SW 8971
Graduate Field Practicum II

Clinical and PP&A Concentrations
Field Manual

Field Office
MU School of Social Work
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Revised December 2017
MISSION STATEMENT

MU SCHOOL OF SOCIAL WORK MISSION STATEMENT
The study of social work at the University of Missouri originated in 1906 as a part of the Department of Sociology. The School has offered the Master of Social Work (MSW) degree since 1948 and the Bachelor of Social Work (BSW) degree since 1974. The Council on Social Work Education accredits both programs. The School became a part of the College of Human Environmental Sciences in 1988.

The mission of the MU School of Social Work is to promote leadership for social and economic justice by preparing students for professional excellence and leadership in practice, research and policy. Within the context of a land grant institution, the mission of the School of Social Work reflects the University of Missouri’s tightly interlocked missions of teaching, research, outreach and economic development.

The School fulfills its mission by providing professional education, research and service of such quality as will meet the standards of the University and the Council on Social Work Education (CSWE). The School of Social Work, as a publicly supported institution, has a dual responsibility:
- Provide programs, courses and other related activities for the purpose of staffing social welfare positions throughout the state.
- Demonstrate an educational commitment towards social justice and the support of societal innovations necessary to achieve such goals.

MISSION OF UNIVERSITY OF MISSOURI’S SSW MSW PROGRAM
The University of Missouri’s MSW Program prepares competent, effective and ethical social work professional leaders for social change. The MSW Program emphasizes a commitment to enhancing human well-being by alleviating social problems, embracing diversity, and promoting social and economic justice with systems of all sizes through advanced clinical social work practice and policy planning and administrative social work practice.

MSW PROGRAM GOALS
The University of Missouri’s MSW Program has three goals that encompass both the program’s and school’s philosophy and mission. They are:
- Prepare social work students for the professional practice of social work with diverse systems of various sizes, emphasizing the provision of competent, ethical clinical and program planning & administrative services, based on the core competencies of social work.
- Prepare students to take an active role, personally and professionally, in addressing social problems and to challenge social and economic injustice.
- Prepare students for lifelong learning and professional development.

MSW PROGRAM OBJECTIVES
The MSW advanced curriculum builds on the generalist foundation and prepares students for competent and effective advanced social work practice in a concentration area: “Clinical Practice” or “Policy, Planning & Administration (PP&A)”. Upon completion of the program, graduates of the MSW Program will demonstrate the ability to:
- Policy, Planning & Administration Objectives:
  - Recognize, comprehend and act on social work values and ethics and issues of social and economic justice in administrative and policy practice.
  - Plan, develop, implement and evaluate organizational and community programs that are informed by evidence-based research.
• Analyze issues and develop social policies that further social and economic justice within human service agencies and organizations, communities and society.
• Use supervision and consultation in administrative and policy practice.
• Evaluate and pursue professional growth and development.

Clinical Practice Objectives:
• Recognize, comprehend and act on social work values and ethics and issues of social and economic justice in clinical practice.
• Effectively assess client strengths and needs and implement evidence-based clinical treatment strategies.
• Evaluate and improve clinical practice in a systematic and ongoing manner that is informed by evidence-based research.
• Use supervision and consultation in clinical practice.
• Evaluate and pursue professional growth and development.
# Faculty & Staff Directory

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UNIVERSITY POLICY

Notice of Non-Discrimination
The University of Missouri does not discriminate on the basis of race, color, religion, national origin, ancestry, sex, age, disability, sexual orientation or status as disabled veteran or veteran of the Vietnam era. Any person having inquiries concerning the University of Missouri’s compliance with the regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990, is directed to contact the Assistant Vice Chancellor, Human Resource Services, University of Missouri, 1095 Virginia Ave., Columbia, MO 65211, 573-882-4256, or the Assistant Secretary for Civil Rights, US Department of Education.

In addition to the prohibited discrimination listed above, equal opportunity shall be provided to all regardless of sexual orientation. Any person having inquiries concerning the University of Missouri’s compliance with this non-discrimination resolution is encouraged to contact the Assistant Vice Chancellor, Human Resource Services, University of Missouri, 1095 Virginia Ave., Columbia, MO 65211, 573-882-4256.

Academic Dishonesty
Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed and presented. Any effort to gain an advantage not given to all students is dishonest, whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration or any other form of cheating, consult the course instructor.

Learning Needs
Currently the University of Missouri does not provide tutoring services for graduate students. However, through Student Life, A022 Brady Commons, there is a resource called Tutors for Hire; call 882-8386 to inquire about their services.

Americans with Disabilities Act
If you need accommodations because of a disability, if you have emergency medical information to share or if you need special arrangements in case the building must be evacuated, please inform your faculty liaison and agency supervisor at your interview and again at the beginning of your practicum.

To request academic accommodations (for example, a note taker), students must also register with the Office of Disability Services (http://disabilityservices.missouri.edu), S5 Memorial Union, 882-4696. It is the campus office responsible for reviewing documentation provided by students requesting academic accommodations and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For other MU resources for students with disabilities, click on “Disability Resources” on the MU homepage, http://missouri.edu.

If you have special needs as addressed by the Americans with Disabilities Act and need this publication in an alternative format, notify the School of Social Work at the address or telephone number below. Reasonable efforts will be made to accommodate your special needs.

Address: MU School of Social Work
Field Office
727 Clark Hall
Columbia, MO 65211

Telephone: 573-882-7671
For more information and a detailed policy report about Sexual Harassment and Discrimination Grievance Procedures, please see either the School of Social Work’s Undergraduate or Graduate Handbooks, or contact:

Assistant Vice Chancellor
Human Resource Services
University of Missouri
1095 Virginia Ave.
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573-882-4256 or the Assistant Secretary for Civil Rights, US Department of Education.

Intellectual Pluralism
The University community welcomes intellectual diversity and respects student rights. Students who have questions concerning the quality of instruction in this class may address concerns to either the department chair or divisional leader or the director of the Office of Student Rights and Responsibilities (http://osrr.missouri.edu/). All students will have the opportunity to submit an anonymous evaluation of the instructor(s) at the end of the course.

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COURSE SYLLABUS

School of Social Work
Graduate Field Practicum II Syllabus
SW 8971
(12 Credit Hours) University of Missouri

Removal of Delayed Grade Prior to Entry into SW 8971

"Each student will be responsible for removing all delayed grades prior to his/her entry into block placement. Any exceptions will require approval of the Director of the School upon the recommendation of the student’s advisor."

I. OVERVIEW OF COURSE

The field education program allows students to connect the theoretical concepts related to human behavior, social welfare policy, and research in their practice with individual consumers and consumer systems, specifically as those concepts apply to social and economic justice. Field instruction is tailored to concentration interests, developing depth in clinical or in program planning and administrative social work skills. The director of field education strives to identify and work with agencies that are able to provide a continuum of advanced practice opportunities for the MSW-level student and to continue to develop new and additional opportunities. Through each of these specific opportunities, each advanced core competency is met.

During this learning experience, the student will carry three roles: organization member, a professional social worker and a student. Each role requires the student to be accountable in a specific way for his/her performance. Through the orientation to the agency, the student will be advised as to the policies, procedures and the expected means of accountability to the agency. The field instructor, faculty liaison and student will establish learning goals and the means of accountability the student will have for professional and student performance. There will be a minimum of one field instructor and faculty liaison conference during the semester. The course is graded on an S/U (satisfactory/unsatisfactory) basis, with B-level performance being required for a passing grade. The faculty liaison, who relies heavily on the recommendation of the field instructor, assigns the grade.

Pre-requisites: completion of all graduate coursework except SW 8970. Co-requisite: SW 8970. Consent required.

II. COURSE COMPETENCIES AND PRACTICE BEHAVIORS

This course is divided into two concentrations: Clinical and Policy, Planning, and Administration. The information specific to the student’s chosen concentration should be used throughout the course.

It is assumed the student has previously obtained the foundational competencies from SW 4971/7971 prior to the start of Graduate Field Practicum II.

Clinical Course Objectives and Practice Behaviors:

1. Demonstrate Ethical and Professional Behavior
   a) Readily identify as a social work professional
   b) Use clinical supervision and consultation to continuously examine professional roles and boundaries, engage in ongoing self-correction, and ensure that practice is congruent with social work ethics and values
   c) Apply ethical decision-making skills and frameworks to clinical experiences, while complying with the NASW Code of Ethics and local, state, and federal regulations
   d) Utilize critical thinking when applying clinical theories, practice models, and research findings to client systems and circumstances
   e) Demonstrate self-awareness of personal culture, values/biases, thinking patterns, and behaviors and reflect on how those impact clients and clinical practice
   f) Exhibit an anti-oppressive stance incorporating social work values when engaging with client systems
   g) Utilize critical thinking and foundational and advanced clinical practice theories in discussions of clinical case material
h) Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights

2. **Engage Diversity and Difference in Practice**
   a) Use clinical supervision to address personal and cultural biases and increase self-awareness
   b) Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed groups
   c) Acknowledge the impact of clients’ intersectional issues—race/ethnicity, class, gender, sexual orientation, gender identity, ability status, immigration status, religion, and age—on clients’ emotional and physical well-being
   d) Reflect on their own issues of power and privilege and how they impact the therapeutic process

3. **Advance Human Rights and Social, Economic, and Environmental justice**
   a) Utilize lenses of social justice, including aspects of identity and social location that may marginalize clients and/or contribute to their inequitable distribution of social and economic resources
   b) Use knowledge of the historical and current effects of oppression, discrimination, and trauma on client systems to guide treatment planning and intervention
   c) Critically assess the availability of basic environmental resources and help individuals, families, groups, and communities to develop mechanisms to advocate for and maintain these environmental resources
   d) Advocate at multiple levels for equitable distribution of all social/economic resources, social services, mental health parity, and reduction of health disparities for diverse populations

