASW-NC

7 More Tips for Your Amazing Social Work Résumé

by Valerie Arendt, MSW, MPP

It has been an honor to have authored the *Career Connect* column for *The New Social Worker* magazine since 2014. In my 15 articles, I have written about social work interviews, salary negotiation, the value of a strong professional network, jobsearch strategies and mistakes to avoid, transferable social work skills, and my first and most popular article, "10 Essential Tips for Your Amazing Social Work Résumé."

I am passing the social work career baton, and this will be my last column for *The New Social Worker,* for now. I am leaving you all with where we started, a follow-up to my résumé article. Since writing my first article about social work résumés, I have reviewed and provided résumé feedback to more than 500 National Association of Social Workers—North Carolina members. I review résumés of students, new professionals, and seasoned social workers who are looking to advance their social work careers. I speak often with hiring managers and organizations about what they are searching for in social work candidates and what they are looking for, both positive and negative, on candidates' résumés.

Make sure to read my first résumé article, "10 Essential Tips for Your Amazing Social Work Résumé" before diving into this article. The following are even more tips to help you develop a résumé that stands out and gets read by the hiring manager. I use a few real-life "DON'Ts" I have found on résumés and have included example "DOs" to help your résumé shine.

1. Include your credentials behind your name at the top of your résumé.

The first item most hiring managers look for on a résumé is the applicant's credentials. If they are looking for someone with a social work degree, credential, and/or license, they don't want to have to search the rest of your résumé to see if you meet the basic educational and licensure qualifications. You worked hard for your education and credentials. Always include them after your name on your résumé, cover letter, and email signature.

DON'T: (Résumé header) Katherine Jones
Address, City, State, Phone, Email

DO: Katherine Jones, MSW, LCSW
Address, City, State, Phone, Email

2. State clearly who your clients are.

Over the years, I have seen many résumés that make no mention of who the client is at internship place- ments or places of employment.

Social work is a person-centered profession. If you don't mention who it is you provide psychotherapy for, who you assessed for services, or who your services are designed for, your résumé will not be as attractive to the hiring organization. Even if you do not provide direct services, you need to define what population your organization or program serves. Do you serve adults, children, seniors, individuals with substance use issues, individuals with developmental disabilities, individuals with mental illness? And in what settings? Be specific, especially if you are applying for a job working with similar populations.

DON'T: Primary responsibilities include intake, assessments, and referrals.

Even if I told you the name of this organization, you would have a hard time guessing who this social worker's clients are. Always define who your clients are in the first bullet of each position.

DO: Provide clinical care management for adult patients (age 21 and up) referred from Family Medicine Department, including conducting psychosocial assessments; developing patient-centered care plans; linking patients with community resources; and engaging in care coordination, communication, and follow-up.

3. Language matters.

Most of the time, social workers are spot on when using appropriate language regarding their client populations or types of servicesand treatments they use. Occasionally, however, I will see résumés with outdated language. It is essential to use respectful language when describing your client population and the types of servicesyou providethese populations. People-first language emphasizes the person, not the disability or diagnosis. This is the preferred language to use with some populations. However, others prefer identity-first language (for example, a disabled personvs. a person with a disability). Don't have your résumé passed over for using the wrong terms. It is usually safe to use the same language used in the job description or the language the organization uses todescribe its client populations on the website.

DON'T: Served as intern at substance abuse clinic for drug addicts.

DO: Co-lead group therapy with clients recovering from substance use disorders using motivational enhancement therapyand cognitive behavioral therapy with the goal of developing tools for recovery and decreased chances of relapse.

4. Name your documents with your first and last name.

Before emailing your résumé to an employer or submitting your résumé to an online Automated Tracking System (ATS), make sure the document is named appropriately. Remember, the hiring manager probably receivesdozens or hundreds of applications for multiple job openings, so a document named, "social-work résumé 3" could get lost in the fray or deleted completely. Yes, you may have 10 versions of your résumé, but make sure the one you send out has your first and last name on it: "FirstName LastName résumé."

DON'T: "résumé 1," "social work résumé," or "Brianrésuméversion 3."

DO: "Jane Williams Résumé" and "Jane Williams Cover Letter" or "Jane Williams Résumé - United Way."

5. Attending meetings is not a skill.

Everything on your résumé should have a purpose and highlight either a professional accomplishment or a skill that you possess. Check out my résuméarticle mentioned above and my "Changing Areas of Practice — The Transferability of Social Work Skills" article to make sure you under- stand the importance of articulating accomplishments and skills on your résumé. The ability to work on teams is critical for social workers, and these teams often require many meetings to discuss client cases. However, saying you have attended meetings doesn't express to your reader what you contributed to the meeting or what your role in the meeting may have been.

DON'T: Attend general department meetings, treatment team, and case supervision meetings.

DO: Serve as team lead on multi-disciplinary team, which includes physician, nurse, psychologist, and occupational therapist. Organize and facilitate case consultation meetings for team to provide specialized service for children and young adults with mental health disorders.

6. Volunteer experiences are just as important as paid experience.

If you have related, relevant volunteer experience that might look good to an employer, don't hide it at the bottom of your résumé with no supporting information. List related volunteer experience under your "Relevant Experience" header, just as you would any paid employment. Include exactly what you did for the organization, what your contributions were, and when you were there. Saying "Food Bank Volunteer" doesn't tell your reader very much at all.

DON'T: (At bottom/last page of résumé) Volunteer, North Carolina Food Bank

DO: Volunteer, North Carolina Food Bank, Durham, NC, 2014-Present

- Attend and assist at special food and fundraising events, such as Stamp Out Hunger (Letter Carriers' Food Drive) in May and Hunger Relief Day at the North Carolina State Fair.
- Organize bi-annual food drive at East Carolina University. Recruited 4 additional on-campus volunteers and collected more than 300 pounds of food in 2014-2016 and 400 pounds of food in 2017.

7. Should you submit your résumé as a Word document or PDF?

This is a common question, and everyone seems to have an opinion about which format to use. If the job posting does not specify which format to use for your résumé and cover letter, consider the following guidelines for when to use a PDF and when to use a Microsoft Word document when submitting your application documents.

When to use a PDF: When you're emailing a résumé directly to someone.

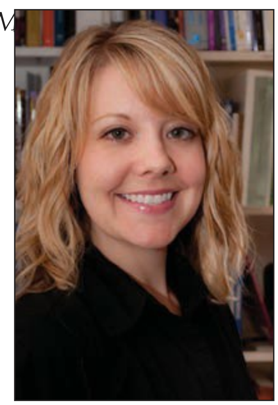
PDFs are typically virus-free when downloadedand retain for- matting. Everyone seems to have a different version of Microsoft Word, and not everyone knows that certain fonts and formatting are inconsistent from version to version. Sometimes I review résumés that were two pages when emailed to me but are three pages when I open and view them. Worddocumentsaren'talways mobile friendly and might show up corrupted in some systems. Please see the REAL example below that a hiring manager colleaguereceived. This is what he saw when he opened the file on his mobile device. Not only is the formatting way off for the words that do appear, but the majority of the content has been replaced by emojis. Someone might inadvertently al- ter your résumé in a Word document.

PDFs will provide the employer with anerror-free copy.

When to use Microsoft Word: When you're submitting your résumé online.

You might opt for a Word document because of the compli- cated nature of Automated Tracking Systems (ATS), the software used by medium and large organizations to weed through job applications. The ATS may not track or scan keywords on PDFs as well as on Word docu- ments, which means yourapplication could fail to reach a human. The PDF is typically going to be the better- looking version, but if you have any worries about an ATS missing your keywords, the Word version is the way to go.

Thank you for following along with me, and I wish you the best in your social work career. Your com- munities need you, and I hope my articles will allow you to not only land a job you love, but also to share your strong social work skillsserving those who need you most.



Valerie Arendt, MSW, MPP, is the Associate Executive Director for the National Association of Social Workers, North Carolina Chapter (NASW-NC). She received her dual degree in social workand public policy from the University of Minnesota and currently provides membershipsupport, including résumé review, to the members of NASW-NC.

Share this issue of THE NEW SOCIAL WORKER with your friends, colleagues, and classmates!

University of Georgia School of Social Work

Time Sheet of Practicum Hours

Student Intern: ___________________________________ Field Placement Site: ___________________

Field Instructor: ___________________________________

Semester: Fall 20_ Spring 20_ Summer 20_ Faculty Liaison: ________________________

Week#	Dates	HOURS WORKED						Weekly Total	Field Instructor Initials
		Mon	**Tue**	**Wed**	**Thu**	**Fri**	**Sat/Sun**		
EXAMPLE (BSW)	Sept 6-10	9-5	9-5		9-1			20 hours	
EXAMPLE (Generalist)	Sept 6-10				9-5	9-5		16 hours	
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
TOTAL									

____________________________________ ______________________________________

Student Intern's Signature Date Field Instructor's Signature Date

Field Education and in class coursework are both critical components in the Social Work curriculum. Designated field days for BSW students are Monday, Tuesday and Thursday. Designated field days for MSW generalist students are Thursday & Friday. Designated field days for MSW specialization students are Wednesday-Friday. ***Practicum hours should NOT conflict or interfere with class times.*** Field instructors are encouraged to request student course schedule to ensure that conflicts with class do not occur for any hours worked beyond the designated field days.

Student Appeal Regarding Assigned Field Placement Agency

Student's Name:______________________________ Date: _______________

Field Coordinator Name:_____________________________

Student Level of Practice: BSW:____MSW Generalist:____MSW Specialization: ______

Assigned Agency: ____

Instructions: Please respond to the questions/prompts below. Please submit this form via email as an attachment to your field coordinator. Appeals must be submitted in a timely manner (within three weeks of notification of the field placement assignment). Failure to submit the appeal within a timely manner may result in a non-consideration of the appeal.

Please be advised: If your appeal is granted, there is no guarantee that an appropriate new placement will be immediately available. This process may delay practicum start date, require students to make up lost hours, and impact the program of study sequence.

1. Is your appeal on the basis of the practicum agency location? Yes____No ______

    a. If your appeal is motivated by the distance to the agency, please identify your home campus. Athens_____Gwinnett _____
    b. Is your placement within a 60 mile radius of your home campus? Yes_____No _____
    c. Please identify to agency address: ______________________________

2. In no more than three concise sentences, please describe how you arrived at your decision to appeal the assigned field placement.
    a. Sentence 1:
    b. Sentence 2:
    c. Sentence 3:

3. In a more comprehensive fashion, please describe your reasons for requesting practicum placement reassignment. Please address each of the following in separate statements.

    a. What are your concerns regarding your placement assignment?
    b. Prior to initiating this appeal, what steps (if any) did you take to address your aforementioned concerns?
    c. Please explain how your appeal is based on learning and professional development rather than personal convenience.

4. What outcome do you feel best represents your educational goals with regard to this appeal?

APPENDIX B

STUDENT SAFETY & RISK REDUCTION

GUIDELINES ON PERSONAL SAFETY

Due to increasing incidents of violence against social workers, the School is attempting to make students aware of safety issues and be better prepared to handle potentially dangerous situations. Training in personal safety is provided to all new students early in the first term of enrollment; content includes awareness, prevention, and management of dangerous situations at home, on the street and while traveling, in public places, and in the field. Handouts on this content are provided at the training session. Also, agency safety guidelines and information on student health care safety preparation appear in this Manual. Because safety issues relate to field work, campus life, and many other settings, general information about risk assessment and reduction is also included in this section. This information can be used to assess environmental risk levels, to determine if a client or another individual could be dangerous, to make decisions about managing risky situations, or to protect oneself or clients.

It is very difficult to predict when dangerous behavior will occur. The factors most often considered to be predictors are: history of violent behavior, male clients, abuse of drugs and/or alcohol. Aggressive behavior may be direct or indirect; determinants include fear, anger, overstress, chemical alteration, need for attention or power, and paranoia. The important variable is the intent or perceived intent of the individual who appears to be dangerous. It is important to determine whether the behavior is a characteristic adaptive style or if it is reactive to a particular or current situation. However, the best protection in a threatened or actual assault is to follow your intuition. Problem-solving skills are also transferable to risky situations: gather data, evaluate the information, decide on a course of action based on the evaluation, implement it, evaluate the outcome and adjust accordingly. This process may occur in an instant or over a longer period.

The goals of risk prevention and management strategies should be:

1. protect the client, staff, and others in the environment

2. help the individual gain control with the least amount of pain and guilt

3. help the individual focus on the source of anger, fear, frustration, etc.

4. assist the individual to express these feelings verbally rather than in actions

GENERAL RISK REDUCTION GUIDELINES

1. Walk with a sense of purpose. Be aware of body language.

2. Be alert to people around you. Beware of strangers who approach and speak to you. Keep at a safe distance and keep moving.

3. Do not walk on side of the street where people are loitering. Walk on the outside of the sidewalk, away from possible hiding places.

4. Be aware of safe places such as stores, library, school, and community centers to use as refuge.

5. Do not carry a purse or bag. If you must carry one, conceal it or use a shoulder bag or backpack.

6. Wear sensible appropriate clothing, low heeled shoes, and no jewelry which could be snatched off or wrapped around your neck.

7. Do not give money to people who ask for it.

8. Assess multi-story buildings for safety. If you take the elevator, observe elevator interior before entering. If the elevator appears unsafe, wait for the next elevator or consider taking the stairs; be aware of who is in the stairwell and how far apart the exits are. If a suspicious person enters the elevator after you have entered it, exit before the door closes. Stand next to the control panel. If accosted, press all buttons.

RISK REDUCTION GUIDELINES IN FIELD WORK

Students should receive a specific orientation to agency policies and procedures regarding risk management. If the field instructor does not provide this orientation, students must ask for it. Students should also learn about the agency's informal methods for assessing and handling risk situations.

Each situation is different, but the guidelines that follow may generally apply in the management of potentially dangerous situations.

1. Appreciate realistic limitations. Be reasonable about what is and is not possible. Know when to stay and leave. (A sound preventive approach is to avoid seeing clients with reputations for unprovoked assaults or those in acute paranoid psychotic distress in an empty office without backup staff or security available.)

2. Keep your work area as safe as possible, keeping it clear of items which could be harmful to anyone involved in a physical intervention. For example, keep objects which can be used as weapons (ashtrays, sharp objects, a hot cup of coffee) away from clients.

3. Where possible, alert staff members that assistance may be needed before entering the crisis situation.

4. Act calmly. Keep the scream out of your voice. An emotional or aggressive response to a distraught individual is likely to reinforce that person's aggression. Remember, clients and others who are violent are often reacting to feelings of helplessness and loss of control. Therefore, you need to be in control of the situation.

5. Take a non-threatening posture to avoid appearing confrontational, but take a protected posture as well. This usually means standing slightly sideways to the individual, at a safe distance away from sudden lunges, punches, and kicks, with arms and hands held near the upper body for possible quick self-protection. Avoid a "stare down" by periodically breaking eye contact.