4. **Engage in Practice-informed Research and Research-informed Practice**
   a) Seek and critically appraise current advances in clinical theory, evidence-informed practice, and evidence-based practice in social work and related helping professions
   b) Discern among various assessments, interventions, and evaluation tools for use with diverse populations
   c) Use practice experience and knowledge of the research literature to critically analyze the strengths and limitations of various direct practice interventions (i.e., evidence-based practice)
   d) Utilize research methodologies and practice theories to generate and disseminate clinical knowledge

5. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services**
   a) Identify agency, community, state and federal policies/laws that impact client well-being, analyze their impact on clients, address the unintended consequences of policies/laws, and communicate those consequences to stakeholders
   b) Engage in and advocate for political action to inform legislators and policymakers of the ways in which unjust policies/laws affect marginalized and other populations whom they serve

6. **Engage with Individuals, Families, Groups, Organizations, and Communities**
   a) Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client engagement
   b) Reflect upon and understand how members of oppressed groups—people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness—may require different methods of engagement
   c) Identify ways to enhance collaboration with clients and promote their empowerment, seek their input and feedback, and encourage them to provide feedback to other members of the treatment team

7. **Assess Individuals, Families, Groups, Organizations, and Communities**
   a) Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client assessment
b) Select, modify and adapt, and evaluate clinical assessment and approaches depending on the needs and social characteristics of clients and current empirical evidence

c) Assess how issues of privilege, social injustice, and inequities in access to resources play a role in client difficulties and how they affect the assessment process

d) Reflect on their own issues of power and privilege and how they impact the assessment process

e) Utilize knowledge from the DSM to assess individuals, families, or groups; synthesize assessment information; and communicate diagnostic impressions with appropriate audiences

8. Intervene with Individuals, Families, Groups, Organizations, and Communities
   a) Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client intervention
   b) Critically evaluate, select, and apply best practices, evidence-based interventions, theory, and research
   c) Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions
   d) Intervene effectively with individuals, families, and groups, while eliciting client feedback, knowing when to modify approaches, and collaborating with other professionals to coordinate treatment interventions

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
   a) Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client evaluation
   b) Select and use appropriate methods for evaluation of intervention outcomes
   c) Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and client satisfaction within a single case design, program evaluation, or community evaluation
   d) Demonstrate cultural responsiveness to evaluation

Program, Planning and Administration Course Objectives and Practice Behaviors

1. Demonstrate Ethical and Professional Behavior
   a) Identify as a social work macro practitioner with communities and organizations using PP&A specific theory, traditional techniques and new technologies
   b) Synthesize multiple frameworks and sources of information to make professional judgements built on best research evidence available, social work expertise, and input from client system, be that an individual, organization or community; and
   c) Use ethical reasoning to promote human rights and social justice in organizational and community settings where structures, processes and policies oppress staff and/or clients.

2. Engage Diversity and Difference in Practice
   a) Identify, inform and engage diverse constituents in all critical community and organizational processes; and
   b) Engage with and ensure participation of diverse and marginalized communities and organizational constituents in assessing, planning, implementing and monitoring interventions.
   c) Apply an equity lens to planning, decision-making, and resource allocation to ensure equitable policies and programs that address disparity, inequity, and privilege in services and systems.

3. Advance Human Rights and Social, Economic, and Environmental Justice
   a) Utilize specific principles drawn from local, state, national and/or international professional standards to eliminate social, economic and environmental injustice within communities, organizations, institutions and society;
   b) Advocate for policies that promote social and economic justice via more equitable distribution of resources and for sufficient resources to effectively implement such policies; and
   c) Pursue effective and efficient delivery of social services in organizations to ensure marginalized populations have adequate access to sufficient resources
4. **Engage In Practice-informed Research and Research-informed Practice**
   a) Utilize theories of community and organizational behavior in assessment and analysis of macro interventions;
   b) Critically assess multiple research sources to develop, implement, and evaluate practices likely to improve community and organizational well-being;
   c) Integrate constituents and stakeholders in evaluation of macro-system interventions;
   d) Advance research that is participatory and inclusive of the community and organizational constituencies with whom they practice; and
   e) Advocate for the advancement of evidence-based social work practice and/or evaluate current practice to inform the advancement future practice.

5. **Engage in Policy Practice**
   a) Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation, and the implications for less powerful groups;
   b) Actively engage in the policy arena on behalf of community and organizational interests, working in collaborative efforts to advance policies that improve the effectiveness of social services and the well-being of people, especially for the most vulnerable;
   c) Advocacy for policy change within organizations to improve client well-being and better serve community interests;
   d) Engage in education, negotiation, and/or mediation to promote policies that improve the social, economic, political and environmental conditions of individuals, families and communities; and
   e) Support organizations that ethically and effectively work for the improved well-being of individuals, families and communities.

6. **Engage with Individuals, Families, Groups, Organizations, and Communities**
   a) Engage with community constituencies and stakeholders, as well as the organizations that serve them to assess and analyze capacities, strengths, and needs;
   b) Demonstrate leadership in working with organizations, communities and community-based organizations;
   c) Engage in collaborative strategies among nonprofit, public, and private organizations;
   d) Engage in organizational development; and
   e) Use appropriate technologies to overcome geographic and other barriers to full participation.

7. **Assess Individuals, Families, Groups, Organizations, and Communities**
   a) Use multiple data sources to assess population needs, map assets, and review existing program outcomes to identify service gaps or overlaps, including gaps in relevant data;
   b) Apply theoretical frameworks to assess and analyze the task domain of organizations and communities;
   c) Analyze organizational and/or community budgets and financing mechanisms to assess monetary resources; and
   d) Make use of technologies that allow easy collection of data for basic organization or community asset mapping and needs assessment.

8. **Intervene with Individuals, Families, Groups, Organizations, and Communities**
   a) Provide leadership for effective, ethical interventions and/or positive cultural climates to improve the well-being of individuals, families, organizations, and communities
   b) Collaborate to strategically plan and prioritize organizational and community change to improve social, economic, political and environmental well-being.

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**
   a) Demonstrate understanding of indicators measuring well-being in communities and organizations, including their limitations.
   b) Disseminate all outcomes of evidence-informed interventions to help understand when and why interventions hinder or improve human well-being;
c) Make use of technological and scientific advancements that contribute to efficient and current evaluation practices; and

d) Facilitate the work of community members as they outline clear goals, process and outcome objectives, strategies, and tactics that make ongoing evaluation an easy and integral part of their planning process.

### III. TIME REQUIREMENTS

This course is designed to provide the student with situations that reflect most of the expectations one can anticipate upon entrance into the field. Because of this objective, the course does not follow the academic calendar, but the calendar of the agency, inclusive of holiday schedules. There are no excused absences.

The course will provide for approximately 19 weeks of instruction, 40 hours a week, totaling 680 hours. Distribution of the weekly hours will be determined individually for each student at the time the Learning Agreement is developed by the field instructor, faculty liaison and student to (a) maximize the use of the learning experiences available within the setting, and (b) accommodate the schedule.

If the student needs to extend the practicum beyond 19 weeks due to extreme extenuating circumstances, the student must:

1) Inform Field Office.
2) Submit a proposal, which will include beginning and ending dates and justification for extension.
3) Receive approval from the Field Office.

There is no guarantee that an extension will be approved. All students must complete a minimum of 24 hours per week. Every student who extends their practicum into summer semester must complete a Summer Application for Graduation. Students are expected to continue placement through the final day of placement regardless of the accumulation of hours due to the expectation of and commitment made to the agency.

For those students extending into a portion of the following semester: If the student is allowed to extend the practicum from spring into summer or from summer into fall, an “Incomplete” grade will be given for the semester in which field was initiated. This grade will be changed once the full 680 hours are completed satisfactorily. For those enrolled in spring field, all 680 hours must be completed by the end of summer semester. For those enrolled in summer field, all 680 hours must be completed by the end of fall semester.

For those students that will extend through the entire following semester: Students may need to extend throughout the entire 2 semesters. If this is the case, students can split the required course hours for the semesters and thereby register for 6 hours in semester 1 of field and 6 hours in semester 2. The student will receive and incomplete for field in semester 1 and when hours are completed the “I” will be converted. The student will then receive a grade of “U” or “S” for semester 2.

All students are expected to complete the majority of practicum hours during the working hours of Monday – Friday between the hours of 8am and 5pm. It is imperative the student be present during these times to receive adequate orientation and supervision. Students are not allowed to complete hours early.

SW 8970 Professional Practice Seminar, a three-hour graduate course, is taken concurrently with SW8971. Graduate Practicum II, SW 8970, class hours are separate from the field practicum agency hours.

#### Total graduate practicum clock hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SW 7971 – Field Practicum I</td>
<td>4</td>
<td>400</td>
</tr>
<tr>
<td>SW 8971 – Field Practicum II</td>
<td>12</td>
<td>680</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>1,080</strong></td>
</tr>
</tbody>
</table>

Note: The assumption is that advanced standing students have met the foundation practicum requirements in an accredited BSW Program.
Students may expect that there will be times when the demands of the tasks may well exceed the 40 hours per week, and many accumulate overtime. It is strongly suggested that student not take compensatory time before 8 hours are acquired, in order to provide the student with a reserve in the case of illness. All compensatory time must be taken before the last week of the block practicum. The student should have accumulated approximately half of the required hours at the mid-term point (about nine weeks after practicum begins). If the student is failing to accumulate the hours at the suggested rate, a special advisement may be recommended. This applies only to students who have not submitted an extension.

**IV. Placement Process and Procedures**

Students who enroll in SW 8971, Graduate Field Practicum II, must meet the following criteria:

1. Graduate standing
2. Satisfactorily complete all graduate coursework except SW 8970. (In rare occasions, an exception may be made by the program director to allow the student to complete a remaining elective concurrently with field.)
3. Consent of the director of field education is required.
4. No incompletes in social work coursework
5. At least a 3.0 grade point average

The director of field education and/or the off-campus coordinators, in consultation with the Field Committee or other faculty, such as the student advisor or program director, is responsible for assisting students in arranging field placements. Students should not contact an agency directly without approval from the field faculty, and similarly, agencies that may be interested in requesting the placement of students should make their requests known to the director of field education.

The director of field education facilitates separate meetings with Practicum I and Practicum II students in the semester prior to field to facilitate placements and prepare students for the field experience. During the meetings, numerous topics are introduced, including interviewing, sequencing of practicum experiences, differences between Practicum I and II, professional behavior, field processes and expectations. Following those discussions and after utilizing the database to review choices, students select three preferred agencies. The field faculty carefully matches students and field instructors based on populations served and students' learning style and learning opportunities.

Once the field faculty identifies potential practicum settings for students, she gives students agency contact information, and in turn, students then contact the designated field instructors to arrange an interview. Simultaneously, the field instructor in each setting has agreed to supervise a student and expects the phone call. Once interviews are conducted, agencies and students mutually determine the best fit, though the placement assignment is confirmed only after the student has been interviewed by the prospective agency. To confirm the placement, the Field Education Agency Placement Agreement Form must be returned to the Field Office before the end of November.

Once a placement has been accepted, students should discontinue efforts with other agencies. However, if there are questions regarding the placement before it actually begins, the director of field education and the parties involved will review the situation. If questions cannot be resolved, the director of field education will help the student seek a more appropriate practicum setting. If the student is unable to begin the practicum on time, the student will necessarily extend the placement beyond the normal ending date to accommodate the agency's need and/or to meet the practicum learning objectives.

All students are expected to complete a portion of practicum hours during the working hours of Monday – Friday between the hours of 8am and 5pm. It is imperative the student be present during these times to receive adequate orientation and supervision.

**Placement Criteria for Agencies, Practitioners and Community Organizations**

Field agencies are selected based on their willingness to meet the following requirements:

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1 Adapted from Univ. of Wisconsin-Madison Field Manual, 1992-1993

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1. Demonstrate interest and commitment to social work graduate education in affiliation with the School of Social Work and University of Missouri;
2. Provide the School access and orientation to the agency/organization’s mission, service objectives and client systems;
3. Work with faculty to develop appropriate learning opportunities for students through:
   a. Careful selection of students so there is a good fit with the agency;
   b. Development of shared supervisory/consultative arrangements;
   c. Consideration of staff time constraints; and
   d. Offer office space, telephone, computer and support services for students
4. Provide students with field instructors who have an MSW degree and experience to convey social work knowledge and perspective with students, when possible;
5. Attend in-person and/or online educational workshops/orientations sponsored by the School of Social Work; and
6. Agree to treat students as learners versus employees.

If the agency meets the requirements of the program, the agency staff completes an agency profile for our database of agencies. In addition, the School of Social Work, in conjunction with administrative Business Services on campus, facilitates the establishment of a contract between the University and each social service agency accepting practicum students. This contract is on-going unless either party decides to terminate the agreement.

Field instructors are required to have a MSW degree from an accredited college or university with a minimum of two years post-graduation experience. By virtue of training and orientation, master’s level practitioners are generally well equipped to convey social work knowledge and perspective to students. For this reason, when there is a master’s level social worker with extensive experience in the agency and good supervisory skills, an occasional exception is made to the “two years post-graduation experience.”

In addition, there are occasions where a student is assigned to a non-MSW in an agency. This role is then termed the “task supervisor.” For example, this would occur in an agency where there are high-quality staff with related professional backgrounds who are knowledgeable in a particular service area or in a setting that provides good learning opportunities in non-traditional or alternative settings with indigenous community volunteers or leaders, which may provide students with the opportunity to work in a developing service organization. In the situations where there is a “task supervisor” assigned and a Master’s level social worker is unavailable in the setting, a faculty member supervises the student to ensure a social work perspective is integrated throughout the student’s practicum. The faculty member provides supervision throughout the entire field experience.

**Unsuccessful Placement Interview**

While the Field Office attempts to place all students in accordance with placement procedures, it does not guarantee that all students will be successful in the placement interview. Students who are denied a placement by three different agencies, or who refuse to accept three different agencies or a combination thereof, will meet with the director of field education, graduate program coordinator and other faculty who may know the student. The possible outcomes of such a meeting are as follows:

1. Student will be asked to volunteer at a human service agency to gain more experience and maturity.
2. Student will be advised to sit out the year due to personal life complications that seemingly interfere with the student’s ability to present well in interviews or perform the work of a social worker; the student will be referred to appropriate community services, if warranted.
3. Student will participate in a Special Advisement about career choices or majors that might be a better fit, given the student’s strengths and limitations.
4. Barriers to successful interview and/or placement will be identified and addressed, and 1-2 additional choices will be provided. If the student is unsuccessful in confirming a placement, choices 1-3 will again be considered.

**Conflict of Interest**

No student may be placed in an agency wherein she/he or an immediate family member was, or is, a client (during the previous five years) or a field instructor. When a student desires to be placed in a smaller agency where family was/is a client or Field Instructor, the field office may determine that the student cannot be placed under the supervision of any staff member as the potential for conflict is increased. Since the School of Social Work does not
ascertain client information from agencies or students, it is the responsibility of the student to decline (or not select) a placement based on conflict of interest. (Note: Declining based on conflict of interest is not the same as “refusing to accept” or “unsuccessful placement interviews,” as delineated in the policy). Students who want a placement that may be perceived as a conflict of interest are encouraged to discuss the situation with the director of field education before requesting or accepting the placement. Students who are found attempting to secure or who secure a placement in an agency where they, or a member of their family, are or were a client during the previous five years or a field instructor may be administratively dropped from the field course.

Criminal Records (Felony or Misdemeanor)
The School of Social Work expects students with prior convictions to inform the Graduate Director or director of field education of such convictions prior to placement. This includes DWI, DUI and drug charges. Given the laws governing work with children and other issues of moral turpitude, persons with convictions may not be allowed to work or be placed in certain agencies or situations. Thus, for students who fail to inform the Graduate Director or director of field education of a prior conviction and the conviction becomes known to the School of Social Work, the student in question may be administratively dropped from the field practicum.

Field Placement at Current Place of Employment Arrangements
For students who complete the practicum at the agency where they are employed, the placement requires extensive advanced planning and approval by the director of field education. Students who wish to use their place of paid employment as their field practicum assignment must complete the “Placement at Current Work Setting Agreement Form,” page 51, prior to approval. There is no guarantee that requests will be approved. Available opportunities and educational merit are taken into consideration for these placements. Individual requests will be carefully reviewed within the standards and expectations outlined by the School. All Placement at Current Work Setting Agreement Forms need to be submitted by the end of November (for on-campus spring practicum students).

Approval is contingent upon the following:

1. The schedule of hours designated for field assignments must be clearly identified and delineated from the employment schedule;
2. A description of the position, including description of employment responsibilities, work hours and the official supervisor’s name attached to the proposal;
3. Assignment to a social work department, unit, program, population or role that differs from the one in which the student has functioned to date, with exposure to new activities and client populations;
4. An MSW field supervisor whose degree is from an accredited school of social work and who has not supervised the student in employment responsibilities;
5. Endorsement of the proposal by the student, MSW supervisor, setting representative and director of field education to follow the School’s outline of criteria, education objectives and standards; and
6. Submission of field instructor’s resume.

Paid Placements
Paid placements require advance planning and approval by the director of field education. Available opportunities and educational merit are taken into consideration for these placements. Currently there are minimal available stipend placements. Most paid placements are a result of completing practicum at place of employment. If a student is hired during practicum, he/she must complete the practicum at place of employment paperwork.

Out-of-State Field Placements
For some, moving out of state may be an option to consider due to specialized interests, financial constraints or family obligations. Students considering an out of state placement will need to understand that considerations will be made on an individual basis. A meeting with the director of field education will be required to:

2 Adapted from University of Texas – Austin’s 1997-1999 Field Instructors’ Manual
1. Inform the Field Office of their desire or necessity of an out of state placement at the beginning of the application process. Specific information the student needs to provide includes: geographic location preferred, the agency preferred and the reasons for relocating.

2. Student will be required to interview at proposed agencies prior to approval. Required supervision and other arrangements must be confirmed prior to approval by the field office.

3. Pay the fees associated with these arrangements: including faculty travel fees for site visit (1 required), unless professional courtesy arrangements can be made with other institutions.

**SW 8970 Professional Seminar**

Student is required to attend SW 8970 seminar(s) or enroll in SW 8970 online section (web-based course), if available. Please note that online sections of SW 8970 are reserved for students doing placements in excess of 75 miles from Columbia.

This companion seminar is designed to help integrate student’s knowledge from prior MSW classroom courses and is considered to be the capstone course for master degree students. The culminating learning activity is the Portfolio Project. The practicum field course provides more “hands on” instruction and should not be confused with SW 8970 expectations.

**Field/Class Conflicts**

School policy is clear in this area; students should not miss class to participate in fieldwork activities. The course instructor must approve any exceptions. In addition, regular or supplementary field experiences are not to be scheduled in conflict with students’ class participation.

**Field Instructor Orientation**

All field instructors are required to participate in the in-person or on-line field instructor training offered by the School of Social Work. The training covers such issues as: orientation of the student, introduction to the field experience, Learning Agreement and the evaluation process, teaching social work in the field, learning styles, supervision styles and teaching tools.