6. Don't walk away from the individual who is escalating. Acknowledge the individual's feelings and attempt to talk him/her down. Encouraging the individual to sit down may sufficiently delay or divert the possibility of attack. Usually a one-to-one situation with available staff at a distance works well. The most appropriate staff member to be with the individual is the one who has the best rapport with him/her, not necessarily the staff with the most authority or rank.

7. Observe the progress of the aggression and the stages of escalation. Identify those actions on your part which serve to calm and those which serve to inflame the individual, and act accordingly.

8. Avoid sudden movements or the issuance of strident commands, as these may only inflame the individual. Whenever possible, allow the individual to make behavioral choices. Directives or alternatives should be stated concretely and in terms of actions which can be performed immediately. Depending on the cognitive abilities of the individual, limit-setting may take two forms:

    1) <u>Direct</u>: state clearly and specifically the required or prohibited behavior

    2) <u>Indirect</u>: allow the individual to choose between two acceptable behavioral alternatives

9. Do not touch the individual unless you are willing to restrain him/her, and only when there is sufficient staff power to do so in a manner consistent with the agency's "take down" or containment policies.

10. In the event of the physical intervention where the individual is placed in a quiet room or in seclusion, the isolation should be as brief as possible. Placing an individual in isolation will not help him/her learn about the experience during this critical learning period. The verbal and cognitive work begins here in helping clients understand and predict their own violent impulses.

WHAT TO DO IF ATTACKED OR SERIOUSLY THREATENED DURING FIELD WORK

1. Follow agency procedures to manage the immediate situation and to report the incident informally.

2. Get any needed medical care and debrief with your field instructor.

3. Immediately notify the School (the faculty liaison or the Director ofField Education).

4. Recognize that a physical attack or threatening behavior is frightening and that you may respond emotionally to the stress. Seek help to resolve the crisis responses.

*Source: University of Michigan School of Social Work, Field Instruction Manual, May 1997.

APPENDIX C

FIELD INSTRUCTOR RESOURCES

ORIENTATION TO THE AGENCY

The School provides the student with a general orientation to the profession and to field education.

The agency is responsible for agency-based orientation, which typically occurs duringthe first week of field work. In general, the orientation should consist of acquainting the student with the various services offered by the agency, and the range of scope of possible assignments. Planning for these assignments should begin right after the orientation period, and specific initial assignments should be identified. The student should use the orientation period to begin developing a written learning contract, which will serve as a guide for the current and subsequent terms of field work experience (see Appendices A and B).

The School's rationale for the agency orientation to field instruction is twofold. First, before the student engages with clients, agency staff, communities, etc., s/he should have some knowledge of professional roles and relationships, the ethics of the profession, and the nature of service delivery systems, as well as some acquaintance with various theories of human behavior. Second, students are expected to gain knowledge about the range and type of specific agency services, agency structure and staff roles and responsibilities, as well as inter-agency and community relationships. A well-planned and organized orientation within the agency will not only provide information useful for student performance but will serve the agency by enhancing the potential for greater student productivity.

Agencies may wish to take different approaches to the agency orientation. One approach is to schedule various activities which could include reading reports and other agency documents, interviews, and observation within the agency and at other agencies and facilities. A somewhat richer approach is to schedule all of the above and to begin to introduce related tasks into the assignments. For example, a student who is scheduled to visit another agency may be asked to obtain information needed by the placementagency. Another student preparing to work with a client group may conduct initial interviews with prospective members.

IDEAS FOR A WELL-PLANNED, COMPREHENSIVE PLACEMENT EXPERIENCE

- Initial Orientation Session for Students

- Intern Packet
  - -useful information about the agency, personnel, helpful terminology, organizational chart, etc.
  - -various readings about population, settings or other helpful "orienting" contextual information
  - -special paperwork, forms

- Agency Tour
  - -meet personnel, supervisory staff, secretarial staff, etc.
  - -faculty tour and student's space of their own
  - -formally introduce student at agency staff meeting

- Inform intern of agency policies and procedures

- Supply student with some office supplies

- Arrange for lunch plans on the first day so student doesn't feel isolated or alone

- Have the student "shadow" you on the first day or two (or at least for a few hours) to help acclimate them to the setting

- Give student an opportunity for client contact in the first two days

- Meet with student at the end of every day the first week

- Meet with the student both formally and informally the first week – plan on discussing at least one case to set the tone for supervision

- Plan regularly scheduled supervision blocks of time each week in addition to informal "chats"

- Allow for the student to take initiative for their own learning and plans for their time

- Help student to develop a "project" that they could accomplish over the course of the term

PREPARING STUDENTS FOR ORIENTATION TO FIELD PLACEMENT SITE

Micro Level of Orientation

1. Orientation Plan

2. Learning plan

3. Supervision
   - Learning styles
   - Supervisor role and style
   - Previous experiences with supervision
   - Weekly supervision times
   - Who sets agenda for supervision meetings
   - What is discussed in supervision
   - How to discuss goals, fears, issues, assignments Integrating class and field
   - Evaluation of learning outcomes

4. Professional Behavior
   - Expectations
   - Agency boundaries: what's okay to talk about; what's not okay
   - Time off for illness, holidays
   - Make-up days

Mezzo Level of Orientation

1. Purpose, function, and structure of the agency/organization
   - Mission
   - Governance
   - Policies
   - Funding

2. Who's Who
   - Organizational charts
   - Job descriptions
   - List of people to meet

3. Clients/Consumers/Constituents

Who they are
Service provision/delivery (what and how)
How they get connected
Intake process
Costs for services
Service outcomes/evaluation

4. Layout of agency/organization
    Tour of agency
    Student's office, desk, phone, files, etc.
    Copy and fax machines
    Lunch/break room

5. Information flow
    Telephone
    Computer use/access
    Routing Material
    Mail (in and out)
    Messages
    Meetings required

6. Documentation
    Format
    When and where
    Confidentiality Issues
    Jargon, abbreviations
    Statistical Records
    Forms

7. Confidentiality
    Interview locations
    Consent for release of information
    Confidential and privileged information
    Legal requirements to report; other legal parameters

8. Safety and Security Issues
    Office
    Home Visits
    Use of personal car

9. Resources
    For clients/consumers/constituents
    For students
    For staff
    Bibliography of important books and articles

Internet availability
Library journal access
Cellular phones
Mileage and/or parking reimbursement
Stipend
Staff development
Additional learning opportunities

Macro Level of Orientation

1. Map of the community
History of the community
Strengths of the community
Major issues
Aspects of diversity
Community leadership

2. Social Service System
Visits to area agencies and organizations
Resource list of area agencies and organizations
How this agency/organization fits in with similar agencies/organizations elsewhere
How this agency/organization coordinates with other types of agencies/organizations
How this agency/organization partners with other agencies/organizations/groups
Coalitions/networking groups in the community
History/perceptions/strengths/limitations of agency/organization in the community

3. Social Policies
Local, state, federal government mandates or sanctions
Regulatory bodies
Regulatory processes
Legislation affecting clients/service provision and/or delivery

Adapted from Cochrane, S. & Hanley, M. M. (1998). *Learning through Field: A Developmental Approach.* Needham Heights, MA: Allyn & Bacon.

SUPERVISION

Typically, field instruction of students occurs through a variety of styles and methods, including formal conference time with the field instructor, group of team supervision, demonstration, coaching, and team meetings. The choice of which activity best fits the student and the assignments are left to the field instructor. However, the pattern of instruction must be by design and minimum contact time must be established. The School requires a minimum of one hour of supervision per week, but recommends more. The plan should bear a direct relationship to the competencies/practice behaviors of the relevant practicum course statement and the student's goals as expressed in the educational agreement. This appendix provides some descriptions of activities that can be used in the supervisory session.

The student is expected to take a proactive stance in regard to the use of instructional time. This can mean formulating questions, topics, and/or agendas and any relevant written materials (such as case notes or reports or drafts) for field instruction conferences or meetings. The following pages provide some ideas on how to assess the student, suggests possible learning activities, and describes some ways to evaluate competence. Descriptions for some of these assignments can be found in Appendix C.

EVALUATING STUDENT LEARNING

Generalist and specialization practicum provide opportunities for students to test and apply theories learned in the classroom in the nine competency areas. Practicum also provides the arena in which students practice and demonstrate values and ethics, and apply the various theories, models, and evidence-based knowledge to the maintenance and enhancement of client and community well-being. While the competencies to be mastered in the practicum are the same for the generalist and specialization levels of study, they are differentiated by the depth, breadth, and ability of the practicum students to understand and differentially apply theories to practice situations. The student's learning plan is built upon the competencies and behaviors. The faculty liaison and field instructor maintain ongoing dialogue regarding the progress the student is making, using the learning plan as a primary guide for relevant dimensions of knowledge, skills, values, and cognitive affective processing associated with mastery of each of the nine competencies and associated behaviors.

The field instructor contributes significantly to the students' learning and effectiveness of the field setting. The field instructor helps to reinforce theories learned in the classroom and to apply them to practice situations. In collaboration with the student, the field instructor develops and implements the educational plan through the assignment of appropriate tasks, activities and cases. The field instructor evaluates the student's work and recommends a letter grade for the student to the faculty field liaison. The field instructor is also expected to:

- Provide an orientation to agency policies and procedures;
- Negotiate and plan student assignments in accordance with competencies and corresponding behaviors identified in the syllabus;
- Exhibit positive convictions about the value of the social work profession in the improvement of society;
- Maintain sustained teacher-student learning relationships which reinforce classroom learning, support the student in the learning role, and enable students to develop to their highest potential;
- Assist the student in developing an educational plan (required for generalist and specialization students);
- Teach the student how to apply generalist and specialized social work processes
- Support student in the development of discernment, decision making, and reflexive practice;
- Provide continuity with stable agency presence (should not be contractual or part-time worker);
- Direct the practicum and require student to carry out assignments, tasks, and activities that advance learning and competency development;
- Provide regular, weekly, individual and/or group supervisory evaluation sessions with students for a period of one hour through direct and/or technological observation and discussion to reinforce level of progress in meeting generalist or specialization

competencies;

- Provide opportunities for student attendance at professional meetings;
- Serve as an advocate for the student within the agency, by facilitating the student's access to productive learning experiences and other learning activities/resources (e.g., student participation in activities outside the agency such as professional conferences, relevant library work or field visits to other programs) during the practicum;
- Provide opportunities for students to become proactive in self-evaluation regarding strengths and limitations;
- Actively participate with UGA through the Field Education Collaborative to attend regularly scheduled orientation and training sessions;
- Notify faculty field liaison orally or in writing regarding any concerns/problems with student performance, meeting with faculty liaison a minimum of once per semester and speaking with faculty field liaison by telephone at least once per semester;
- Maintain current resume on file with the Office of Field Education;
- Ensure students have the time needed in practicum setting to complete assignments, activities, and tasks;
- Notify faculty field liaison, field coordinator, and/or the Director of Field Education when problems develop related to changes in the nature of work within the agency that may result in a lack of sufficient work/learning experiences for the student, changes in the availability of supervision, or concerns about a students' learning or professional behaviors;
- Complete progress and evaluation reports for each student supervised at the end of each semester and recommend a letter grade to the faculty field liaison; and
- Complete faculty field liaison evaluation and return to the Office of Field Education.

Baseline Field Instructor Assessment of Student and Methods of Evaluation

Knowing what one needs to learn is an obvious prerequisite to achieving professional mastery. The student achieves such mastery through engagement in self-assessment and the field instructor's assessment, and subsequent written evaluation, of the student's abilities and performance.
It is important for the field instructor to have a sense of the knowledge and skills a student brings to the field placement. The initial challenge to the field instructor is figuring out the student's level of competence at the beginning of the field placement. Students come with a range of experiences and nothing should be assumed or predetermined prior to the student's arrival at the field site. In addition, the amount of experience alone does not guarantee competency. Therefore, each student should have an individualized baseline assessment. From this baseline data, the field instructor and student can develop a plan to provide learning opportunities that fit with the individual student.

The Field Office provides field instructions the following suggestions for establishing a baseline assessment of the student's abilities:

- Have the student write a brief summary of their strengths and weaknesses
- Have the student observe the field instructor in practice—discuss the student's observations about the client, the problem situation, assessment and intervention, social work roles, values and ethics, etc.
- Have the student write a summary of an observed engagement between client and field instructor
- Observe the student's practice of beginning-level tasks and activities
- Assess the student's verbal communication skills through role play situations
- Assess the student's written communication skills through case summary, letter, meeting notes, etc. using the format and communication conventions required by the agency

Mid-and End of Practicum Evaluations of Student

Field instructors work closely with students to evaluate in an ongoing and iterative way. Formalized evaluation mechanisms are included in the experiential learning encounter at the conclusion of the first in the two semester sequence and a cumulative evaluation of the student at the conclusion of the second semester in placement. The final field instructor evaluation (Volume III Appendix - Supplemental Document) of the student addresses student level of attainment in all nine CSWE competency areas. The evaluation tool identifies each competency affiliated behavior that demonstrates mastery of the broader competency. Field instructors rate the student's ability to perform each of the behaviors using a five-point Likert scale. The rating scale is as follows:

1 – Very low level of competence
2 – Low level of competence
3 – Adequate level of competence
4 – High level of competence
5 – Very high level of competence
NA – Not applicable

A rating of 3 is equivalent to adequate competency. Field instructors complete the written evaluation and meet with the student and faculty field liaison to review. During this meeting, the student is provided with feedback designed to celebrate competency attainment, highlight challenge areas, and ultimately support students in the demonstration of gains in each of the nine competency domains.

Additionally, for generalist students the integrative field seminar provides an additional opportunity for evaluation of student performance in the field agency on the basis of knowledge, skills, values, and cognitive affective processing articulated and demonstrated in classroom discussions, case presentations, agency analysis, sharing of agency information, and maturity/discernment evidenced in discussion of decision making when working with clients or situations.

DEVELOPMENTAL LEVELS AND NEEDS[1]

Level	Motivation	Autonomy	Self and Other Awareness
1: Novice	Motivated	Dependent: Need for Structure	Cognitive: Limited Self-Awareness Affective: Performance Anxiety
2: Intermediate	Fluctuates between high and low, confident and lacking confidence	Dependency-Autonomy conflicts; rotates between assertive vs. compliant stances	Cognitive: Focus on client; understanding client's perspective Affective: empathy possible; also over identification
3: Advanced	Stable; doubts not immobilizing; professional identity is primary focus	Conditional dependency; mostly autonomous	Cognitive: Accepting and aware of strengths and weakness of self and client Affective: aware of own reactions and remains empathic *and yet able to appropriately challenge client*
3i: Expert	Stable across domains; professional identity established; *working on deeper mastery; developing supervision, teaching and leadership skills; conducting research*	Autonomous across domains; *occasional need for consultation*	Personalized understanding crosses cognitive and affective domains; adjusted with experience and age; *danger of becoming "rote" or feeling "I know it all", growing detached and disconnected*

Content courtesy of Greg Merrill (2018), Berkeley Social Welfare

[1] Adapted from Stoltenberg, McNeill, and Delworth (1998) with slight modifications in *italics*.