**Liability Issues**

The Curators of the University of Missouri maintain a self-insured malpractice program for its various professional fields. This program covers duly registered social work students for events that may occur while performing their duties in their field practicum experience. The self-insured program has a plan limit in excess of $1,000,000 per occurrence. Reserves for the program are determined annually through actuarial study. This program is ‘occupation’ based versus “claims-made.” Any questions should be directed to the director of field education.

University coverage does not include automobile liability. Students should negotiate automobile coverage with the agency at the time of the interview.

**All students are strongly encouraged to obtain additional malpractice insurance before their practicum begins.**

Some agencies have umbrella coverage that includes students; however, this varies and should be clarified by the student. The National Association of Social Workers provides malpractice insurance to students for a small premium. Obtain application forms by calling or writing to the NASW office in Jefferson City, Missouri (573-635-6728).

**V. AGENCY ORIENTATIONS**

The Field Office expects students to be provided a thorough orientation to the agency before becoming involved in direct practice activities or indirect practice actions. However, students are expected to become involved in client focused practice within the first weeks of field placement. Orientations should cover safety and security topics for students in field.
VI. SAFETY AND SECURITY OF STUDENTS IN FIELD

A workplace violence checklist can be found online http://ssw.missouri.edu/fielddocs.html. Along with the checklist are tips for safety. Increasingly, social work service and educational programs are becoming concerned with safety and security issues. Regrettably, society has become more violent and some client populations more aggressive. While it is impossible to remove all potential risk from social work practice, it is possible and desirable for students to exercise caution and take preventive measures to assure their safety while delivering social services to clients. For this reason, we encourage students, faculty and agency supervisors to take seriously the potential risks, which may occur in practice. Where appropriate, this should be part of a student’s orientation to the agency and addressed by field instructor. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s) and with particular clients prone to violent behavior. Security of personal belongings should also be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed. Students have the right and are encouraged to raise issues of potential risk and safety with their agency field supervisors and field instructor. Professional commitment and concern for client needs are not compromised by realistic consideration of safety issues in practice. Concerns in this area should be brought to field supervisors, the field instructor or the director of field education.

Agencies should:

1. Inform students of potential safety risks.
2. Provide safety training. This includes training for students related to effective communication with clients and techniques for de-escalating hostility and conflict.
3. Notify the Field Office in the event that a student is involved in an incident of physical violence and/or aggression perpetrated by a client.
4. Take steps to improve the safety of the work environment, including providing safety guidelines for working with clients in the office and in the client’s home.
5. Inform student of potential health risks that exist in the field setting.
6. Provide training and education on universal precautions designed to reduce the risk of infection.
7. Inform the faculty liaison and/or the Field Office immediately in the event that a student contracts a communicable disease such as tuberculosis or hepatitis.
8. Refer students who are suspected to have contracted a communicable disease to the Missouri Department of Health (or the health department in the city where the agency is located) for testing and treatment.

Students should:

1. Request training on infection control and safety, if not provided by the agency.
2. Follow guidelines for safety and infection control in place at the agency.
3. Report incidents of safety and infection exposure to the agency and to the Field Office.

The MU Field Office supports agencies who request background checks of interns prior to placement confirmation or during the practicum experience.

Safety Tips for Students in the Field

Agency Protocol

Students should learn the agency safety and security protocol for office and home visits with clients. In the absence of formal policies, the field instructor and student should discuss issues related to safety and security in the setting. The guidelines and suggestions below may be helpful to students, field instructors and faculty liaisons as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc.

3 Adapted from University of Texas – Austin’s 1997-1999 Field Instructors’ Manual
Security of Belongings
All students in the field are expected to have a secure place to keep handbags and other belongings while at placement. It is preferable that the space be one that can be locked and could be in a desk drawer or filing cabinet. It is best not to leave handbags and other personal articles visible and unattended, even in an office with the door closed. **Valuables should not be brought to placement settings.** Items of value should not be left in cars and should not be placed out of view just prior to leaving a vehicle.

Working with Clients
When working with clients, remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control and can raise issues of safety for the client, the social worker and others.

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated, high on drugs, in withdrawal or may have other medical or neurological disorders. Students should consult with agency field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others and the presence of weapons.

Office Meetings
If a student will be meeting with a client with whom the student does not feel safe, discuss the situation fully with the agency field instructor. When considering location of the meeting, consider what is in the room, whether there is more than one exit and where each person might sit. Also think about whether to include someone else in the meeting and what to wear. When discussing the time of the appointment, think about whether or not many people are around at the time being considered for the meeting and review plans for backup and assistance in the event that the client becomes agitated.

Travel by Car
When a student is traveling by car to an agency or to home visits, know where he or she is going and should look at a map before driving to unfamiliar areas. In general, remember to be alert and to lock doors and close windows.

Travel by Foot or Public Transportation
When traveling by foot or public transportation, it is advisable that students carry the least amount of valuables with them as possible. Money, license, keys and other essentials might be carried in a pocket. If a handbag carried under the arm is grabbed, it is best to let go of it. It is helpful to dress in comfortable clothes that are loose fitting and to wear sturdy, flat walking shoes. It is also helpful to be alert and to walk with purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring or maintaining eye contact.

Home Visits
It is important to know something about the client prior to the home visit. If there is a question of safety, plan accordingly with field instructors. It might be decided that meeting at a neutral place or going with another social worker is the appropriate plan. It is helpful to stay alert and to think about what to wear, which room to meet in and where to sit.

Sexual Harassment Policy
(330.060 Collected Rules and Regulations of the University, adopted March 18, 1993). This University of Missouri policy aims for an increased awareness regarding sexual harassment by making available information, education and guidance on the subject for the University community.

Policy Statement
It is the policy of the University of Missouri, in accord with providing a positive discrimination-free environment, that sexual harassment in the work place or the educational environment is unacceptable conduct. Sexual harassment is subject to discipline, up to and including separation from the University.

Definition
Sexual harassment is defined for this policy as either:
1. Unwelcome sexual advances or requests for sexual activity by a University employee in a position of power or authority to a University employee or a member of the student body, or
2. Other unwelcome verbal or physical conduct of a sexual nature by a University employee or a member of the student body to a University employee or a member of the student body, when:
3. Submission to or rejection of such conduct is used explicitly or implicitly as a condition for academic or employment decisions; or
4. The purpose or effect of such conduct is to interfere unreasonably with the work or academic performance of the person being harassed; or
5. The purpose or effect of such conduct to a reasonable person is to create an intimidating, hostile, or offensive environment.

Non-Retaliation
This policy also prohibits retaliation against any person who brings an accusation of discrimination or sexual harassment or who assists with the investigation or resolution of sexual harassment. Notwithstanding this provision, the University may discipline an employee or student who has been determined to have brought an accusation of sexual harassment in bad faith.

Redress Procedures
Members of the University community who believe they have been sexually harassed may seek redress, using the following options:

1. Pursue appropriate informal resolution procedures as defined by the individual campuses. These procedures are available from the campus Affirmative Action/Equal Opportunity Officer.
2. Initiate a complaint or grievance within the period of time prescribed by the applicable grievance procedure. Faculty are referred to Section 370.010, "Academic Grievance Procedures," staff to Section 380.010, "Grievance Procedure for Administrative, Service and Support Staff;" and students to Section 390.010, "Discrimination Grievance Procedure for Students."

Discipline
Upon receiving an accusation of sexual harassment against a member of the faculty, staff, or member of the student body, the University will investigate and, if substantiated, will initiate the appropriate disciplinary procedures. There is a five year limitation period from the date of occurrence for filing a charge that may lead to discipline.

An individual who makes an accusation of sexual harassment will be informed:

1. At the close of the investigation, whether or not disciplinary procedures will be initiated;
and
2. At the end of any disciplinary procedures, of the discipline imposed, if any.

Sexual Harassment in Practicum
Sexual harassment of students is unacceptable. Therefore, the University and the School of Social Work is committed to taking reasonable steps to protect students from experiencing sexual harassment during a field practicum experience. Because of that commitment, students participating in field practicum experiences are encouraged to report immediately any accusations of sexual harassment to the student’s Faculty Liaison, Off-Campus Coordinator, or Director of Field Education. If the accusation involves the Field Instructor, the student has the option of filing a complaint within the MU system as outlined above.

In addition, students are encouraged to become familiar with all practicum agency policies, including the agency’s sexual harassment policy, during the orientation period. In the event that a student experiences comments or behavior which the student believes constitutes sexual harassment, the student also has the option of filing a complaint in accordance with the practicum agency policies. The University is unable to provide the student with legal counsel, but Field Faculty will offer assistance, support, education, and non-legal recommendations as deemed appropriate. Field Faculty will provide Field Instructors with information regarding the sexual harassment policy.
VII. RESPONSIBILITIES

Student

1. Complete all required paperwork (journals, time logs) and forms located in this manual in a timely manner as assigned by your faculty liaison. The field agency should provide time each week to complete field assignments.

2. Learning plan - The School assigns to each student an approved social agency and field instructor to provide professional social work supervision. The field instructor, faculty liaison and student agree upon specific learning experiences that the student will be expected to engage in during the course of the semester. The learning experiences will support the acquisition of course competencies through the completion of the field practicum. A timeline should accompany each experience, giving the student a guide to the expectations and pacing of the course.