Methods of Evaluation

Evaluation of student performance is an ongoing, interactive process between student and supervisor culminating in an end-of-semester written evaluation. For a fair and complete assessment of student performance, the field instructor should employ a variety of measures along with the repetition of such measures. This approach will increase accuracy and fairness in evaluating student performance and provide the field instructor with more opportunities to offer professional direction, guidance, and specific feedback. Listed below are methods of evaluation that can be made use of over the course of the field placement to evaluate the student's performance as related to the educational outcomes in the learning plan and the final evaluation instrument. Outlines for some of these assignments can be found in Appendix C. Methods of evaluation include (but are not limited to):

1. **Observation**
   Direct observation of a student allows for direct assessment on all aspects of a student's interviewing skills. While students may feel uncomfortable at this prospect, most realize that it is an invaluable opportunity to gain feedback. One suggestion is to phase in observation by starting with the student observing the field instructor and processing what took place, then conducting a joint interview followed by discussion, and, finally, the field instructor observing the student conducting an interview.

2. **Role Play**
   Simulating placement-specific situations can be used to identify the student's strengths and weaknesses. A role play can be used to deal with challenges and obstacles that confront a student in practice. For a role play to be most beneficial, it should be carefully planned and structured. Some field instructors use role play situations to develop benchmarks for specific skills and to determine assignment of student tasks.

3. **Case/Task Summary**
   The student's ability to apply social work knowledge, skills, and values to practice can be assessed through a written case/task summary. Multiple summaries over time offer an opportunity to view how the student gathers and organizes information, makes assessments, sets goals, and identifies appropriate interventions. Through a written summary, the student's writing abilities, familiarity with professional style, and ability to be clear and concise while highlighting significant data can be demonstrated. A case/task summary may be required agency practice or requested specifically by the field instructor as a method of student evaluation.

4. **Process Recording**
   This type of recording is specifically used for teaching purposes. Most of the time it is not placed in agency records. The process recording is a verbatim documentation of an interaction between the student and a client or a transaction between the student

and another worker (e.g., information gathering on a project). It requires the student to write down both the verbal and non-verbal communications of the student's interactions along with the student's reflections and analysis. Although somewhat tedious, the process recording is a very effective method for assessing the student's professional skills, knowledge, and values. The student engages in self-assessment and, in addition, receives feedback from the field instructor. Two or three process recordings per semester are suggested.

5. Video/Audio Taping

The use of video and audio taping allows for an extensive evaluation of the student's performance by the supervisor and provides an opportunity for self-evaluation. Both strengths and weaknesses can be identified. A student may be asked to submit a self-evaluation with the actual tape prior to the supervisor's critique. Clearly, field instructors must be selective about the transactions students are allowed to tape. The student must follow agency protocol in securing client permission to video or audiotape. Such protocol must include the acknowledgement of voluntary client participation in taping with continuation of receiving services not contingent upon participating, the educational purposes of taping, and tape disposal.

6. **Forms, Reports, Professional Letters, and Additional Disseminated Materials**

A student's ability to write clearly and professionally, retrieve information from a variety of sources, and organize material in writing is intrinsic to the process of evaluating a student's performance. It is helpful to offer opportunities for the student to write, in full or in part, court reports, grants, reports to funding sources, intakes, newsletter articles, program/agency descriptions for brochures/websites, informational handouts for clients, letters, etc. Although field instructors may be able to complete forms by rote, this is a new task for the student. Having the student fill out forms can provide the field instructor with information about the student's knowledge of the agency, ability to gather data, basic writing skills, and ability to focus on purpose of the task.

7. Written Assignments

In addition to the variety of written items as part of routine agency practice, the field instructor may ask the student to complete a written assignment in order to assess the student's knowledge, values, and/or skills. Such assignments may be in addition to any assignments the student must complete for field seminar. A student and field instructor may agree to use a required field seminar assignment (e.g., agency summary, critiques of articles, daily/weekly logs, process recording) for evaluation purposes as well.

8. Staff Presentation

The student's ability to gather, organize, and verbally present information can be evaluated through the student's participation in agency meetings (e.g., staff, program, committee) and community opportunities (e.g., meetings, special events/projects, collaboratives). As an active participant, the student is not only able to increase his/her understanding of the agency, the community, and their interrelatedness, but is able to enhance his/her sense of professional self and connection to the agency.

9. **Supervisory Conference**

Weekly formal supervision enables the student to process his/her tasks and field experiences on a regular basis. Initially, the field instructor may set the structure for the supervisory conference, but eventually the student should take on more responsibility in preparing an agenda and identifying challenging situations. Through the supervisor's support and constructive criticism, there should be evidence of the student's professional growth. It is recommended that both the supervisor and the student maintain written summaries of supervisory sessions to be used in completing the student's final written evaluation.

10. **Feedback from Others**

Most students have the opportunity to work with agency staff in addition to the primary field instructor. Some students may be assigned task supervisors. Other students may work on a joint project with a professional from another agency. In any case, a student will benefit from being given the opportunity to work with others, each with his/her own professional style. In addition, feedback from these other professionals can be useful in assessing student performance. The field instructor should build in a mechanism for obtaining such feedback.

11. **Student Self-Report**

The student's ability to recognize his/her strengths and limitations, personal biases/prejudices, and areas of professional growth are critical to the educational process. The final evaluation form may be used as a pre- and post-test measure to observe how the student evaluates his/her performance over time in the field placement. The supervisor may ask the student for a written self-assessment separate from the final evaluation.

Selection of Learning Experiences

The following is a list of learning experiences to help stimulate thinking about identifying learning experiences for social work students. This list is not exhaustive, some of the items may not apply to your setting, and there may be additional learning opportunities unique to your specific agency/ organization or area of practice to consider.
[Adapted from S. J. Wilson (1981). *Field Instruction: Techniques for Supervisors*. NY: Free Press.]

1. Read case records, committee meeting minutes, and agency reports/ newsletters/web page

2. Read journal articles and review websites pertaining specifically to the agency/organization or area of practice

3. Observe the field supervisor or other appropriate agency personnel in interactions with clients, colleagues, and other community organizations. Prepare a summary or assessment of the interaction. Write an assessment of the client.

4. Listen to a tape-recorded interaction or lecture or watch an audio-visual presentation. Prepare a critique for discussion.

5. Attend a meeting (e.g., staff/team, agency committee, agency board, community group). Take notes on the dynamics of the discussion. Provide a written summary of the content.

6. Visit the agency in the evening or on weekends to observe agency activities during these “off-hour” times.

7. Audio or video-tape an interaction with a client. Review and critique it.

8. Interview the field supervisor and take a social history. Discuss the interview process.

9. Sit in the waiting area and observe the atmosphere, behaviors of individuals, and interactions between clients and staff.

10. Be responsible for a caseload of clients (number assigned may vary based on responsibilities involved and School of Social Work requirements). Conduct interviews with clients and provide direct services.

11. Visit other community agencies and organizations (e.g., referral sources, collaborative partners).
12. Attend a court hearing.
13. Attend related professional workshops, seminars, and lectures in the community.
14. Attend in-service staff development programs.
15. Prepare an in-service staff development program.
16. Co-facilitate or lead a group. Participate in the pre-planning.
17. Co-facilitate or lead a meeting. Participate in the pre-planning.
18. Go out on home visits. Conduct or participate in the interview.
19. Take on-call (after hours) responsibilities.
20. Role play with the field supervisor to try out new skills and techniques.
21. Participate in orienting new students or staff to the agency/organization.
22. Keep a daily log of experiences and reactions to them. Use a critical thinking approach in reflecting on the experiences.
23. Prepare a process recording of an individual interaction, group session, meeting, or telephone contact.
24. Participate in a one-way mirror observation as an observer or as a subject.
25. Interview administrators, managers, or other staff to gather specific information about their roles.
26. Assist in writing or revising the agency's policy and procedures manual.
27. Assist in writing or revising the agency's manual/resource file for student interns.
28. Assist in gathering information for and prepare an annual program or agency budget.
29. Develop, or assist in developing, a grant proposal.
30. Identify new funding opportunities.
31. Assist in writing a newsletter. Prepare a web page item.

32. Assist with a marketing or public relations project.
33. Participate on an agency committee to plan an event (e.g., fund-raising, educational workshop, community activity).
34. Develop outcome measures for a program or special project.
35. Design and conduct a research project.

Don’t forget your “wish list” of activities you have on your *Things To Do* list (written or otherwise) that could match well with the student’s competencies/practice behaviors. These activities may be great learning opportunities for the student. For example, that coalition meeting you never have time for may be perfect for your student. Perhaps your student can update the agency’s community resources directory. What about those clients who need a follow-up phone call after having received services from your agency? Even within the parameters of competencies/practice behaviors, you can be creative in identifying learning experiences for the social work intern.

Generalist Practice Opportunities in Field Settings

The BSW and MSW generalist field education program provides practicum placements specifically selected to make it possible for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities. Student opportunity to engage with each population is a fundamental necessity in the agency selection process. Additionally, in an ongoing way, faculty liaisons ensure that agencies hosting generalist students continue to make available the full array of generalist opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities.

Generalist field settings capture the full scope of generalist practice opportunities – ensuring generalist practice opportunities for students demonstrate social work competencies with individuals, families, groups, organizations, and communities. This is accomplished in field settings by doing the following:

Competency 1: Demonstrate Ethical and Professional Behavior
In MSW generalist field settings, students have the opportunity to demonstrate **ethical and professional behavior** with individuals, families, groups, organizations, and communities by doing the following:

- Recognize ethical dilemmas and utilize supervision feedback to guide decision-making processes while working within the agency
- Review and maintain agency policies around protection of electronic records and reports
- Consistently prepare for supervision by documenting questions, reflections, and concerns throughout one's time at the agency
- Accept and utilize the feedback from supervision to improve skills and expertise
- Maintain appropriate professional boundaries with individuals, families, groups, organizations, and communities.
- Exercise sound ethical decisions.

Competency 2: Engage Diversity and Difference in Practice
In MSW generalist field settings, students have the opportunity to demonstrate **engagement with diversity and difference** in practice with individuals, families, groups, organizations, and communities by doing the following:

- Examine and present an understanding of the impact of institutionalized oppression that affects the populations served at the agency
- Engage in in-depth education to gain specialized knowledge surrounding the complexities of client's culture, in conjunction with approaching each client as an individual within their culture
- Recognize and challenge one's own culture and socialization and its impact on personal biases
- Utilize cultural humility in practice with individuals, families, groups, organizations, and communities.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
In MSW generalist field settings, students have the opportunity to demonstrate **advancing human rights and social, economic, and environmental justice** with individuals, families, groups, organizations, and communities by doing the following:

- Examine how social, economic, and environmental injustices impact the services and resources available at the agency and advocate for internal changes that address the inequity
- Document the social, economic, and environmental injustices that affect the agency's client population and address the concerns with community leadership
- Research current best practices that serve all individuals, families, groups, organizations, and communities. Promote their use within the agency
- Consistently examine the relationship between individual, family, group, organization, and community problems and the conditions of their broader social and economic environment

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
In MSW generalist field settings, students have the opportunity to demonstrate **engagement in practice-informed research and research-informed practice** with individuals, families, groups, organizations, and communities by doing the following:

- Seek out professional literature and scholarly publications to review treatment interventions related to the needs of individuals, families, groups, organizations, and communities served at the agency
- Use experience within the agency to inform research questions related to the needs of individuals, families, groups, organizations, and communities served by the agency
- Create measurable goals and objectives based off relevant research for individuals, families, groups, organizations, and communities.
- Review the outcomes of the treatment techniques and approaches utilized by the agency

Competency 5: Engage in Policy Practice
In MSW generalist field settings, students have the opportunity to demonstrate **engagement in policy practice** with individuals, families, groups, organizations, and communities by doing the following:

- Research local, state, and federal laws and policies that affect the individuals, families, groups, organizations, and communities served by the agency
- Examine the how the parameters of funding sources affect services of the agency
- Advocate for laws and policies that would benefit the individuals, families, groups, organizations, and communities served by the agency.
- Become involved with local organizations and systems that aim to address the relevant social issues through policy change

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

In MSW generalist field settings, students have the opportunity to demonstrate **engagement with individuals, families, groups, organizations, and communities** by doing the following:

- Reading case files and discussing any other pertinent information with the field supervisor to prepare for engagement with individuals, families, groups, organizations and communities.
- Using the self-reflective method in practicum seminar to demonstrate willingness to consider one's own values, behaviors, and skills as they interact and assist individuals, families, groups, organizations, and communities served by the agency.
- Spend time with individuals, families, groups, organizations, and communities served by the agency.
- Interpret and address unspoken cues, clarify ambiguities, and refine and establish presenting problems of individuals, families, groups, organizations, and communities.
- Identify the multiple systems that affect the wellbeing of individuals, families, groups, organizations, and communities.
- In conjunction with clients, formulate goals and discuss the evidence-based intervention options

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

In MSW generalist field settings, students have the opportunity to demonstrate **assessment skills with individuals, families, groups, organizations, and communities** by doing the following:

- Using verbal and written communication in the development of bio-psychosocial histories for problem-solving purposes.
- Using critical thinking in the assessment of possible effects of intervention strategies on individuals, families, groups, organizations, and communities.
- Making formal case presentations
- Examine histories and case notes; confer with collaborators and other service providers (as allowed by release of information) for individuals, families, groups, organizations, and communities.
- Interpret and address unspoken cues, clarify ambiguities, and refine and establish presenting problems of individuals, families, groups, organizations, and communities.
- Identify the multiple systems that affect the wellbeing of individuals, families, groups, organizations, and communities.
- In conjunction with individuals, families, groups, organizations, and communities, formulate goals and discuss the evidence-based intervention options

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

In MSW generalist field settings, students have the opportunity to demonstrate their **intervention skills with individuals, families, groups, organizations, and communities** by doing the following:

- Interviewing individuals, families, groups, organizations, and communities to identify and determine the presenting problem or issue.

- Using various diagnostic resource manuals and procedures to refer clients to appropriate services.
- Establishing goals and helping to devise interventions for individuals, families, groups, organizations, and communities
- Being exposed to various theoretical frameworks and having the opportunity to utilize them as one way to help individuals, families, groups, organizations, and communities achieve their goals.
- Identity and utilize evidence-based interventions that best serve the needs of individuals, families, groups, organizations, and communities
- Work within the parameters and protocols of both the agency and intervention
- Incorporate knowledge of the clients' social and economic environments into the treatment intervention
- Work with partner agencies and multidisciplinary collaborations to fulfill needs outside of the scope of the agency and to fill gaps in services to individuals, families, groups, organizations, and communities
- Engage in a dialogue about termination at the beginning of the relationship with individuals, families, groups, organizations, and communities and ensure that goals have defined timelines

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

In MSW generalist field settings, students have the opportunity to demonstrate their **evaluation skills with individuals, families, groups, organizations, and communities** by doing the following:

- Reviewing agency evaluation protocols and documents. Engaging field instructor in questions and discussions about those materials.
- Continually monitoring the goal progress of individuals, families, groups, organizations, and communities served by the agency using various documentation tracking protocols and processes that are specific to the agency.
- Identify culturally sensitive measures for collecting initial baseline data
- Document the progress toward individual, family, group, organization, and community goals.
- Identify factors that may be influencing the results
- If needed, identify and utilize additional or new approaches to work toward individual, family, group, organization, and community goals
- Present outcomes to the agency staff, colleagues, partner agencies, and other relevant audiences
- Using and integrating research findings to assist individual, family, group, organization, and community population(s).
- In coordination with field instructor and agency staff, participate in ongoing agency evaluation efforts to determine the degree to which positive client change has occurred.
- Student learning plans map the generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations,

and communities to generalist competencies. The MSW field education program provision of generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities is demonstrated by the field instructor evaluation tool.