3. Dressing in a manner appropriate for the agency

4. Working in a collegial manner with fellow students using the group as a medium for learning

5. Efficiently using the time spent in the agency (direct work with clientele, staff and others; keeping agency records; recording, etc. have priority)

6. Meeting the appropriate needs of the clients, though on occasion this may be an inconvenience and/or come outside the usual time to be in the agency

7. Participate openly and actively in the assessment of her/his performance

8. Submit completed evaluations before the end of semester. Failure to do this can result in the submission of a delayed grade

9. Going directly to the field instructor in case of problems. If the problem cannot be resolved there, go to the faculty liaison. Should the problem not be resolved at this level, the student and faculty liaison should go directly to the director of field education. In the event that the director of field education cannot resolve the problem, Special Advising will be recommended.

Regulations in Regard to Professional Responsibility and Recording

1. Journals
   a. As a professional learner, the student will need to maintain a record of intellectual, behavioral and attitudinal experiences in which he/she engages and her/his reactions to them. It is recommended that this be accomplished with the journals. Content will reflect analysis of significant learning experiences and the student’s thoughts/reactions to those experiences. It is not intended to be a work log, noting all activities and events.
   b. Thorough and complete journals (Parts 1 and 2) will be submitted to the field instructor. It is anticipated that the field instructor will provide additional material for assessment of student learning and for discussion during supervisory and teaching conferences. Written comments by the field instructor are encouraged. Following review by the field instructor, the student will forward the journals to the faculty liaison for reactions and comments. The faculty liaison will return them to the student in a timely manner.
   c. Student’s faculty liaison will assign journal due dates as required for the semester.
   d. As the learning experience progresses, the use of this tool will be mutually assessed by student, field instructor and faculty liaison, and modifications in content, structure and frequency will be made to individual learning patterns.

2. Recording within the Agency
   a. Each student will be expected to adhere to the existing policies and procedures regarding agency accountability systems.

3. Individual conferences
   a. All students are expected to have weekly conferences of at least 1 hour with their field instructor. Use of group instruction may supplement some of the conference time if mutually agreed to by the faculty liaison and field instructor. The student is expected to have prepared for these conferences through the submission of journals, required agency recording and other reporting mechanisms deemed appropriate by the instructor. To make maximum use of these educational opportunities, the student should prepare for the conferences by organizing questions and concerns in a manner that the instructor can address. Notes regarding supervision should be kept throughout the semester.
4. Instructional conferences are joint endeavors and require preparation by both parties to make them productive; otherwise, much valuable time can be lost in misdirected efforts.
   a. Through the development of the agency/school agreements, commitments have been made for instructional time, and the field instructors will be expected to provide the student with individual instruction based on a review of the work the student has produced.
   b. Each student is directly responsible to the field instructor in his/her field placement.

5. Confidentiality
   a. The student will be expected to maintain as confidential all information gained through his/her tenure in the agency concerning the agency clientele and agency information that is considered privileged. Agency records are not to be removed from the agency under any circumstances. The student is not to discuss cases or agency business with anyone who is not professionally involved in the situation and sanctioned to have access to the information. In those instances where the student wishes to use case material in other course work, approval must first be obtained from the field instructor and the confidentiality of the client maintained by the removal of all identifying information.

Field Instructor
1. Work closely with field faculty to develop and maintain learning opportunities and affiliation with the University.
2. Orient student(s) to agency and the agency's role in providing social work experience.
3. Assume instructional and administrative responsibility for the student(s) and model professional behavior.
4. Follow the syllabus adopted by the course instructors.
5. Participate in student selection/placement process and mid-term/final evaluation process.
6. Provide regularly scheduled individual conferences with each student(s), at least one hour per week.
7. Assist the student(s) with the integration of practice and theory, including review and comments for journal submissions.
8. Assist student(s) with developing the learning agreement.
9. Meet with the faculty liaison once during the semester or as needed.
10. Inform faculty liaison or Field Office, as needed, of all concerns relative to the student(s)' fieldwork progress, activities and any other issues that might affect the placement.
11. Participate in Field Instructor Orientation and/or training to learn about Social Work curriculum and to understand the role of practitioner vs. teacher.

Faculty Liaison
1. Develop plans with the agency relative to the field education program and student placements, and deal with field placement-school issues.
2. Serve as a continuing conduit between School and placement relative to developments in the curriculum, School policy or agency policy and practice and any other areas to maintain the School-agency relationship.
3. Familiarize themselves with the School’s programs and interpret them for field instructors and agencies.
4. Help students plan their educational experience in field.
5. Discuss with their assigned students their work satisfactions and concerns relative to their practice, field instruction, agency experience and class work.
6. Work with the field instructors to ensure that students’ field assignments reflect the field work curriculum and student needs.
7. Ensure that the School’s standards for fieldwork instruction are implemented, including attendance, record writing, field instruction conferences and evaluations.
8. Prepare for meetings with field instructors and students including reading students records.
9. Meet with the field instructor and student to review the student progress in the field.
10. Discuss the students’ educational progress with field instructors.
11. Act as educational consultants to field instructors to enhance their field education skills.
12. Assign students a grade in fieldwork after consulting with field instructors.
13. Obtain information that may affect the students’ fieldwork experiences and use of placements from the field instructors and/or students.
14. Inform and discuss with the director of field education any problems relative to students’ education in the field placements.
15. Participate and carry out plans that deal with students or agency problems.
Field Office
1. Practicum placement - selects field agencies and field instructors, and matches them with students' learning interests.
2. Monitors all contracts and provides database management.
3. Linkage - interprets school policies, procedures and expectations of field agencies, and assesses the fit between school curriculum and educational experiences provided by the agency.
4. Evaluation - collects and disseminates evaluations of faculty liaisons, field instructors and agencies.
5. Administration - ensures completion of placement forms (e.g., students' evaluation of agencies, field instructors and faculty field liaisons).
6. Conducts field instructor orientation/training workshops.

VIII. MISCELLANEOUS

Compensatory Time
Compensatory time is given for overtime. It is strongly advised that the student accumulate at least 8 hours of compensatory time before using any, as all missed time must be made up including that taken for illness. No compensatory time may be taken just prior to or immediately following a holiday, vacation period or during the last week of the semester. The student is expected to continue his/her placement until the last scheduled date of field instruction, regardless of accumulated compensatory time.

Absences
There are no excused absences for this course. Failure to appear without prior approval of the field instructor can result in termination and failure of the course. Students are expected to follow the scheduled agency work hours and to be at the agency promptly at the established starting time.

Holidays
Agency holidays are the only holidays the student may observe. University holidays are not observed. The field instructor should assist the student in developing work plans during these periods.

End-of-the-Semester Evaluation of Field Agency, Field Instructor and Faculty Liaison
At the end of practicum, SW 8971 students are asked to complete field evaluations. The director of field education will utilize evaluation results to ensure quality placements and quality field instructors. See pages Error! Bookmark not defined. and Error! Bookmark not defined..

Grading
This course is graded on an S/U basis with a grade of S (Satisfactory) indicating B level or above performance. The faculty liaison gives the grade after collaboration with the field instructor.

IX. EVALUATION OF STUDENT COURSE PERFORMANCE
Formal evaluation of the student's work is to be done at midterm and the end of the semester. Sources of data to consider in the evaluations are the common course objectives, student's Learning Agreement, journal, reports of special projects, and instructional and advisory feedback. Increasingly, feedback from client and action-system members should provide valuable data for the evaluations. The midterm and final evaluations serve as the major sources of information for school references concerning the student's performance in practicum.

The student, field instructor and faculty liaison will hold a formal evaluation conference at midterm. Considerable emphasis is placed on the midterm evaluation. At semester's end, the field instructor and student are required to complete a final formal evaluation and submit the entire evaluation to the school. Sources of data will be the journal,
agency records and instructional feedback. The student assumes a major role in these conferences as outlined in the course syllabus. The student’s approved Learning Agreement along with the common course objectives provide the core instruments for evaluation. The faculty liaison does not make a final visit unless requested. The student is responsible for submitting the entire evaluation including signature sheets at the end of the semester. These documents become part of the student’s permanent file at the School.

The student should have accumulated approximately half of the required hours at the mid-term point (about 9 weeks after the start of practicum). If the student is failing to accumulate the hours at the suggested rate, a special advisement may be recommended. This applies only to students that have not completed an extension.

See Midterm and Final Clinical Evaluation on page Error! Bookmark not defined. and Midterm & Final PP&A Evaluation on page Error! Bookmark not defined..

Incomplete Grade Policy
Students who receive an incomplete grade will have one year to complete the course. If the student does not complete the course, the grade will automatically change to U.

Significance of the Field Practicum Grade
Because the field practicum tests a student’s ability to apply knowledge and skill to actual client situations and aims to enhance professional development, the course grade is of special significance. With a grade of "U" in the field practicum, a student is not permitted to continue in the degree program without special consent of the School. Special consent would permit additional field practice with the stipulation that the student must perform satisfactory and receive a “S” grade.

If any field documents (learning plan, journal comments, or midterm/final) are found to be falsified, a special advisement meeting will be held, and the student may be dismissed from the program.

Deficient Performance
When the student’s performance is not of passing quality, the student shall be advised of status in writing. In most instances, when such performance constitutes a pattern rather than a single event, the student should be given the notification in writing at least four weeks before the semester’s end.

Students are allowed to repeat field practicum I/II one time only. If the student does not reach competency in the 2nd attempt, the student may be dismissed from the program.

Evaluation Addendum
If at the point of signing the final evaluation for the field practicum, the student finds that they are in substantial disagreement with some of the report and discussion with the field instructor does not resolve the issue, the student should prepare an addendum to the evaluation that is signed by the student and shared with the field instructor. This addendum is appended to the evaluation and becomes part of the student’s permanent record.

Field Placement Problems and Resolutions
Most students deal quite well with personal struggles and problems of daily life. However, when these problems impair field performance and professional behavior to the extent that client obligations are not being met appropriately, faculty and field instructor have the responsibility to intervene sensitively, yet decisively.