Specialized Practice Opportunities - Micro

Competency 1: Demonstrate Ethical and Professional Behavior

Practitioners in micro social work recognize the importance of the therapeutic relationship, the person--in-environment and the strengths perspectives, the professional use of self with clients, social justice implications, and adherence to ethical guidelines of professional behavior. Practitioners in micro social work recognize their role on interprofessional teams in practice and the ethical use of technology tools for micro social work practice. Practitioners in micro social work understand and apply ethical standards, modeling ethical use of treatment modalities in practice. The behaviors associated with this competency for our micro specializations are as follows:

1. Demonstrate professional boundaries, roles, and demeanor in specialized practice social work practice and relationships with diverse clients and professionals;
2. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision- making principles and frameworks to issues specific to micro social work practice;
3. Use reflection, self-regulation, and clinical supervision to manage personal values and maintain professionalism in practice situations.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Observe and subsequently debrief professional activities by professional social workers
- Identify all relevant ethical principles that apply to a specific case
- Recognize ethical dilemmas involving conflict between personal and professional values and address this during supervision
- Engage in weekly supervision to discuss values clarification and implementation through use of agenda formulation and journaling.
- Evaluate potential impact of ethical decisions at multiple levels (client, family, community, society)
- Distinguish personal from professional self. Refrain from imposing personal value system on clients.
- Effectively use feedback to improve practice skills and increase self-awareness
- Identify specific clients, issues, and/or situations that create personal discomfort in supervision
- Identify pertinent subsection so of the NASW Code of Ethics as they relate to professional boundaries and with individuals, families, and small groups. Incorporate into professional practice.

Competency 2: Engage Diversity and Difference in Practice

Practitioners in micro social work are knowledgeable about various forms of diversity and difference and how these influence the therapeutic relationship and client's presenting issues.

The various dimensions of diversity affect (a) explanations of illness, (b) help--seeking behaviors, and (c) healing practices. Practitioners in micro social work are cultural beings and understand how micro practice choices is affected by both their and the client's culture. The behaviors associated with this competency for our micro specializations are as follows:

1. Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and/or marginalization and their impact on clients;
2. Engage clients as experts of their own experiences;
3. Apply self-awareness and self-regulation to manage personal biases and values in working with clients to avoid contributing to stereotypes, shaming, and stigmatization.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Demonstrate awareness of own social identities and how it impacts interactions with clients from diverse backgrounds
- Discuss cultural differences with clients with ease
- Identify gaps in knowledge and blind spots in working with various social identities. Engage in continuing education to develop specialized knowledge and understanding of the history, traditions, values, family systems, and artistic expressions of major client groups served
- Recognize impact of culture upon definition of problems and help-seeking behavior
- Apply culturally appropriate knowledge of theory and systems pertaining to oppressed populations to ensure optimum service delivery to all clients
- Compare agency's programs to those of an agency dedicated to serve a minority group (e.g., women's centers, persons with disabilities, LGBTQ services)
- Identify the impact of racism, social and institutional oppression on client functioning and engage in restorative practice that promote well-being
- Observe, listen, and learn from the world view of colleagues and clients from diverse backgrounds
- Attend cultural/religious activity that is meaningful to clients served by the agency

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

Practitioners in micro social work understand that all persons should be accorded equal and basic human rights. Micro social workers understand that both access and availability as well as affordability of services can pose barriers to clients. Practitioners in micro social work apply frameworks that are rooted in social justice and human rights in helping diverse persons to achieve their goals. The behaviors associated with this competency for our micro specializations are as follows:

1. Advocate on behalf of clients to secure basic human rights, including availability and accessibility of services to meet biopsychosocial needs;

2. Apply human rights and social justice frameworks to navigate cultural practices of diverse clients.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Identify external conditions that perpetuate problems such as lack of low income housing, high unemployment rates, inability to access
- Identify the impact of racism, sexism, ageism, homophobia, etc. on the well-being of clients
- Identify barriers to access to services based on social identities categories. Propose and advocate for changes in agency policies that limit access to services particular subgroups of clients
- Demonstrate perseverance and fortitude in serving all clients, particularly when faced with the slow pace of change and complex impact of oppression on individuals and families
- Demonstrate appropriate advocacy approaches that honor social work values with all people – even those one disagrees with
- Systematically gather data to support claims of discrimination in service delivery and present data to appropriate authorities
- Complete a sustainability assessment and create a plan to promote environmental justice within the agency
- Take tenacious action to effect system level changes to insure rights to resources and services
- Support clients in navigating grievance, legal, or other procedural steps when discrimination occurs including but not limited to referring clients to secure legal aid services when indicated.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Micro practitioners understand the importance of using tacit knowledge and wisdom gained from practice in informing research. Micro practitioners use systematic research skills in practice, appreciating the parallels between research and practice. Micro practitioners provide the best clinical interventions that take into cognizance the clients' clinical condition as well as preferences and socio-demographic factors. The behaviors associated with this competency for our micro specializations are as follows:

1. Apply practice experience to inform research on interventions with clients;
2. Identify and employ the best available research to implement appropriate interventions.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Develop individualized case plans with measurable goals and objectives based on available literature and experience with clients who had similar problems

- Utilize practice experience to formulate pertinent research questions
- Seek information regarding treatment-related questions in professional literature
- Review scholarly publications and select interventions with demonstrated efficacy
- Research the available scholarship on the agency selected intervention approaches
- Implement single-subject design with a client and evaluate effectiveness of treatment
- Demonstrate understanding of treatment protocols and the impact of variations on validity and reliability for client outcomes
- Critically examine effects and relevance of practice methods with diverse populations. Report outcomes to supervisor and colleagues as appropriate
- Add evaluation results to agency's data collection system
- Communicate and disseminate evaluation results to intended audience
- Assist in conducting assessments of agency interventions based on contemporary scholarship and literature available
- Develop psychoeducational, support, or other groups to address relevant issues affecting clients using literature to guide decision making

Competency 5: Engage in Policy Practice

Micro practitioners advocate on behalf of clients; they understand that agency or government policies can negatively affect clients or that policies may have negative unintended consequences or leave out the most vulnerable and deserving clients. The behaviors associated with this competency for our micro specialization are as follows:

1. Apply policy practice skills including education and advocacy to work with clients;
2. Critically analyze how agency, local, state, federal, and/or global policies affect the wellbeing of clients.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Demonstrate knowledge of local, state, and federal laws and policies that provide funding and mandate boundaries for agency services
- Link federal and state statues with professional responsibilities regarding confidentiality, e.g., HIPPA, duty to warn, mandated reporting, etc.
- Review and apply agency policies and procedures. Demonstrate understanding of agency's parameters for provision of services to clients
- Research the historical path of policies undergirding service delivery systems to individuals, families, and groups related to maintaining client well-being
- Apply agency policies and procedures to resolve case specific questions and handle case specific situations
- Write a letter to state or national congressperson to advocate for a bill that would benefit agency's client population

- Participate in agency or community task force to develop or improve local services
- Participate in agency task force to develop or improve agency policy
- Incorporate local, stare, and national social policies to more effectively help clients resolve psychosocial issues and challenges

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

Micro Practitioners use interpersonal skills, knowledge, cognitive and affective processes in engaging individuals, groups, and families. They understand that human behavior is affected by social and biological factors and that most interventions require knowledge and skills from various disciplines. They are engaged in continuous self-assessment in a reflexive manner; constantly evaluating their value-bases and presumptions and how these affect the therapeutic relationship with individuals, groups, and families. The behaviors associated with this competency for our micro specialization are as follows:

1. Employ interpersonal and contracting skills, and knowledge of human behavior and lifespan development, to engage diverse individuals, groups, and families;
2. Utilize existing interdisciplinary collaborations and inter-professional relationships, and establish prospective ones, that foster effective social work practice;
3. Deeply engage in critical self-reflection to better understand how one's own personal and professional experiences may affect the ability to effectively work with diverse individuals, groups, and families.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Begin where the client or client system is
- Use verbal and non-verbal communication to promote client feeling safe and comfortable during face-to-face interactions
- Listen attentively to clients
- Treat all clients with dignity and respect
- Respond with encouragement, reflection of content, and/or reflection of feelings as appropriate
- Work to accurately grasp feelings and understand circumstances of client(s)
- Convey acceptance and understanding through verbal and non-verbal responses to client(s)
- Apply knowledge of theory and systems pertaining to individuals, families, and small groups to ensure effective and efficient problem-identification and service delivery
- Engage in self-assessment activities and reflection around use of self in the helping relationship

- Utilize inclusive language in oral and written communication

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

Micro practitioners understand the importance of conducting comprehensive and accurate assessment of individuals, families or groups with the most reliable and valid tools. They use their knowledge and cognitive and affective skills in fully understanding the client's presenting issue and how this is related to other relevant factors. They understand that for treatment to be successful, they must negotiate this assessment with their clients and set goals and objectives that the clients understand. The behaviors associated with this competency for our micro specialization are as follows:

1. Accurately conduct a comprehensive bio-psycho-social-spiritual assessment and assess biopsychosocial needs;
2. Accurately assess biopsychosocial needs and diagnose psychopathology using DSM-5 and/or other relevant assessment protocols;
3. Develop appropriate and mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, challenges, risks and protective factors within clients.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Review relevant case or treatment history
- Interview client, family members, and/or other involved professionals as appropriate to gain multiple perspectives of problems and strengths
- Observe and interpret client's non-verbal behavior
- Identify the impact of multiple systems on the client
- Present relevant information in a clear manner in case presentations and supervision
- Clearly define and prioritize clients' presenting problems
- Identify patterns of adaptive and maladaptive behavior
- Identify and provide supporting examples of ego defenses used by a client
- Conduct a mental status examination
- Identify protective factors in families and communities
- Assess clarity of roles and boundaries in a family
- Apply stages of group formation to behaviors exhibited by group members
- Identify both internal and external strengths and resources
- Differentiate between goals and objectives
- Explain case plans in language that clients can understand
- Partner with clients to develop individualized case plans
- Partner with community leaders to develop action plans
- Contract with group members around stated purpose and mutual goals of a particular group

- Formulate clear, measurable goals and objectives in case/treatment plans
- Prioritize most urgent/serious problems for immediate intervention
- Select evidence-based interventions
- Discuss pros and cons of various interventions and partners with clients to select treatment methods
- Link interventions to problems/needs identified in assessment
- Consider how clients' strengths and resources can be used to enhance interventions
- Utilize problem-solving process to formulate strategies
- Consider possible levels of intervention and articulate reasoning behind choice of intervention target(s)
- Engage actively in weekly supervision with field instructor
- Establish a support and trusting relationship with the client or client system in a manner that enhances the content and quality of self-reported information
- Conduct and present biopsychosocial assessments utilizing the DSM-5 and other agency-based assessment protocols
- Use of process recordings to assess problem areas and refine practice approach

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

Micro social workers use all the necessary knowledge and skills in interventions that optimize the well-being of diverse individuals, families, and groups. They appreciate the importance of working in interdisciplinary teams and using social work values while in these teams. Micro social workers are able complete the process of work and termination that empowers clients in reaching the stated goals. The behaviors associated with this competency for our micro specialization are as follows:

1. Develop, choose, and implement collaborative, multi-disciplinary prevention and intervention strategies to effectively enhance the psychosocial functioning and well-being of diverse individuals, families, and groups;

2. Effectively utilize interdisciplinary knowledge, inter-professional collaboration, and advocacy skills to effectively enhance the psychosocial functioning and well- being of diverse individuals, families, and groups;

3. Facilitate effective transitions and endings that advance mutually agreed-on goals with diverse individuals, families, and groups.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Understand parameters of service delivery
- Identify evidence-informed interventions appropriate to client's situation and problem(s)

- Accurately identify clients who are not appropriate for services and acts as broker for appropriate resources
- Comply with treatment protocols established by agency
- Reinforce/bolster areas of adequate psychosocial functioning
- Apply knowledge of progression of mental illness to develop intervention strategies designed to thwart deterioration
- Apply knowledge of family and group development and dynamics to design proactive services
- Apply problem-solving method
- Arranges problems and helps client prioritize steps to reach mutually agreed upon goals
- Help client identify interpersonal strengths as well as network of familial and community resources to address problems
- Negotiate behavioral contract with client
- Utilize collaborative relationships formed with other providers serving same client population to secure needed services
- Participate in multi-agency meetings to address gaps in service delivery and secure services for clients
- Help client resolve disputes with other systems
- Explore options and select appropriate interventions and services in partnership with clients
- Develop case plans with clearly stated time frames for achievement of goals and objectives
- Clearly explain parameters of time-limited services to client during meeting
- Actively plan for termination process with clients by anticipating common responses among clients
- Process own strong emotions concerning termination in supervision
- Assist clients in developing maintenance strategies
- Develop and implement treatment plans to enhance the psychosocial well-being of clients
- Collaborate effectively with others in service delivery
- Effectively communicate and document treatment progress

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

Micro social workers understand that it is important to evaluate the therapeutic relationship with individuals, families, and groups in order to determine intervention effectiveness. They are aware of the power differentials in the therapeutic relationship can affect client outcomes. Micro social workers share evaluation results with relevant parties and use this feedback to improve services. The behaviors associated with this competency for our micro specialization are as follows:

1. Apply practice evaluation methods, including utilizing appropriate evaluation tools, to assess biopsychosocial intervention effectiveness;
2. Apply research skills to the evaluation of how Power, Oppression,

Diversity, Advocacy, and Social Justice impact individuals, families, and groups;

3. Assess intervention and practice effectiveness and refine practices accordingly;

4. Communicate evaluation results to the appropriate audience: clients, co-workers, supervisors, administrators.

Below are some of the activities that micro specialization students engage in to reinforce this competency:

- Study psychometric properties of potential measures and select measures validated with population to be studied
- Understand appropriate use of both quantitative and qualitative designs
- Select culturally sensitive measures
- Select appropriate measures for collecting baseline data regarding identified problem behavior as basis for evaluating change
- Clearly define target problems, objectives, and goals in treatment and case plans
- Consistently document progress or lack of progress toward objectives
- Implement alternative intervention strategies when there is lack of progress toward objectives or goals
- Consider the range of factors that may influence outcomes
- Report outcomes to supervisor and colleagues as appropriate
- Add evaluation results to agency's data collection system
- Communicate and disseminate evaluation results to intended audience