As with any professional staff, certain kinds of limitations and external demands may impair the performance of students. Some may be struggling with circumstantial limitations such as lack of transportation, financial problems, part-time employment, etc. Others may need to cope with more chronic or long-term situations such as a language barrier, a physical disability or chronic illness, etc. Most often, these limitations, though they can be burdensome, are compensated for and accommodated by adequate planning and flexibility. Often these students will perform very well, given the opportunity and appropriate support.
Personal and/or emotional problems of a more serious nature present greater difficulties. These may include a serious physical illness or psychological impairment, a life crisis, a serious legal offense, addiction, personal instability or unsuitability for the profession. These may be evidenced behaviorally by inappropriate or unethical behavior, excessive absences, noncompliance with agency policy, or competence and skill deficits. Fortunately, serious ethical violations or breaches of integrity are rare. Most common performance problems have to do with deficits in competence, understanding or excessive absences.

These problems usually present an interrelated set of concerns that require monitoring, communication and professional judgment on the part of faculty and field instructor. The concerns are: the rights of clients to adequate service and professional care, the education needs of the students, the "gate-keeper" role of the university and professional community, and the provision of corrective and support services for the student. The field instructor, the director of field education and other classroom faculty who have an educational interest or involvement with students have the option and responsibility to discuss students' field and classroom performance in the execution of their educational duties. Some guidelines are:

1. While all students should have ongoing supervisory review and consultation, early recognition and feedback of serious performance problems is especially important. Field instructor and faculty should communicate their observations and concerns to each other as soon as they are identified. Students, as well as clients, are better served by early recognition of significant performance problems. Field instructor and faculty are both in a position to detect these kinds of deficits, and each has the responsibility to initiate communication with each other. If in doubt as to whether a particular deficit is serious or major and merits particular attention, discuss it with each other. As always, the director of field education is available to consult in these situations. There is sufficient program flexibility and resources with the university and the community to give students time and support to deal with personal problems that affect their education. Career and psychological counseling, additional work or life experience, reconsideration of career goals, etc. all could be part of a response to these problems.

2. When students perform poorly in placement, the intervention needs of clients become the higher priority. In these situations, the field instructor and faculty should act to protect the needs of the client and ensure appropriate service provision.

3. Faculty and field instructor need not, and should not, be therapists to students. Field education does not permit automatic access to students' private lives or personal problems. We have the right and the obligation to expect quality performance and professional behavior, to evaluate and provide feedback on the field performance, and especially to bring serious performance deficits to the attention of the student. At that point, students may voluntarily share personal information to explain or rationalize their poor performance. It is important that this personal information be treated confidentially and that students be provided with guidance, resource information and concerned support. At the same time, they may need to be relieved of their client responsibilities, based on the collective judgment of field instructor and faculty. It is not unlike the response of a staff supervisor to recognizing an employee's performance deficits and referring to an employee assistance program. Referral to faculty, advisors or the director of field education at the School of Social Work will ensure proper referral to campus and community resources.

In summary, two important principles emerge when considering performance problems of students in field:

- Assurance of quality service to the clients of the agency
- Supportive and corrective services to the student

Problems in the field tend to fall into one of three categories: inadequate performance, environmental and situations. Each of these categories of problems is described in-depth in the following paragraphs along with possible alternative resolutions.

**Primarily Inadequate Student Performance**

A. Poor professional behavior or unsuccessful achievement of competencies for any reason, including but not limited to lack of ability or low motivation to learn social work skills, disrespect for clients or co-workers, unable or unwilling to utilize feedback, or interpersonal qualities interfering with one's ability to be professionally appropriate or engage in sound social work practice.
B. Ethical violations (see NASW Code of Ethics) threatening or criminal behavior, or behavior or performance not suitable to the profession of social work (violation of values/operating principles). Student performance problems place the student in jeopardy of being dismissed from the program and/or receiving “U” for field.

Problem Identification: It is the responsibility of the field instructor to identify this type of problem and bring it to the attention of the student and the faculty liaison. While it is possible that the faculty liaison, acting in the capacity of the student’s practice course instructor/faculty liaison, may be aware of such problems in the field, it is the field instructor who must identify and document such problems as they relate to the field placement.

Resolution Process: The field instructor must identify the behaviors, actions or inactions that indicate performance problems or raise questions about the student’s suitability for the profession of social work. These behaviors must be communicated to the faculty liaison immediately upon identification and concern. These behaviors, actions or inactions must be communicated to the student by the field instructor, whom must also recommend/discuss ways the student might improve upon the behaviors, actions or inactions. A Special Advisement session between the student, field instructor, and faculty field liaison should be held as soon as possible to discuss the concerns and the recommendations for corrective action. However, upon notification of the faculty liaison by the field instructor, the faculty liaison should immediately contact the student to discuss the concerns of the field instructor. Students normally will be afforded a reasonable period of time (depending on the nature of the occurrence and the timing) during which progress or improvement upon the behaviors, actions or inactions is expected to occur. NOTE: students experiencing performance problems may not change placements. Performance problems must be resolved in the agency in which they were first identified. If the agency is unwilling to continue working with the student, the student may need to repeat an entire field placement regardless of the time of the occurrence of dismissal from an agency.

Depending on the nature of the performance/situation and the timing (within the semester), the faculty liaison may require a performance agreement between the student, field instructor and the Field Education Office. The performance agreement should be signed by all three (3) parties and consist of the following:

- Specific tasks/behaviors that need to be accomplished/demonstrated
- Goals to be reached or indicators of progress
- Criteria for assessing the extent to which concerns have been ameliorated
- Date(s) by which tasks/behaviors and goals are to be assessed

Primarily Environmental
Lack of adequate opportunity provided by the agency to accomplish learning objectives, little/no suitable field instruction, a personality conflict between student and field instructor or other agency staff person that negatively affects the learning environment. In an instance of perceived discrimination or sexual harassment, the student must immediately notify his/her faculty liaison.

Problem Identification: Typically, these types of problems are first identified by the student. It is, however, the responsibility of the faculty liaison to monitor the student’s learning environment in the field and to identify problems of this type.

Resolution Process: The faculty liaison is responsible for mediating or negotiating a resolution of this type of problem. Typically, the faculty liaison will meet with the field instructor, student and other agency personnel as necessary in order to discuss/identify the environmental problems and to discuss possible intra-agency alternative solutions. If no educationally sound resolution is forthcoming, the faculty liaison will consult with the Field Office and director of field education and notify the agency and field instructor that the student will be removed pending appropriate student/client termination. The director of field education will work with the student to secure a new placement. Students having to change placements in mid-semester may be required to extend their time in the new field agency beyond the regular ending date for field. No immediate negative grading consequences will accrue to the student (except that an “I” may be given if there has not been sufficient time for the existing field instructor to provide a reasonable assessment of the student.) Again, depending upon the timing of such situations, the director of field education may negotiate an educationally sound plan for the new placement that falls outside traditional operating procedures. The resolution of these problems shall be noted in writing on the student’s Learning Agreement (or field evaluation, depending on the timing of the occurrence) by the field liaison of the director of field education.

Primarily Situational
Illness, personal crisis or other occurrences resulting in prolonged absence from the field or inability to engage in competent social work practice.

**Problem Identification:** Students are expected to notify both their field instructor and their section/faculty instructor when personal situations will adversely affect their attendance or participation in field.

**Resolution Process:** The section/faculty instructor is responsible for mediating or negotiating a resolution of this type of problem with the relevant parties (usually field instructor and student) such that the resolution is educationally sound for the student and does not negatively affect clients. The faculty liaison will take into consideration the timing of the occurrence, the student’s performance to that point in time and other such factors that might pertain to the situation. As in any other academic course, if the student is passing the course (satisfactory progress relative to all field course objectives) the possible outcomes are as follows: an “I” grade with a specific date for completion (Incomplete contract should be signed) or “W” indicating authorized withdrawal from field or the problem is immediately addressed and will not affect the grade. The resolution should be documented in written form on the students Learning Agreement and initialed or signed by the field liaison and the student. A student who officially withdraws or is unable to complete the semester at the same agency must repeat the entire semester. NOTE: students who do not receive permission from their field instructor or section instruction regarding prolonged or intermittent absences from the field will receive a “U” grade. Students wishing to receive a “W”, authorized withdrawal, for field must initiate university procedures for a “Withdrawal”.

**Withdrawal Policy Statement**

Among the students’ responsibilities is the use of ongoing feedback from their faculty and field instructor. When students engage clients and assume service responsibilities, they have ongoing professional, educational, and ethical responsibilities and courtesies to consider. Considerable time and effort is spent on the part of faculty and field instructor to plan and deliver a good field placement. For these reasons, it is a serious matter to drop the field course during the semester. Students may withdraw from courses for many reasons including educational considerations, serious illness, personal crisis and occasionally for performance problems. It is to this last reason, namely problems in the field course, that the following policy is adopted.