Specialization Practice Opportunities – Macro

Competency 1: Demonstrate Ethical and Professional Behavior

Practitioners in macro social work recognize the importance of engaging diverse constituencies in a respectful manner, application of the NASW Code of Ethics, and the constant search for resources and opportunities that is based on a social justice lens. Practitioners in macro practice recognize their role in teams consisting of diverse stakeholders and the ethical use of the media for macro social work practice. Practitioners in macro social work practice model the ethical and respectful engagement with different stakeholders. The behaviors associated with this competency for our macro specialization are as follows:

1. Demonstrate professional boundaries, roles, and demeanor in macro practice settings and relationships with diverse constituencies;
2. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision- making principles and frameworks to issues in organizational, community, and/or policy practice;
3. Identify opportunities for social work involvement to engage diverse constituencies in advocating for social justice.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Observe and subsequently debrief professional activities by professional social workers
- Identify all relevant ethical principles that apply to work with a community
- Recognize ethical dilemmas involving conflict between personal and professional values and addresses this during supervision
- Engage in weekly supervision to discuss values clarification and implementation through use of agenda formulation and journaling.
- Evaluate potential impact of ethical decisions at mezzo and macro systems levels
- Distinguish personal from professional self. Refrain from imposing personal value system on others.
- Effectively use feedback to improve practice skills and increase self-awareness
- Identify specific issues and/or situations that create personal discomfort in supervision
- Identify pertinent subsection so of the NASW Code of Ethics as they relate to professional boundaries and with others. Incorporate into professional practice.
- Review agency reports regarding current community issues affecting the agency's population
- Follow news and current events to follow allegations and incidents of unethical behavior in the public sphere; evaluate the impact of communities

Competency 2: Engage in Diversity and Difference in Practice

Practitioners in macro social work are knowledgeable about various forms of past and current forms discrimination and oppression that impact current relationships with communities and service delivery. Practitioners in macro social work understand that communities and agencies have diverse stakeholders and that this diversity influences organizational culture and operations as well as community functioning. The various dimensions of diversity affect (a) explanations of problems or challenges, (b) assistance- seeking behavior, and (c) practices that enhance change and optimal functioning.

Practitioners in macro social work are culturally-aware and competent. The behaviors associated with this competency for our macro specialization are as follows:

1. Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and/or marginalization and their impact on constituencies;
2. Engage constituencies as experts of their own experiences;
3. Apply self-awareness and self-regulation to manage personal biases and values in working with constituencies to avoid contributing to stereotypes, shaming, and stigmatization.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Journal and discuss with staff about how macro practice addresses the challenges faced by oppressed groups
- Attend and participate in community meetings
- Work with, for, and on behalf of marginalized communities to help to amplify their voices by creating pathways and opportunities for community leadership and shared decision making
- Utilize inclusive language in oral and written communication
- Apply stages of acculturation to understand dynamics of immigrant communities
- Demonstrate awareness of own social identities and how it impacts interactions with communities from diverse backgrounds
- Identify gaps in knowledge and blind spots in working with various social identities. Engage in continuing education to develop specialized knowledge and understanding of the history, traditions, values, family systems, and artistic expressions of major community populations served
- Recognize impact of culture upon trust, problem identification, communication approaches, and in-group/out-group dynamics within communities
- Apply culturally appropriate knowledge of theory and systems pertaining to oppressed populations to ensure optimum service delivery to all communities
- Identify the impact of racism, social and institutional oppression on communities. Engage in restorative practice that promote community well-being and functioning
- Observe, listen, and learn from the world view of colleagues and clients from diverse backgrounds
- Attend cultural/religious activity that is meaningful to the communities served by the agency

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

Practitioners in macro social work understand that all groups and communities should be accorded equal and basic human rights. Macro social workers understand that both access and availability of programs can pose barriers to communities and agencies. Practitioners in macro social work apply frameworks that are rooted in social justice and human rights in helping diverse persons to achieve their goals. The behaviors associated with this competency for our macro specialization are as follows:

1. Advocate on behalf of different constituencies to secure basic human rights, including availability and accessibility of services to meet biopsychosocial needs;
2. Apply human rights and social justice frameworks to navigate cultural practices of diverse constituencies

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Create volunteer projects that are universally designed (i.e. available, accessible, and useable by all people to the greatest extent)
- Assist in grant identification and writing for programs and projects
- Review literature on international promising practices and non-profit organizations in other countries
- Complete a policy analysis
- Participate in board meetings
- Identify macro conditions that perpetuate problems such as lack of low income housing, high unemployment rates, inability to access
- Identify the impact of racism, sexism, ageism, homophobia, etc. on the collective well-being of communities
- Identify barriers to access to services based on social identities categories. Propose and advocate for changes in agency policies that limit access to services particular subgroups of clients
- Demonstrate perseverance and fortitude in working with, for, and on behalf of communities – particularly when faced with the slow pace of change and complex impact of oppression
- Demonstrate appropriate advocacy approaches that honor social work values with all people – even those one disagrees with
- Systematically gather data that communicates and reflects community experiences including discrimination, marginalization, and exclusion. Utilize appropriate procedures and protocols to report findings to appropriate audiences
- Complete a sustainability assessment and create a plan to promote environmental justice within the agency
- Take tenacious action to effect system level changes to insure rights to resources and services

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Macro practitioners understand the importance of using tacit knowledge and community input in informing research with organization, communities, and in influencing policy. Macro practitioners are knowledgeable about data use and its implications for policies and programs. They interpret data using social work values in order to provide the best services and programs to communities and agencies. The behaviors associated with this competency for our macro specialization are as follows:

1. Apply practice experience to inform research on interventions with constituencies;
2. Identify and employ the best available research to implement appropriate interventions.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Utilize existing scholarship to identify service needs
- Utilize theories, models, and evidence-based knowledge to understand the complexities of macro practice. Synthesize and communicate such information with community stakeholders to shed light on process challenges as they arise.
- Work with agency staff and community members to identify measurable organizational and community related outcomes
- Develop individualized case plans with measurable goals and objectives based on available literature and experience with clients who had similar problems
- Utilize practice experience to formulate pertinent research questions
- Seek information regarding macro practice questions in professional literature
- Review scholarly publications and select macro approaches with demonstrated efficacy
- Research the available scholarship on the agency selected approaches
- Critically examine effects and relevance of approaches with diverse populations. Report outcomes to supervisor and colleagues as appropriate
- Assist in conducting assessments of agency approaches based on contemporary scholarship and literature available
- Utilize literature to inform and guide decision making

Competency 5: Engage in Policy Practice

Macro practitioners advocate on behalf of communities and agencies; they understand that agency or government policies can negatively affect how agencies provide their services and how communities access those services. Macro practitioners understand that policies may be exclusive, have negative unintended consequences, or leave out large segments of the most vulnerable and deserving clients. The behaviors associated with this competency for our macro specialization are as follows:

1. Apply policy practice skills including education and advocacy to work

with various constituencies;
2. Critically analyze how agency, local, state, federal, and/or global policies affect the wellbeing of constituencies.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Educate communities on agency, local, state, and federal policies that impact them
- Empower communities to advocate for themselves by providing information on important issues in accessible ways
- Provide information on community meetings and resources that speak to policies issues and concerns
- Organize voter registration drives and help community members organize to advance their political and economic interest
- Demonstrate knowledge of local, state, and federal laws and policies that provide funding and mandate boundaries for agency services
- Research the historical path of policies undergirding service delivery systems to communities and groups
- Apply agency policies and procedures to resolve specific questions and handle specific situations
- Write a letter to state or national congressperson to advocate for a bill that would benefit agency's client population
- Participate in agency or community task force to develop or improve local services
- Participate in agency task force to develop or improve agency policy

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

Macro Practitioners use skills, knowledge, and social work values in engaging organizations and communities. They understand that human behavior is affected by the environment and that effective work with communities and organizations can benefit from various stakeholders with different knowledge and skills. They are engaged in continuous self-assessment in a reflexive manner; constantly evaluating their value-bases and presumptions and how these affect the change processes with communities and organizations. The behaviors associated with this competency for our macro specialization are as follows:

1. Employ interpersonal and contracting skills, and knowledge of human behavior and lifespan development, to enhance the capacities of diverse groups, organizations, and communities;
2. Utilize existing interdisciplinary collaborations and inter-professional relationships, and establish prospective ones, that foster effective social work practice with diverse groups, organizations, and communities;
3. Deeply engage in critical self-reflection to better understand how one's own

personal and professional experiences may affect the ability to effectively work with diverse groups, organizations, and communities.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Apply social, cultural, psychological, biological and behavioral theories, and relevant research findings to practice with groups, organizations, and communities
- Communicate across all systems and settings, using inclusive and appropriate verbal and nonverbal skills
- Engage in opportunities for reflective practice to identify strengths and ongoing needs for improvement in service delivery systems
- Collaborate with clients, colleagues, and other professionals
- Begin where groups, organizations, and communities are
- Use verbal and non-verbal communication to promote welcoming and safe environments for groups, organizations, and communities to engage.
- Listen attentively to groups, organizations, and communities
- Treat all groups, organizations, and communities with dignity and respect
- Work to accurately grasp feelings and understand circumstances of groups, organizations, and communities
- Apply knowledge of theory and systems pertaining to groups, organizations, and communities to ensure effective and efficient problem-identification and service delivery
- Engage in self-assessment activities and reflection around use of self in the helping relationship
- Utilize inclusive language in oral and written communication

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

Macro practitioners understand the importance of conducting comprehensive and accurate community and agency assessments. They use their knowledge, values, and skills in involving key informants in fully understanding the presenting issue and how this is related to other relevant factors. They understand that for agency or community change to be successful, they must negotiate this assessment with the relevant communities and agencies set goals and objectives that the communities and agencies have a buy-in for. The behaviors associated with this competency for our macro specialization are as follows:

1. Accurately conduct an assessment of the assets/capacities and needs/challenges of constituencies;
2. Identify appropriate and mutually agreed-upon goal and objectives based on assessment findings.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Engage in weekly supervision with agency supervisor to identify the strengths and limitations of specific organizations, programs, and communities
- Use various needs assessments and other assessment protocols to identify services gaps in communities
- Attend board and community meetings to hear and understand the concerns of community members and organizations that serve specific communities
- Review local, state, and national social policies that identify and discuss social problems that affect human service organizations and the communities they serve
- Partner with community leaders to develop action plans
- Identify the impact of multiple systems on groups, organizations, and communities

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

Macro social workers use all the necessary knowledge and skills in interventions that optimize the well-being of communities and agencies. They appreciate the importance of working in interdisciplinary teams and with multiple stakeholders. Macro social workers are able complete the process of change in communities and originations until a goal has been met. The behaviors associated with this competency for our macro specialization are as follows:

1. Develop, choose, and implement collaborative, multi-disciplinary prevention and intervention strategies to enhance capacities of diverse groups, organizations and communities;
2. Effectively utilize interdisciplinary knowledge, inter-professional collaboration, and advocacy skills to enhance capacities of diverse groups, organizations, and communities;
3. Facilitate effective transitions and endings that advance mutually agreed-on goals with diverse groups, organizations, and communities.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Utilize methods of community organization and development to help resolve community problems
- Use methods of administrative practice to help improve the effectiveness and efficiency of human service organizations
- Use methods a macro practice such as lobbying and policy advocacy to bring about desired change
- Work to develop new or improve existing programs to respond effectively to emerging social problems
- Apply knowledge of groups, organizations, and community dynamics to design proactive services
- Utilize collaborative relationships formed with other providers serving same groups,

organizations, and community populations to secure needed services
- Participate in multi-agency meetings to address gaps in service delivery and secure services for groups, organizations, and communities
- Help groups, organizations, and communities resolve disputes with other systems

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

Macro social workers understand that it is important to evaluate the outcomes of policies and programs in the community and agencies. They determine the effectiveness of change processes in communities and agencies by using internal or external mechanisms and use these findings for continuous improvement. They are aware of the power differentials that agencies may have in communities and seek to bridge this gaps using social work values and skills. Micro social workers share evaluation results with relevant stakeholders and use these feedbacks to improve services to communities. The behaviors associated with this competency for our macro specialization are as follows:

1. Apply practice evaluation methods, including utilizing appropriate evaluation tools, to the evaluation of diverse types of social systems;
2. Apply research skills to the evaluation of how Power, Oppression, Diversity, Advocacy, and Social Justice impact groups, organizations, communities and public policies;
3. Assess intervention effectiveness and refine practices accordingly;
4. Communicate and/or disseminate evaluation results to the appropriate audience: administrators, community representatives, policy makers.

Below are some of the activities that macro specialization students engage in to reinforce this competency:

- Add evaluation results to agency's data collection system
- Communicate and disseminate evaluation results to intended audience
- Use research skills to provide evidence-based data for promising practices in mezzo and macro services delivery to groups, organizations, and communities
- Use accurate, effective, and concise written communication to document the implementation of evidence-based mezzo and macro services and their results
- Consider the range of factors that may influence outcomes

Specialization Practice Opportunities - MICRO-MACRO COMBINED

Competency 1: Demonstrate Ethical and Professional Behavior

Practitioners in integrated social work recognize the importance of engaging diverse constituencies at the micr0, mezzo, and macro levels in a respectful manner, application of the NASW Code of Ethics, and the constant search for resources and opportunities that is based on a social justice lens. Practitioners in integrated practice recognize their role in teams consisting of diverse stakeholders and the ethical use of the media for micro, mezzo, and macro social work practice. Practitioners in integrated social work practice model ethical and respectful engagement with different stakeholders. Practitioners in integrated social work:

1. Demonstrate professional boundaries, roles, and demeanor in advanced social work practice and relationships with diverse clients, professionals, and constituencies;
2. Apply the NASW Code of Ethics, relevant laws and regulations, ethical decision-making principles and frameworks to issues specific to micro and macro social work practice;
3. Use reflection, self-regulation, and clinical supervision to manage personal values and maintain professionalism in practice situations;
4. Identify opportunities for social work involvement to engage diverse constituencies in advocating for social justice.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Identify all relevant ethical principles that apply to a specific case or work with a community
- Recognize ethical dilemmas involving conflict between personal and professional values and addresses this during supervision
- Engage in weekly supervision to discuss values clarification and implementation through use of agenda formulation and journaling.
- Evaluate potential impact of ethical decisions at multiple levels (micro, mezzo, macro) Distinguish personal from professional self. Refrain from imposing personal value system on clients and/or communities.
- Effectively use feedback to improve practice skills and increase self-awareness
- Identify specific clients, issues, and/or situations that create personal discomfort in supervision
- Identify pertinent subsection so of the NASW Code of Ethics as they relate to professional boundaries and with individuals, families, and small groups. Incorporate into professional practice.
- Observe and subsequently debrief professional activities by professional social workers

- Review agency reports regarding current community issues affecting the agency's population
- Follow news and current events to follow allegations and incidents of unethical behavior in the public sphere; evaluate the impact of communities

Competency 2: Engage Diversity and Difference in Practice
Practitioners in integrated social work are knowledgeable about various forms of past and current forms discrimination and oppression that impact current relationships with individuals, groups, and communities and service delivery. Practitioners in integrated social work understand that individuals, groups, families, communities and agencies have diverse stakeholders and that this diversity influences their well-being and functioning. The various dimensions of diversity affect (a) explanations of problems or challenges, (b) assistance-seeking behavior, and (c) practices that enhance change and optimal functioning. Practitioners in integrated social work are culturally-aware and competent. Practitioners in integrated social work:

1. Demonstrate awareness of historical and contemporary forms of privilege, power, oppression, discrimination, and/or marginalization and their impact on clients and constituencies;
2. Engage clients and constituencies as experts of their own experiences;
3. Apply self-awareness and self-regulation to manage personal biases and values in working with clients and constituencies to avoid contributing to stereotypes, shaming, and stigmatization.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Demonstrate awareness of own social identities and how it impacts interactions with clients and communities from diverse backgrounds
- Discuss cultural differences with clients with ease
- Identify gaps in knowledge and blind spots in working with various social identities. Engage in continuing education to develop specialized knowledge and understanding of the history, traditions, values, family systems, and artistic expressions of major client groups served
- Recognize impact of culture upon definition of problems, help-seeking behavior, trust, problem identification, communication approaches, and in-group/out-group dynamics within communities
- Apply culturally appropriate knowledge of theory and systems pertaining to oppressed populations to ensure optimum service delivery to all clients and communities
- Compare agency’s programs to those of an agency dedicated to serve a minority group (e.g., women’s centers, persons with disabilities, LGBTQ services)
- Identify the impact of racism, social and institutional oppression on clients and communities and engage in restorative practice that promote well-being
- Observe, listen, and learn from the world view of colleagues and clients from diverse backgrounds
- Attend cultural/religious activity that is meaningful to clients and communities served by the agency
- Journal and discuss with staff about how macro practice addresses the challenges faced by oppressed groups
- Attend and participate in community meetings
- Work with, for, and on behalf of marginalized communities in helping to amplify their voices by creating pathways and opportunities for community leadership and shared decision making
- Utilize inclusive language in oral and written communication
- Apply stages of acculturation to understand dynamics of immigrant communities

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

Practitioners in integrated social work understand that all individuals, groups and communities should be accorded equal and basic human rights. Integrated social workers understand that both access and availability of programs can pose barriers to communities and agencies. Practitioners in macro social work apply frameworks that are rooted social justice and human rights in helping diverse persons to achieve their goals. Integrated practitioners:

1. Advocate on behalf of clients and/or constituencies to secure basic human rights, including availability and accessibility of services;
2. Apply human rights and social justice frameworks to navigate cultural practices of diverse clients and/or constituencies.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Identify macro level conditions that perpetuate micro level problems such as lack of low income housing, high unemployment rates, inability to access
- Identify situations in which resources are unequally distributed due to race, ethnicity, age, sex, religious beliefs, etc. and identify the impact on the collective well-being of communities
- Create volunteer projects that are universally designed (i.e. available, accessible, and useable by all people to the greatest extent)
- Assist in grant identification and writing for programs and projects
- Review literature on international promising practices and non-profit organizations in other countries
- Complete a policy analysis
- Participate in board meetings
- Identify barriers to access to services based on social identities categories. Propose and advocate for changes in agency policies that limit access to services particular subgroups of clients
- Demonstrate perseverance and fortitude in working with, for, and on behalf of all clients and communities – particularly when faced with the slow pace of change and complex impact of oppression
- Demonstrate appropriate advocacy approaches that honor social work values with all people – even those one disagrees with
- Systematically gather data that communicates and reflects client and community experiences including discrimination, marginalization, and exclusion. Utilize appropriate procedures and protocols to report findings to appropriate audiences
- Complete a sustainability assessment and create a plan to promote environmental justice within the agency

- Take tenacious action to effect system level changes to insure rights to resources and services
- Support clients in navigating grievance, legal, or other procedural steps when discrimination occurs including but not limited to referring clients to secure legal aid services when indicated.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Integrated practitioners understand the importance of using tacit knowledge, client preferences, and community input in informing research with individuals, families, groups, communities and organizations, and in influencing policy. Integrated practitioners are knowledgeable about data use and its implications for practice, service provision, policies and programs. They interpret data using social work values in order to provide the best services and programs to relevant clients. Integrated practitioners:

1. Apply practice experience to inform research on interventions with clients and constituencies;
2. Identify and employ the best available research to implement appropriate interventions.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Utilize existing scholarship to identify service needs
- Utilize theories, models, and evidence-based knowledge to understand the complexities of macro practice. Synthesize and communicate such information with community stakeholders to shed light on process challenges as they arise.
- Work with agency staff and community members to identify measurable organizational and community related outcomes
- Develop individualized case plans with measurable goals and objectives based on available literature and experience with clients who had similar problems
- Utilize practice experience to formulate pertinent research questions
- Seek information regarding macro practice questions and treatment related questions in professional literature
- Review scholarly publications and select macro and intervention approaches with demonstrated efficacy
- Research the available scholarship on the agency selected approaches
- Critically examine effects and relevance of approaches with diverse populations. Report outcomes to supervisor and colleagues as appropriate
- Assist in conducting assessments of agency approaches based on contemporary scholarship and literature available

- Implement single-subject design with a client and evaluate effectiveness of treatment
- Demonstrate understanding of treatment protocols and the impact of variations on validity and reliability for client outcomes
- Add evaluation results to agency's data collection system

- Communicate and disseminate evaluation results to intended audience
- Develop psychoeducational, support, or other groups to address relevant issues affecting clients using literature to guide decision making

Competency 5: Engage in Policy Practice

Integrated practitioners advocate on behalf of individuals, families, groups, communities and agencies; they understand that agency or government policies can negatively affect how agencies provide their services and how clients access those services. Integrated practitioners understand that policies may be exclusive, have negative unintended consequences, or leave out large segments of the most vulnerable and deserving clients. Integrated practitioners use the social work value-base to:

1. Apply policy practice skills including education and advocacy to work with clients and constituencies;
2. Critically analyze how agency, local, state, federal, and/or global policies affect the wellbeing of clients and constituencies.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Educate communities on agency, local, state, and federal policies that impact them
- Empower individuals and communities to advocate for themselves by providing information on important issues in accessible ways
- Provide information on community meetings and resources that speak to policies issues and concerns
- Organize voter registration drives and help community members organize to advance their political and economic interest
- Demonstrate knowledge of local, state, and federal laws and policies that provide funding and mandate boundaries for agency services
- Research the historical path of policies undergirding service delivery systems to individuals, families, communities and groups
- Apply agency policies and procedures to resolve specific questions and handle specific situations
- Write a letter to state or national congressperson to advocate for a bill that would benefit agency's client population
- Participate in agency or community task force to develop or improve local services and policies
- Participate in agency task force to develop or improve agency policy and services
- Link federal and state statues with professional responsibilities regarding confidentiality, e.g., HIPPA, duty to warn, mandated reporting, etc.
- Review and apply agency policies and procedures. Demonstrate understanding of agency's parameters for provision of services to clients
- Incorporate local, state, and national social policies to more effectively help clients resolve psychosocial issues and challenges

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

Integrated Practitioners use skills, knowledge, and social work values in engaging individuals, groups, and families, organizations and communities. They understand that human behavior is affected by the environment and that effective work with various clients benefits from various stakeholders with different knowledge and skills. They are engaged in continuous self-assessment in a reflexive manner; constantly evaluating their value-bases and presumptions and how these affect the change processes with their clients at the micro, mezzo, and macro levels. They:

1. Employ interpersonal and contracting skills, and knowledge of human behavior and lifespan development, to enhance the capacities of diverse individuals, families, groups, organizations, and communities;
2. Utilize existing interdisciplinary collaborations and inter-professional relationships, and establish prospective ones, that foster effective social work practice with diverse individuals, families, groups, organizations, and communities;
3. Deeply engage in critical self-reflection to better understand how one's own personal and professional experiences may affect the ability to effectively work with diverse individuals, families, groups, organizations, and communities.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Begin where the clients, groups, organizations, and communities are
- Use verbal and non-verbal communication to promote welcoming and safe environments for individuals, groups, organizations, and communities to engage.
- Listen attentively to clients, groups, organizations, and communities
- Treat all clients, groups, organizations, and communities with dignity and respect
- Respond with encouragement, reflection of content, and/or reflection of feelings as appropriate
- Work to accurately grasp feelings and understand circumstances of clients, groups, organizations, and communities
- Convey acceptance and understanding through verbal and non-verbal responses to client(s)
- Apply knowledge of theory and systems pertaining to individuals, families, small groups, organizations, and communities to ensure effective and efficient problem-identification and service delivery
- Engage in self-assessment activities and reflection around use of self in the helping relationship
- Utilize inclusive language in oral and written communication
- Apply social, cultural, psychological, biological and behavioral theories, and relevant research findings to practice with groups, organizations, and communities
- Communicate across all systems and settings, using inclusive and appropriate verbal and nonverbal skills
- Engage in opportunities for reflective practice to identify strengths and ongoing needs for improvement in service delivery systems

- Collaborate with clients, colleagues, and other professionals

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

Integrated practitioners understand the importance of conducting comprehensive and accurate assessments with individuals, families, groups, communities, and agencies. They use their knowledge, values, and cognitive skills in involving key informants in fully understanding presenting issues and how these issues are related to other relevant factors at the micro, mezzo, or macro levels. They understand that for individuals, families, groups, agencies, or community change to be successful, they must negotiate this assessment with the relevant stakeholders and set goals and objectives that the clients have a buy-in for. They:

1. Accurately conduct a comprehensive bio-psycho-social-spiritual assessment and assess biopsychosocial needs;
2. Accurately conduct a comprehensive assessment of the assets/capacities and needs/challenges of constituencies using secondary and/or primary data sources;
3. Develop appropriate and mutually agreed-on intervention or program goals and objectives based on the critical assessment of strengths/capacities, challenges/needs, risks and protective/supportive factors within clients or among constituencies.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Engage in weekly supervision with agency supervisor
- Use various needs assessments and other assessment protocols to identify services gaps in communities
- Attend board and community meetings to hear and understand the concerns of community members and organizations that serve specific communities
- Review local, state, and national social policies that identify and discuss social problems that affect human service organizations and the communities they serve
- Partner with community leaders to develop action plans
- Identify the impact of multiple systems on individuals, groups, organizations, and communities
- Review relevant case or treatment history
- Interview client, family members, and/or other involved professionals as appropriate to gain multiple perspectives of problems and strengths
- Observe and interpret client’s non-verbal behavior
- Present relevant information in a clear manner in case presentations and supervision
- Clearly define and prioritize clients’ presenting problems
- Identify patterns of adaptive and maladaptive behavior
- Identify and provide supporting examples of ego defenses used by a client
- Conduct a mental status examination
- Identify protective factors in families and communities
- Apply stages of group formation to behaviors exhibited by group members

- Identify both internal and external strengths and resources
- Differentiate between goals and objectives
- Explain case plans in language that clients can understand
- Partner with clients to develop individualized case plans
- Partner with community leaders to develop action plans
- Contract with group members around stated purpose and mutual goals of a particular group
- Formulate clear, measurable goals and objectives in case/treatment plans
- Prioritize most urgent/serious problems for immediate intervention
- Select evidence-based interventions
- Discuss pros and cons of various interventions and partners with clients to select treatment methods
- Link interventions to problems/needs identified in assessment
- Consider how clients' strengths and resources can be used to enhance interventions
- Utilize problem-solving process to formulate strategies
- Consider possible levels of intervention and articulate reasoning behind choice of intervention target(s)
- Establish a support and trusting relationship with the client or client system in a manner that enhances the content and quality of self-reported information
- Conduct and present biopsychosocial assessments utilizing the DSM-5 and other agency-based assessment protocols
- Use of process recordings to assess problem areas and refine practice approach

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

Integrated social workers use all the necessary knowledge and skills in interventions that optimize the well-being of individuals, families, groups, communities and agencies. They appreciate the importance of working in interdisciplinary teams and with multiple stakeholders. Integrated social workers are able complete the process of change in individuals, families, groups, communities, and originations until the set goals have been met. They:

1. Develop, choose, and implement collaborative, multi-disciplinary prevention and intervention strategies to effectively enhance capacities and well-being of diverse individuals, families, groups, organizations and communities;
2. Effectively utilize interdisciplinary knowledge, inter-professional collaboration, and advocacy skills to effectively enhance capacities and well-being of diverse individuals, families, groups, organizations, and communities;
3. Facilitate effective transitions and endings that advance mutually agreed-on goals with diverse individuals, families, groups, organizations, and communities.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Utilize methods of community organization and development to help resolve community problems
- Use methods of administrative practice to help improve the effectiveness and efficiency

of human service organizations
- Use methods a macro practice such as lobbying and policy advocacy to bring about desired change
- Work to develop new or improve existing programs to respond effectively to emerging social problems
- Apply knowledge of family, groups, organizations, and community dynamics to design proactive services
- Utilize collaborative relationships formed with other providers serving same clients, groups, organizations, and community populations to secure needed services
- Participate in multi-agency meetings to address gaps in service delivery and secure services for individuals, groups, organizations, and communities
- Help individuals, groups, organizations, and communities resolve disputes with other systems
- Understand parameters of service delivery
- Identify evidence-informed interventions appropriate to client's situation and problem(s)
- Accurately identify clients who are not appropriate for services and acts as broker for appropriate resources
- Comply with treatment protocols established by agency
- Reinforce/bolster areas of adequate psychosocial functioning
- Apply knowledge of progression of mental illness to develop intervention strategies designed to thwart deterioration
- Apply problem-solving method
- Arranges problems and helps client prioritize steps to reach mutually agreed upon goals
- Help client identify interpersonal strengths as well as network of familial and community resources to address problems
- Negotiate behavioral contract with client
- Explore options and select appropriate interventions and services in partnership with clients
- Develop case plans with clearly stated time frames for achievement of goals and objectives
- Clearly explain parameters of time-limited services to client during meeting
- Actively plan for termination process with clients by anticipating common responses among clients
- Process own strong emotions concerning termination in supervision
- Assist clients in developing maintenance strategies
- Develop and implement treatment plans to enhance the psychosocial well-being of clients
- Collaborate effectively with others in service delivery
- Effective communication and documentation of treatment progress

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

Integrated social workers understand that it is important to evaluate the therapeutic relationship with individuals, families, groups, communities, and organizations in order to determine intervention effectiveness. They are aware of the power differentials in the therapeutic relationship or change process that can affect client outcomes. Integrated social workers share evaluation results with relevant parties and use this feedback to improve services. They:

1. Apply practice evaluation methods, including utilizing appropriate evaluation tools, to the

evaluation of diverse types of social systems;
2. Apply research skills to the evaluation of how Power, Oppression, Diversity, Advocacy, and Social Justice impact individuals, families, groups, organizations, communities and public policies;
3. Assess intervention and practice effectiveness and refine practices accordingly;
4. Communicate evaluation results to the appropriate audience.