Any student withdrawing (failing, passing or without a grade) due to substantial performance problems, as noted by the field instructor and faculty liaison, will not be allowed to enroll in the field course the following semester without the permission of the student’s advisor and the field office. The student is encouraged to take the following semester to address underlying deficits that impaired his/her performance. These deficits, as noted by field instructor, faculty liaison or director of field education, can include knowledge or interpersonal skill deficits, personal problems, personality or maturity factors, attendance problems, situational or circumstantial factors, etc. Growth and development in these areas may require additional work and life experience, personal counseling or therapy, circumstantial changes that enhance a student’s stability and remedial learning experiences. The review criteria will focus on the likelihood of successful performance in the field practicum based on criteria such as:

- nature and severity of the performance problem
- ability to integrate the content and develop the skills required in the field course
- student’s motivation toward corrective action
- judgment of the student’s ability to hear and use feedback constructively
- availability and use of educational, career advising and therapeutic resources

It is again reiterated here that if the student is allowed to have a second attempt to complete field successfully and the student withdraws or earns a “U” grade during the second attempt for any reason, the student will be dismissed from the program.
Withdrawal Review Process

When the student withdraws due to performance problems, their field instructor will write a letter to the student (with copies to the student’s file) describing the problems and include suggestions for improvement, corrective action to address deficits and potential resources. In most cases, the student is expected to take at least a semester to address their educational needs and performance problems. Only in exceptional cases is a student allowed to resume the field course in the semester following a withdrawal. The director of field education, in consultation with the student's advisor, must be convinced that the student has demonstrated an improved readiness to perform adequately in field. In initiating the request for reentry, the student is expected to document their effort toward growth and change that support the likelihood of satisfactory performance in the field. A committee comprised of SSW faculty will make the decision regarding whether a student reenters field. Should this committee make an adverse decision, the student may request Special Advising.

Selected Readings in Field Education

MISSOURI LAWS APPLICABLE TO PRIVACY

Missouri statutorily grants a patient the right of access to his medical records that are maintained by health care providers, including physicians and hospitals. The state does not have a general, comprehensive statute restricting the disclosure of confidential medical information. Rather, these privacy protections are addressed in statutes governing specific entities or medical conditions.

I. PATIENT ACCESS

Health Care Providers, Including Practitioners and Hospitals

Within a reasonable time and upon the patient’s written request, physicians, chiropractors, hospitals, dentists and other duly licensed practitioners (“providers”) must furnish to the patient a copy of his health history and treatment rendered. [Mo. Rev. Stat. 191.227.] The copies need not be furnished until the patient has paid a handling fee of fifteen dollars plus a fee of thirty-five cents per page for photocopies of documents. [Id.] For items that cannot be copied on a photocopy machine (such as x-rays), the provider may charge for the reasonable cost of duplication. [Id.] A patient’s right is limited to access consistent with the patient’s condition and sound therapeutic treatment as determined by the provider. [Id.]

Mental Health Facilities and Mental Health Programs

A person who is admitted to a residential facility or a day program or who is admitted on a voluntary or involuntary basis to any mental health facility or mental health program where people are civilly detained pursuant to statute has the right of access to his mental and medical records. [Mo. Rev. Stat. 630.110.] This right extends not only to those who are civilly detained, but also those persons being treated in day and residential programs providing prevention, evaluation, treatment, habilitation or rehabilitation for those affected by mental illness, mental retardation, developmental disabilities or alcohol or drug abuse. [Mo. Rev. Stat. 630.005(7) and (31).] Access may be limited to the extent that the head of the residential facility or day program determines that it is inconsistent with the person’s therapeutic care, treatment, habilitation or rehabilitation, the safety of other facility or program clients and public safety. [Mo. Rev. Stat. 630.110.]

II. RESTRICTIONS ON DISCLOSURE

Department of Health

Epidemiological Studies: The Department of Health, for purposes of conducting epidemiological studies, is authorized to receive information from patient medical records. [Mo. Rev. Stat. 92.067.] The information is confidential except that it may be shared with other public health authorities and co-investigators of a health study if they abide by the same confidentiality restrictions required of the department. [Id.] Remedies and Penalties: Any department of health employee, public health authority or co-investigator of a study who knowingly releases information which violates the provisions of this protection shall be guilty of a misdemeanor, punishable by fine, imprisonment or both. [Mo. Rev. Stat. 192.067; and 560.016; 557.011; ' 558.011 (specifying punishment for misdemeanors).]

Charge Data Submitted by Hospitals: Hospitals and ambulatory surgical centers must provide the department of public health and welfare with data concerning patients, including date of birth, sex, race, diagnoses, principal procedures, total billed charges and other information. [Mo. Rev. Stat. " 192.667 and 192.655 (defining “health care provider” and “patient abstract data”).] The information obtained by the department is not public information and may not be released in a form, which could be used to identify a patient. [Id.] Remedies and Penalties: Disclosure of this identifying information is a misdemeanor, punishable by fine, imprisonment or both. [Id. and Mo. Rev. Stat. 560.016; 557.011; 558.011 (specifying punishment for misdemeanors).]
HMOs, Health Services Corporations and Insurers

Generally, HMOs may not disclose any data or information pertaining to the diagnosis, treatment or health of any enrollee or applicant without express consent of that person. [Mo. Rev. Stat. 354.515.] Exceptions to this general rule allow disclosures without the person’s consent to carry out the purposes of the statutory provisions governing HMOs; in response to a claim or litigation between an enrollee/applicant and the HMO; and pursuant to statute or court order for the production or discovery of evidence. [Id.] An HMO is entitled to claim any statutory privilege against disclosure, which the provider who furnished the information is entitled to claim. [Id.] But the HMO may not assert any such claim or privilege against disclosure against the director of the department of insurance. [Id.]

Remedies and Penalties: The Director of the Department of Insurance may issue a cease and desist order to an HMO violating this provision. [Mo. Rev. Stat. 354.500.] In the case where a HMO fails to substantially comply with this provision, it may have its certificate of authority suspended, revoked or subject to conditions or restrictions. [Mo. Rev. Stat. 354.470.]

Mental Health Facility and Mental Health Program

Generally, the records of mental health facilities and mental health programs are confidential and may not be disclosed without the patient’s authorization. [Mo.Rev. Stat. 630.140(1) and (8).] This restriction applies to day and residential programs providing prevention, evaluation, treatment, habilitation or rehabilitation for those affected by mental illness, mental retardation, developmental disabilities or alcohol or drug abuse, including those in which people may be civilly detained pursuant to statute. [Mo. Rev. Stat. 630.005(7) and (31); 630.140.] Information concerning medication given, dosage levels and the individual ordering the medication must be given, upon request, to: the parent of a minor patient; legal guardian of a patient; an attorney; or a personal physician as authorized by the patient; law enforcement officers (restricted to information about patients committed pursuant to law); among others. [Id.] Mental health facilities and mental health programs may disclose confidential information without the patient’s consent to: persons responsible for providing health care services to the patient; research personnel (provided, that such personnel will not identify the patient); to the extent necessary for claims of aid, insurance, court orders and law enforcement; and others. [Id.]

Pharmacies

Records maintained by a pharmacy that contains medical or drug information on patients or their care are confidential. [Mo. Rev. Stat. 338.100.] Upon request, a copy of the original prescription must be furnished to the prescriber and may be furnished to the patient. [Id.]

Remedies and Penalties: A licensed pharmacist who violates these disclosure provisions is guilty of a misdemeanor, punishable by fine, imprisonment or both. [Mo. Rev. Stat. 338.190; and 560.016; 557.011; 558.011 (specifying punishment for misdemeanors).]

III. PRIVILEGES

Missouri recognizes a number of health care professional-patient privileges that allow a patient in a legal proceeding to prevent disclosure of privileged communications that the professional acquired in the course of professional services rendered. [Mo. Rev. Stat. 337.055 (psychologist); 337.540 (professional counselor); 337.636 (social worker); 337.736 (marital and family counselor); 491.060 (physicians, licensed psychologist and dentist).] The statutory proscription against disclosures as it pertains to social workers and marital and family therapists extends beyond legal proceedings and more generally prohibits these professionals from disclosing any information acquired from persons consulting them in their professional capacity without the written consent of the client. [Mo. Rev. Stat. 337.636 (social worker) and 337.736. (marital and family therapist).]

Remedies and Penalties: A professional who discloses privileged communications in violation of these provisions is guilty of a misdemeanor, punishable by fine, imprisonment or both. [Mo. Rev. Stat. 337.065 (psychologists); 337.530 (professional counselors); 337.633 (social workers); and 337.733 (marital and family therapists); and 560.016; 557.011; 558.011 (specifying punishment for misdemeanors).] Additionally, disclosing privileged information in violation of the law is grounds for discipline from the appropriate licensing board or agency. [Mo. Rev. Stat. 337.035 sub. 2(13) (psychologist); 337.733 (marital and family counselor); 337.530 (professional counselor).]
IV. CONDITION-SPECIFIC REQUIREMENTS

Abortion
Missouri requires a physician to report specific non-identifying information on each abortion performed as well as on post-abortion care to the state Department of Health. [Mo. Rev. Stat. 188.052.] A copy of the report must be made part of the patient’s medical record. [Id.] All information obtained by a physician, hospital or abortion facility from a patient for the purpose of preparing the requisite report is confidential and may be used only for statistical purposes. [Mo. Rev. Stat. 188.055.]

Remedies and Penalties: Any physician or other person who fails to maintain the confidentiality of any records or report required under these provisions is guilty of a misdemeanor, punishable by fine, imprisonment or both. [Mo. Rev. Stat. 188.070; and 560.016; 557.011; 558.011 (specifying punishment for misdemeanors).]

Adult Abuse
Missouri maintains a central registry to receive complaints of the abuse and neglect of adults. [Mo. Rev. Stat. 660.263 and 660.255.] All reports are confidential and are not deemed a public record. [Mo. Rev. Stat. 660.263.] Such reports are only accessible to the following persons or offices: the Department of Social Services or its designee; the Attorney General; the Department of Mental Health; law enforcement agencies; and the subject of the report. [Id.]

Remedies and Penalties: Any person who permits or encourages the unauthorized dissemination of information contained in the central registry or in related reports and records is guilty of a misdemeanor, punishable by fine, imprisonment or both. [Mo. Rev. Stat. 660.263 and 560.016; 557.011; 558.011 (specifying punishment for misdemeanors).]