Below are some of the activities that micro-macro combined specialization students engage in to reinforce this competency:

- Study psychometric properties of potential measures and select measures validated with population to be studied
- Understand appropriate use of both quantitative and qualitative designs
- Select culturally sensitive measures
- Select appropriate measures for collecting baseline data regarding identified problem behavior as basis for evaluating change
- Clearly define target problems, objectives, and goals in treatment and case plans
- Consistently document progress or lack of progress toward objectives
- Implement alternative intervention strategies when there is lack of progress toward objectives or goals
- Consider the range of factors that may influence outcomes
- Report outcomes to supervisor and colleagues as appropriate
- Add evaluation results to agency's data collection system
- Communicate and disseminate evaluation results to intended audience
- Use research skills to provide evidence-based data for promising practices in mezzo and macro services delivery to groups, organizations, and communities
- Use accurate, effective, and concise written communication to document the implementation of evidence-based mezzo and macro services and their results

ESSENTIAL SUPERVISORY METHODS[2]

Method	**Description**	**Purpose**
Supporting	*Nurtures, encourages, grows strengths, contains anxiety, and provides emotional support*	Reduce anxiety; enables risk-taking; encourage honest reflection and introspection; allow for external confidence and support to be internalized.
Instructing	*Directly supplies knowledge and skill and directly and indirectly models purposefully and consistently*	Provide clear guidance, course of action, and rationale in advance.
Coaching	*Conducts observations at scheduled intervals and provides effective feedback to improve performance*	Establish authentic appraisal of actual practice; provide behaviorally specific clarity about what to continue doing, how to improve, and why.
Thought Developing	*Invites or calls forth discovery, inquiry, and problem-solving; opens up new line of inquiry; asks exploratory and/or Socratic questions; facilitates connection to ethics, theories, evidence, and professional knowledge base*	Promote reflection and integration of new perspectives or ways of thinking or making meaning; link to professional knowledge base; develop independent judgment.
Administrating	*Assigns work, sets goals, and sets standards; provides summative evaluation feedback that is fair, reasonable, and accurate; reviews and completes documentation*	Plan out the time arc of development from orientation, to assessment, to evaluation; monitor progress and development over time.
Confronting	*Helps to point out discrepancies, contradictions, and/or areas of concern which need attention; addresses unprofessional conduct; degrees of subtlety may vary.*	Develop supervisee insight when self-reflection fails; asserts standard of care and practice; protects consumers of social work services.

Content courtesy of Greg Merrill (2018), Berkeley Social Welfare

[2] Adapted from Stoltenberg in Chapter 3 of Casebook for Clinical Supervision: A Competency-Based Approach (eds. Carol A. Falendar and Edward P. Shafranske, 2004).

SUPERVISORY METHOD: INDIVIDUAL CONFERENCE

FORMAT: Individual Conference

MATERIALS: Written materials on practice situation:

May be case materials (summary of situation and/or session(s), verbatim process recording of interaction(s), psychosocial summary, intake or assessment information, genograms, ecomaps, etc.) OR

Summary of group, community, or organizational practice situation, OR

Reflection exercise, critical incident report, communication skills checklist, OR

Taped recording of client interaction, AV or Audio playback

FOCUS: May vary: May focus on analysis of practice situation, planning or of interventions, outcome evaluation, or tracking of interpersonal communication and/or intervention skills.

FEATURES:

- Conducted according to a regular schedule of planned sessions, providing follow-through in intervening time and to next session.
- Involves preparation by both student and instructor, e.g. materials should be prepared and submitted in advance for instructor to review before the conference.
- Consistent with adult learning/self-directed inquiry, giving student opportunity for self-assessment, assisted by consultation with instructor.
- Quality control: Instructor has direct access to the student's work.
- Can be used to supervise practice at all levels (individual, family, community).
- Can utilize a wide range of process materials/methods.
- Provides direct feedback designed to improve understanding and performance.

LIMITATIONS:

- Vulnerable to the power differential between instructor and student and can feel threatening to the student.
- Limited by the quality of the preparation of the written materials and preparation of the participants.

SUPERVISORY METHOD: CLINICAL CASE CONFERENCE

FORMAT: Individual or Group Conference

MATERIALS: Written materials on practice situation:

May be case materials (summary of situation and/or session(s), verbatim process recording of interaction(s), psychosocial summary, intake or assessment information, genograms, ecomaps, etc.) OR

Summary of group, community, or organizational practice situation, OR

Reflection exercise, critical incident report, communication skills checklist, OR

Taped recording of client interaction, AV or Audio playback

FOCUS: May vary: May focus on analysis of practice situation, planning or of interventions, outcome evaluation, or tracking of interpersonal communication and/or intervention skills. Choices about materials prepared should be determined by questions for which the consultation/supervision is sought (see attached outline for questions that may be raised in the Case Conference.)

FEATURES:

- Presentation is organized, focused.
- Involves preparation by student, other group members, and instructor, e.g. materials should be prepared and submitted in advance for supervisor and other group members to review before the conference.
- Consistent with adult learning/self-directed inquiry, giving student opportunity for framing questions, focusing the presentation.
- Quality control: Supervisor has direct access to the student's work.
- Can utilize a wide range of process materials/methods for case material (see attached guidelines for case presentations.)

LIMITATIONS:

- Student must risk and can be vulnerable to power differential in supervisory relationship.
- Limited by the quality of the preparation of written materials and preparation of the participants.

POTENTIAL QUESTIONS IN CASE DISCUSSIONS

Adapted in part from Munson's Clinical Social Work Supervision, 2nd Edition (1993), and expanded by Kathryn Thompson, (1996).

1) What are your impressions of this client and the client's "world"? What do you like about the client? What do you see as the client's strengths? What is unique, impressive, or interesting about the client?

2) How does the client want their life to be different? What does the client want to change? What does the client want instead of what is happening now?

3) How do you think the client sees you? What do you think the client is wanting or expecting from you (in general and in specific interactions)? How do you want the client to perceive you?

4) What is the dominant feeling you have about this client when you are anticipating seeing the client, when you are with the client, or when you are thinking about the client? What does that tell you about your "beliefs" about the client or your relationship with the client?

5) Theoretically, what are the ideas that are shaping the way you see this client and your interventions in this session (or in general) with the client? What do you know and what do you need to know in order to understand the situation better and to develop some alternative hypotheses and plans?

6) What are the dominant patterns in this case: patterns of personality or behavior? Life events? Interaction with others? Interaction in the session?

7) What was the major focus, dominant theme, and subtext of this session? What are some alternative meanings you can imagine for these?

8) What are you wanting the client to do or not do? What are you wanting to happen next? What can you imagine as the next small step for the client in getting "on track" toward the goals you have set together?

9) What are you going to do next with this case and what ideas underpin your plans? How might your plans empower or threaten to disempower the client? What meanings might the client give to your plans and how will you identify cues for those meanings?

SUPERVISORY METHOD: ROLE PLAY

FORMAT: Individual conference most frequently but may be adapted for Group Conference.

MATERIALS: Appropriate space: private area with limited distractions, protected from intrusions while role play is in progress.

FOCUS: Instructor and student's co-creation of possibilities in practice situation through rehearsal of potential interaction, skill-building for student, the "voice" of the client or others in the role play situation.

FEATURES:

- Requires comfort with spontaneity, risk taking, and imagination of instructor and student
- Requires relationship of trust between instructor and student
- May provide launching point for discussion of broad range of professional issues
- Encourages student to think "on his/her feet"
- Providing rehearsal desensitizes student to taboo topics that may be anxiety producing for student to broach with client (or others)
- Encourages student to try out new possibilities
- Encourages application of theories, methods (moving concepts from descriptive to application/integration levels of knowing)
- Engages affective and psychomotor as well as cognitive domains of learning
- Bring the client's "voice" actively and vividly into the supervisory session
- Encourages and intensifies identification with and empathy for the client's world, feelings, and perspective

LIMITATIONS:

- Student must risk and be vulnerable to having instructor learn about ideas, concerns, questions, and (often) about issues troubling to the student
- Student's ability to think and process information beyond the descriptive level

APPENDIX D
NASW CODE OF ETHICS

Code of Ethics of the National Association of Social Workers

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

The NASW Code of Ethics is intended to serve as a guide to the everyday professional conduct of social workers. This Code includes four sections:

- The first Section, "Preamble," summarizes the social work profession's mission and core values.
- The second section, "Purpose of the NASW Code of Ethics," provides an overview of the Code's main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice.
- The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values that inform social work practice.
- The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

Preamble

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.
The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

Purpose of the NASW Code of Ethics

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The *NASW Code of Ethics* sets forth these values, principles, and standards to guide social workers' conduct. The *Code* is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The *NASW Code of Ethics* serves six purposes:

1. The *Code* identifies core values on which social work's mission is based.
2. The *Code* summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
3. The *Code* is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
4. The *Code* provides ethical standards to which the general public can hold the social work profession accountable.
5. The *Code* socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
6. The *Code* articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.* In subscribing to this *Code,* social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

*For information on NASW adjudication procedures, see *NASW Procedures for the Adjudication of Grievances*.

The *Code* offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the *Code* must take into account the context in which it is being considered and the possibility of conflicts among the *Code*'s values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the *NASW Code of Ethics* does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers. Social workers should take into consideration all the values, principles, and standards in this *Code* that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this *Code*.

In addition to this *Code,* there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the *NASW Code of Ethics* as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this *Code*. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The *NASW Code of Ethics* is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this *Code* does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the *Code* would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The *NASW Code of Ethics* reflects the commitment of all social workers to uphold the profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this *Code of Ethics* are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this *Code*, “technology-assisted social work services” include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the

Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work practice and how various ethical standards apply to them.

Ethical Principles

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

Value: *Service*
Ethical Principle: *Social workers' primary goal is to help people in need and to address social problems.*
Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

Value: *Social Justice*
Ethical Principle: *Social workers challenge social injustice.*
Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

Value: *Dignity and Worth of the Person*
Ethical Principle: *Social workers respect the inherent dignity and worth of the person.*
Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

Value: *Importance of Human Relationships*
Ethical Principle: *Social workers recognize the central importance of human relationships.*
Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

Value: *Integrity*
Ethical Principle: *Social workers behave in a trustworthy manner.*

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

Value: *Competence*
Ethical Principle: *Social workers practice within their areas of competence and develop and enhance their professional expertise.*
Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

Ethical Standards

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

1. Social Workers' Ethical Responsibilities to Clients

1.01 Commitment to Clients

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

1.02 Self-Determination

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

1.03 Informed Consent

(a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.

(b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.

(c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.

(d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.

(e) Social workers should discuss with clients the social workers' policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients' capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients' suitability and capacity for electronic and remote services. Social workers should consider the clients' intellectual, emotional, and physical ability to use technology to receive services and the clients' ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternate methods of service.

(h) Social workers should obtain clients' informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.
(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence

(a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.

(b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.

(c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural Awareness and Social Diversity

(a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.

(b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.

(c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest

(a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.

(b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.

(c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

(d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.

(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker's presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality

(a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from or about clients except for compelling professional reasons. Once private information is shared, standards of confidentiality apply.

(b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.

(c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or others. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.

(d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.

(e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.

(f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.

(g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.

(h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

(i) Social workers should not discuss confidential information, electronically or in person, in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semi-public areas such as hallways, waiting rooms, elevators, and restaurants.

(j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.

(k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.

(l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker’s electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.

(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client’s informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

(s) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with applicable laws governing records and social work licensure.

(t) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.

(u) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.

(v) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.

(w) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

1.08 Access to Records

(a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records.

(c) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

1.09 Sexual Relationships

(a) Social workers should under no circumstances engage in sexual activities, inappropriate sexual communications through the use of technology or in person, or sexual contact with current clients, whether such contact is consensual or forced.

(b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.

(d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

1.12 Derogatory Language

Social workers should not use derogatory language in their written, verbal, or electronic communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

1.13 Payment for Services

(a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.

(b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

(c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, disruptions in electronic communication, relocation, illness, mental or physical ability, or death.

1.16 Referral for Services

(a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that other services are required.

(b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.

(c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

1.17 Termination of Services

(a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.

(b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.

(c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.

(d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.

(e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.

(f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

2. Social Workers' Ethical Responsibilities to Colleagues

2.01 Respect

(a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.

(b) Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.

(c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

2.03 Interdisciplinary Collaboration

(a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.

(b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

2.04 Disputes Involving Colleagues

(a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.

(b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

2.05 Consultation

(a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.

(b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.

(c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

2.06 Sexual Relationships

(a) Social workers who function as supervisors or educators should not engage in sexual activities or contact (including verbal, written, electronic, or physical contact) with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.

(b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

2.07 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances; sexual solicitation; requests for sexual favors; and other verbal, written, electronic, or physical contact of a sexual nature.

2.08 Impairment of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.09 Incompetence of Colleagues

(a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.

(b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

2.10 Unethical Conduct of Colleagues

(a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues, including unethical conduct using technology.

(b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

(c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.

(d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, the NASW National Ethics Committee, or other professional ethics committees).

(e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

3. Social Workers' Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation

(a) Social workers who provide supervision or consultation (whether in-person or remotely) should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.

(b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.

(c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee, including dual relationships that may arise while using social networking sites or other electronic media.

(d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

3.02 Education and Training

(a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.

(b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.

(c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.

(d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student, including dual relationships that may arise while using social networking sites or other electronic media. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

3.03 Performance Evaluation

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

3.04 Client Records

(a) Social workers should take reasonable steps to ensure that documentation in electronic and paper records is accurate and reflects the services provided.

(b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.

(c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.

(d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

3.06 Client Transfer

(a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.

(b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

3.07 Administration

(a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.

(b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.

(c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.

(d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff development should address current knowledge and emerging developments related to social work practice and ethics.

3.09 Commitments to Employers

(a) Social workers generally should adhere to commitments made to employers and employing organizations.

(b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.

(c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.

(d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.

(e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.

(f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.

(g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

3.10 Labor-Management Disputes

(a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.

(b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

4. Social Workers' Ethical Responsibilities as Professionals

4.01 Competence

(a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.

(b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

(c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

4.03 Private Conduct

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

4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

4.05 Impairment

(a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.

(b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

4.06 Misrepresentation

(a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.

(b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.

(c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

4.07 Solicitations

(a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

(b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

4.08 Acknowledging Credit

(a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.

(b) Social workers should honestly acknowledge the work of and the contributions made by others.

5. Social Workers' Ethical Responsibilities to the Social Work Profession

5.01 Integrity of the Profession

(a) Social workers should work toward the maintenance and promotion of high standards of practice.

(b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.

(c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.

(d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.

(e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

5.02 Evaluation and Research

(a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.

(b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.

(c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.

(d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.

(e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.

(g) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.

(h) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.

(i) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.

(j) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.

(k) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.

(l) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.

(m) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.

(n) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.

(o) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.

(p) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.

(q) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

6. Social Workers' Ethical Responsibilities to the Broader Society

6.01 Social Welfare

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

6.02 Public Participation

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

6.04 Social and Political Action

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.

APPENDIX E

NASW Standards and Indicators for Cultural Competence in Social Work Practice

Standard 1. Ethics and Values Social workers shall function in accordance with the values, ethics, and standards of the NASW (2008) Code of Ethics. Cultural competence requires self-awareness, cultural humility, and the commitment to understanding and embracing culture as central to effective practice.

Standard 2. Self-Awareness Social workers shall demonstrate an appreciation of their own cultural identities and those of others. Social workers must also be aware of their own privilege and power and must acknowledge the impact of this privilege and power in their work with and on behalf of clients. Social workers will also demonstrate cultural humility and sensitivity to the dynamics of power and privilege in all areas of social work.

Standard 3. Cross-Cultural Knowledge Social workers shall possess and continue to develop specialized knowledge and understanding that is inclusive of, but not limited to, the history, traditions, values, family systems, and artistic expressions such as race and ethnicity; immigration and refugee status; tribal groups; religion and spirituality; sexual orientation; gender identity or expression; social class; and mental or physical abilities of various cultural groups.

Standard 4. Cross-Cultural Skills Social workers will use a broad range of skills (micro, mezzo, and macro) and techniques that demonstrate an understanding of and respect for the importance of culture in practice, policy, and research.

Standard 5. Service Delivery Social workers shall be knowledgeable about and skillful in the use of services, resources, and institutions and be available to serve multicultural communities. They shall be able to make culturally appropriate referrals within both formal and informal networks and shall be cognizant of, and work to address, service gaps affecting specific cultural groups.

Standard 6. Empowerment and Advocacy Social workers shall be aware of the impact of social systems, policies, practices, and programs on multicultural client populations, advocating for, with, and on behalf of multicultural clients and client populations whenever appropriate. Social workers should also participate in the development and implementation of policies and practices that empower and advocate for marginalized and oppressed populations.

Standard 7. Diverse Workforce Social workers shall support and advocate for recruitment, admissions and hiring, and retention efforts in social work programs and organizations to ensure diversity within the profession.

Standard 8. Professional Education Social workers shall advocate for, develop, and participate in professional education and training programs that advance cultural competence within the profession. Social workers should embrace cultural competence as a focus of lifelong learning.

Standard 9. Language and Communication Social workers shall provide and advocate for effective communication with clients of all cultural groups, including people of limited English proficiency or low literacy skills, people who are blind or have low vision, people who are deaf or hard of hearing, and people with disabilities (Goode & Jones, 2009).

Standard 10. Leadership to Advance Cultural Competence Social workers shall be change agents who demonstrate the leadership skills to work effectively with multicultural groups in agencies, organizational settings, and communities. Social workers should also demonstrate responsibility for advancing cultural competence within and beyond their organizations, helping to challenge structural and institutional oppression and build and sustain diverse and inclusive institutions and communities.

The full *NASW Standards and Indicators for Cultural Competence in Social Work Practice* document is available for download at:
https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0

APPENDIX F

SAMPLE MEMORANDUM OF UNDERSTANDING

MEMORANDUM OF UNDERSTANDING CONCERNING AFFILIATION OF STUDENTS FOR SOCIAL WORK PRACTICUM

This is a Memorandum of Understanding on the part of_______________, hereinafter referred to as "Facility," and the Board of Regents of the University System of Georgia by and on behalf of the University of Georgia School of Social Work, hereinafter referred to as "University."

A. PURPOSE.

1. The purpose of this Memorandum of Understanding is to guide and direct the parties respecting their affiliation and working relationship, inclusive of anticipated future arrangements and agreements in furtherance thereof, to provide high quality practicum learning experience for students in the University's School of Social Work, while at the same time enhancing the resources available to the Facility for the providing of services to its clients.

2. Neither party intends for this Memorandum to alter in any way their respective legal rights or their legal obligations to one another, to the students and faculty assigned to the Facility, or as to any third party.

B. GENERAL UNDERSTANDING:

1. The courses of instruction (i.e. social work practicum) to be provided will be of such content and cover such periods of time as may from time to time be mutually agreed upon by the University and the Facility. The starting and ending date for each program shall be agreed upon at least one month before the program commences.

2. The number of students designated for participation in a practicum education program will be mutually determined by agreement of the parties, and may at any time be altered by mutual agreement. All student participants must be mutually acceptable to both parties and either party may withdraw any student from a program based upon perceived lack of competency on the part of the student, the student's failure to comply with the rules and policies of the Facility or the University, or for any other reason if either party reasonably believes that it is not in the best interest of the program for the student to continue.

3. There shall be no discrimination on the basis of race, color, national origin, religion, creed, sex, age, disability, or veteran status in either the selection of students for participation in the program, or as to any aspect of the practicum training; provided, however, that with respect to disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude a student's effective participation in the program.

C. FACILITY RESPONSIBILITIES.

1. The Facility will retain responsibility for the services to clients and will maintain administrative and professional supervision of all patient care activities provided by students insofar as their presence and program assignments affect the operation of the Facility and its care, direct and indirect, of patients.

2. The Facility will provide adequate practice facilities for participating students in accordance with the practice objectives developed through cooperative planning by the university's departmental faculty and the Facility's staff.

3. The Facility will use its best efforts to make conference space and classrooms available as may be necessary for teaching and planning activities in connection with practicum training programs.

4. Facility staff shall, upon request, assist the University in the evaluation of the learning and performance of participating students.

5. The Facility shall provide for orientation of both University faculty and participating students to the facilities, philosophies, rules, and regulations and policies of the Facility.

6. Subject to the Facility's overall supervisory responsibility for patient services, it may, but is not obligated to, permit appropriately licensed faculty members to provide such patient services at the Facility as may be necessary for teaching purposes.

7. All medical or health care (emergency or otherwise) that a student or University faculty member receives at the Facility will be at the expense of the individual involved.

8. The Facility shall do or cause to be done the following:

   a. Provide an experienced Field Instructor(s) for MSW students who shall have responsibility for the field related educational program of the student including delivery and evaluation of the educational program. It is recommended that educational instruction be separated from administrative supervision, and that records of educational instruction not be included with administrative records.

   b. Provide administrative support for the identification and provision of educational opportunities for the student. These educational opportunities shall be incorporated into the Practicum Learning Plan. The Practicum Learning Plan shall be drawn up at the beginning of each academic term in a conference including the designated Facility Field Instructor, the Faculty Liaison, and the Student. This plan must be approved by the Faculty Liaison.

Educational opportunities will normally evolve from the work station of the student. However, it is expected that during the period of field instruction additional opportunities will be needed to fulfill the various objectives of the Practicum Learning Plan. The Facility agrees to work with the School in arranging these additional opportunities for the student.

c. Permit the student to utilize time in the work week for educational purposes in fulfillment of educational objectives identified in the student's Practicum Learning Plan and agreed to by the Facility Field Instructor of the student.

d. Permit the Facility Field Instructor to set aside designated time each week for instruction of student for educational purposes, and to attend meetings/training sessions for Field Instructors.

D. UNIVERSITY RESPONSIBILITIES:

1. The University will use its best efforts to see that students selected for participation in the practicum training program are prepared for effective participation in the clinical training phase of their overall education. The University will retain ultimate responsibility for the education of its students.

2. Prior to the commencement of a practicum training program, the University will, upon request, provide responsible Facility officials with such student records as will adequately disclose the prior education and related experiences of prospective student participants.

3. The University will use its best efforts to see that the practicum training programs at the Facility are conducted in such a manner as to enhance client care. Only those students who have satisfactorily completed the prerequisite didactic portion of their curriculum will be selected for participation in a program.

4. The University will not assign any faculty member to the Facility in connection with the operation of the program who is not appropriately qualified.

5. a. The University will require all participating faculty and students to show proof of liability insurance in an amount satisfactory to the College and the Facility. Upon request, evidence of such insurance will be provided.

   b. The University will require all participating faculty and students to show proof of health insurance if required by the Facility, in an amount satisfactory to the Facility. Upon request, evidence of such insurance will be provided.

6. The University will encourage student compliance with the Facility's rules, regulations and procedures, and use its best efforts to keep students informed

as to the same and any changes therein. Specifically, the University will keep each participating student apprised of his or her responsibility:

a. To follow the administrative policies, standards, and practices of the Facility when the student is in the Facility.

b. To report to the Facility on time and to follow all established regulations during the regularly scheduled operating hours of the Facility.

c. To conform to the standards and practices established by the University while training at the Facility.

d. To keep in confidence all medical and health/mental health information pertaining to particular clients.

7. If required by the Facility the University will require each participating student to furnish proof of a current physical examination, the results of which shall, upon request, be made available to the Facility. The parties may agree to have such examination performed by the Facility.

E. MUTUAL RESPONSIBILITIES:

1. The parties will work together to maintain an environment of quality practicum learning experiences and quality patient care. At the instance of either party a meeting or conference will be promptly held between University and Facility representatives to resolve any problems or develop any improvements in the operation of the contemplated training program.

2. Unless sooner canceled, or provided below, the term of this affiliation for training shall be for 36 months, commencing on______________and ending on_____________. This working relationship and affiliation may be renewed by mutual written consent of the parties. It also may be canceled at any time by either party upon not less than thirty (30) days written notice in advance of the next training experience.

PRACTICUM FACILITY:
(Please fill in completely)

The Board of Regents of the
University System of Georgia by and
On behalf of the University
Of Georgia School of Social Work

By:

____
Facility Name

____
Address

____
Address

____
Facility Phone #

By:_________________________________
Authorized Official (signature)

____
(Please print name)

____
Title

____
Jere W. Morehead, President
University of Georgia

____
Date

APPENDIX G

SAMPLE PLACEMENT FORMS

Interview Tracking Form

Instructions: Please contact the field instructor noted to arrange an interview at the practicum site indicated below. Report the results of the interview on the reply section and return the **ENTIRE FORM** to the Field Education Office as soon as possible after your interview. You may hand deliver (Room 113), email (sswfield@uga.edu), or fax (706-354-3921) submission of this form.

This tracking form is an important part of your interview process. Take it with you to your interview and be sure to have it signed by the Field Instructor. **Your field placement is not confirmed until this form is received in the Field Education Office.** If you have any questions or concerns regarding the placement process, please consult your field manual and contact your field coordinator: **Name and contact information for field coordinator appears here.**

Student:	**Jane Doe**
Field Instructor:	**Imma Alumni**
Phone Number:	**(555) 555-5555**
Email Address:	**Imam.alumni@agency.org**
Agency:	**Social Work Agency** **555 Main Street** **Atlanta, GA 30602**

Interview Results

_____ **YES**, student and agency are in agreement. The placement is confirmed.

_____ **NO**, either the student or the agency are **NOT** in agreement.

Please advise the Field Education Officer of the results of the interview immediately.

_______________________________ _______________

Field Instructor Signature Date

_______________________________ _______________

Student Signature Date

Practicum Confirmation

After completion of your interview and submission of your Interview Tracking Form and FERPA, please read the following information, sign, date, and return to the Field Education Office. You may hand deliver (Room 113), email (sswfield@uga.edu), or fax (706-354-3921) submission of this form.

I, **Jane Doe**, accept my placement at **Agency Name** for my generalist or specialization practicum in semester and year.

I understand that it is my responsibility to:

1. Ensure that I am scheduled to complete any mandatory agency orientation and/or background checks prior to the beginning of the semester. Confirm my starting date, weekly time schedule, location and point of contact at the agency prior to the beginning of the semester.
2. Ensure that I have professional liability insurance prior to the start of the practicum. I understand it is my responsibility to have professional liability insurance coverage throughout my practicum and to submit proof of coverage to the field office. I understand that I will be terminated from practicum until this requirement is met.
3. Read and follow the policies and guidelines outlined in the field manual with special attention to policy regarding winter break and consequences of terminating practicum.
4. Practice social work in accordance with NASW Code of Ethics, with particular attention to client confidentiality and appropriate use of supervision.
5. Contact my faculty liaison at the beginning of the semester to ascertain requirements for this course to include due dates for learning plan and assignments.
6. Contact my faculty liaison immediately should I have concerns/questions regarding my practicum experience.

I certify that I have read the Field Manual, understand the above comments and agree to follow the policies and procedures regarding concentration practicum.

_________________________ Student Signature

_________________________ Date

AUTHORIZATION FOR RELEASE OF RECORDS AND INFORMATION

TO: The Board of Regents of the University System of Georgia or any of its member Institutions (hereinafter referred to as the "Institution"), and to **Agency Name**, a facility where I am currently participating in or have requested to participate in an applied learning experience (hereinafter referred to as the "Facility").

RE: **Jane Doe** (Print Name of Student)

As a condition of my participation in an applied learning experience and with respect thereto, I grant my permission and authorize the Institution to release my educational records and information in its possession, as deemed appropriate and necessary by the Institution, including but not limited to academic record and health information to the Facility in connection with my participation in or request to participate in an applied learning experience. I further authorize the release of any information provided by me and determining my ability to perform my assignments in the applied learning experience. I also grant my permission to and authorize the Facility to release the above information to the Institution. The purpose of this release and disclosure is to allow the Facility and the Institution to exchange information about my medical history and my performance in an applied learning experience.

I further understand that I may revoke this authorization at any time providing written notice to the above stated person(s)/entities, except to the extent of any action(s) that has already been taken in accordance with this "Authorization for Release of Records and Information".

I further agree that this authorization will be valid throughout my participation in the applied learning experience and for one year following the end of the applied learning experience. I further request that you do not disclose any information to any other person or entity without prior written authority from me to do so, unless disclosure is authorized or required by law.

In order to protect my privacy rights and interests, other than those specifically released above, I may elect to not have a witness to my signature below. However, if there is no witness to my signature below, I hereby waive and forfeit any right I might have to contest this release on the basis that there is no witness to my signature below. Further, a copy or facsimile of this "Authorization for Release of Records and Information" may be accepted in lieu of the original.

I have read, or have read to me, the above statements, and understand them as they apply to me. I hereby certify that I am eighteen (18) years of age or older, or my parent or guardian has signed below; that I am legally competent to execute this "Authorization for Release of Records and Information"; and that I, or my and/or guardian, have read carefully and understand the above "Authorization for Release of Records and Information"; and that I have freely and voluntarily signed this "Authorization for Release of Records and Information".

This the________________day of________________, 20____.

__________________________	__________________________
Participant Signature	Witness Signature
Name: ____________________	Name: ____________________
(Please Print)	(Please Print)
__________________________	__________________________
Parent/Guardian Signature	Witness Signature
(if applicable)	
Name: ____________________	Name: ____________________
(Please Print)	(Please Print)