Cancer
The Missouri Department of Health maintains a cancer information reporting system, under which physicians and others must report diagnoses of cancer. [Mo. Rev. Stat. “” 192.650 and 192.653.] The department generally may not disclose identifying information without the patient’s written consent. [Mo. Rev. Stat. 192.655.] The department may request a patient to consent to the release of his medical information to a cancer researcher only upon a showing by that researcher that obtaining the identities of certain patients is necessary for his cancer research and that the research is worthwhile. [Id.] Disclosure without the patient’s consent is permitted to a cancer registry that is maintained by another governmental entity that agrees to protect the patient’s identity. [Id.]

Remedies and Penalties: A person or organization who divulges confidential information in violation of these provisions is guilty of an infraction, punishable by a fine. [Mo. Rev. Stat. 192.657 and 560.016 (specifying punishments for infractions).]

Child Abuse
Missouri requires physicians, chiropractors, hospitals, mental health professionals and others to report when they have reasonable cause to suspect that a child has been or may be subjected to abuse. [Mo. Rev. Stat. 210.115.] These reports, as well as other information maintained in a central registry are confidential and may be released only to specified persons and agencies. [Mo. Rev. Stat. 210.150.] Persons receiving information will be notified of the penalties for unauthorized dissemination of the information. [Id.]

Remedies and Penalties: A person who knowingly discloses information in violation of this provision, or who permits or encourages the unauthorized dissemination of confidential information is guilty of a misdemeanor, punishable by fine, imprisonment or both. [Mo. Rev. Stat. 210.150 sub. 5; and 560.016; 557.011; 558.011 (specifying punishment for misdemeanors).]
Communicable Disease
At the request of any first responders or good Samaritans who attended or transported a patient, a licensed facility may notify any such first responder or good Samaritan if the department has reason to believe exposure has occurred which may present a significant risk of a communicable disease. [Mo. Rev. Stat. 192.802.]

Genetics and Metabolic Disease Programs
Missouri’s Department of Health may establish and maintain a central registry to collect genetic and metabolic information. [Mo. Rev. Stat. 191.323.] Generally, all testing results and personal information or specimens obtained from any individual are held as a confidential medical record subject to release only upon the individual, parent or guardian’s consent. [Mo. Rev. Stat. 191.317, 191.323.] Prior to release, the individual must be fully informed of the scope of the information requested to be released; of the risks, benefits and purposes for such release; and of the identity of those to whom the information will be released. [Mo. Rev. Stat. 191.317.]

Any person who, in the ordinary course of business, practice of a profession or rendering of a service, creates, stores, receives or furnishes genetic information must treat that information as a confidential medical record and may not disclose it without the written authorization of the person to whom it pertains. [Mo. Rev. Stat. 375.1309.] Disclosure without the subject’s consent is permitted: for purposes of health research conducted in accordance with the provisions of the federal common rule protecting the rights of research participants; pursuant to legal or regulatory process; or for purposes of body identification. [Id.]

Remedies and Penalties: Any person who discloses confidential genetic information in violation of this provision is subject to a fine not more than five hundred dollars. [Mo. Rev. Stat. 375.1309.]

HIV/AIDS
Physicians, hospitals or other persons authorized by the department of health who perform or conduct HIV sampling must report to the department of health the identity of any individual confirmed to be infected with HIV. [Mo. Rev. Stat. 191.653.] All information concerning an individual's HIV infection status or results of any individual’s HIV testing shall be held strictly confidential and disclosed only with the written authorization of that person. [Mo. Rev. Stat. 191.656.] Exceptions to this general rule allow disclosures without the person’s consent to: public employees and agencies who need to know to perform their public duties; non-public employees who are entrusted with the regular care of those under the care and custody of a state agency, including but not limited to operators of day care facilities, group homes and adoptive or foster parents; to the spouse of the subject of the test result; to the victim of any sexual offense; and to others. [Mo. Rev. Stat. 191.656.]

Remedies and Penalties: Any individual aggrieved by a violation of this section may bring a civil action for damages. [Mo. Rev. Stat. 191.656.] Violations allow the aggrieved party to collect actual or liquidated damages; court costs and reasonable attorney’s fees; and such other relief, including injunctive relief, as the court may deem appropriate. Additionally, willful, intentional or reckless violations allow for the collection of exemplary damages. [Id.] However, a provider who made a good faith report to the Department of Health cooperated with such an investigation or participated in any judicial proceeding shall be immune from civil liability. [Id.]
FIELD PRACTICUM CHECKLIST


3. Student is notified by the director of field education of potential agency placements.

4. Student schedules interview with Field Agency(ies).

5. Student confirms agency selection with the director of field education.


   **NOTE: ** **BACKGROUND CHECK MAY AFFECT PLACEMENT OPTIONS **

7. Field Schedule – Mandatory - Total of 680 agency hours
   (Spring start/Summer start)
   a) January/April: Orientation
   b) January/May: Begin placement
   c) Placement completed by first Friday in May/1st Friday in December.

8. Learning Plan
   Submit approximately 3-4 weeks after the start of placement
   a) Orientation form with Expectations and orientation, workplace safety, and confidentiality and security.
   b) Finalize the Learning Agreement

9. Five journals are due during the semester, and due dates are set by the faculty liaison.

10. Midterm faculty liaison visit/evaluation
    Midterm performance evaluation is presented, reviewed & the midterm grade sheet is completed via Taskstream.

11. Final Evaluations
    Performance evaluations are completed by the field instructor and student. It is the responsibility of the student to complete the final evaluation and final grade sheet via Taskstream by due date established by Faculty Liaison.

12. Field instructor, faculty liaison and agency evaluations
    Students will be asked to complete the course evaluations via a survey deployed by Taskstream where all results will be aggregated according to agency. Results will be reviewed by the director of field education to maintain the quality of placements and field instructors.
FIELD PLACEMENT SELECTION PROCESS

Note: Removal of Delayed Grade Prior to Entry into SW 8971
Each student will be responsible for removing all delayed grades prior to his entry into block placement. Any exceptions will require approval of the Director of the School upon the recommendation of the student’s advisor.

1. Submit Field Practicum Application.

2. Students are given agency options by the director of field education.

3. Once potential placements are identified, the student is advised to contact the recommended field instructor and arrange an interview.

4. Student notifies director of field education that placement is confirmed with a particular agency and field instructor.

5. If both the interviewer and the interviewee agree that the placement is a match, the Field Agreement Form is completed and submitted to the director of field education.

6. Once a placement decision has been made, it is not acceptable to continue looking at other options and attempt to change plans. This is not fair to the practicum site that has made a commitment to accept the intern, nor does it reflect well on the department if students do not honor the commitment.

7. If after three interviews for placement in an agency-based field setting, a student does not accept the placement or is not accepted for placement, a special advising meeting will be called. (Please consult the student handbook for details about special advising meetings) The meeting with the student shall include the advisor, director of field education and field placement team members.
FIELD PRACTICUM APPLICATION

http://ssw.missouri.edu/fielddocs.shtml

Name: __________________________

Address: ________________________________________________________________

Phone Number(s) Home_________________ Cell_________________ Work_________________

E-mail address: _____________________________________________________________

Advisor: ________________________________________________________________

*I will be entering Field in (circle one) Spring/Summer/Fall of ________________ (year)

Please check the appropriate Field Practicum and student status:

__ BSW Field student (4971) __ Full time __ Part Time
__ MSW Practicum I (7971)
__ MSW Practicum II (8971)

PP&A _____
Clinical _____

Anticipated graduation date __________________________

*It is your responsibility to be sure you have a 2.5 GPA (BSW)/3.0 GPA (MSW) and have completed all Social Work pre-requisite courses prior to beginning this placement. Failure to do so will result in the suspension of the placement plans. See Undergraduate and Graduate Handbooks for specific prerequisites.

1. Will you be employed or have an assistantship of any kind during your practicum? Part-time or full-time? What hours are you expected to work?

2. Describe your learning style – visual, verbal, etc. Give an example.

3. What do you consider to be your assets and/or strengths? Give an example.

4. What do you need to work on improving?

5. What type of supervision have you received in past practicum or work settings? Did supervision meet your needs? Why or why not? Describe your ideal supervisor.

6. Please list any paid Social Work experience.
   Agency ___________________ Responsibilities ___________________ Dates ________________

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7. Please list any volunteer Social Work experience, including past practicum agencies.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Responsibilities</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

8. With which population(s) would you like to work?

9. With which population(s) would you not like to work?

10. Have you started making placement arrangements yourself? If so, what arrangements or activities have been completed thus far?

11. Keeping in mind your interests and/or area of program concentration, list your top three preferences for a field placement agency:
   a. __________________________________________________________
   b. __________________________________________________________
   c. __________________________________________________________

12. Some agencies may require a criminal background check for students. Do you have any criminal convictions or pending charges other than routine traffic violations? If so, please list the charge and conviction date. This does not mean a student cannot complete the practicum; however, depending upon the nature of the offense, it may limit the choice of agencies. Students may be automatically terminated from practicum if they have not been truthful or provided inaccurate information in the application concerning convictions. Please include DUI and DWI convictions and pending charges, also.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Student Signature__________________________ Date__________________
FIELD PLACEMENT INTERVIEW - AGREEMENT FORM

University of Missouri - School of Social Work
(Please print)

Student’s Name: ________________________________
Address: _______________________________________
_________________________________________________
_________________________________________________
Telephone: ______________________________________
Field Class: (circle one) SW 4971 SW 7971 SW 8971

This Agreement Form should be completed by agency interviewer or student and returned to:

Field Practicum Director or Off-campus Coordinator
School of Social Work – MU
727 Clark Hall
Columbia, MO 65211

Phone: 573-882-4050
Fax: 573-882-8926

If student is accepted, please complete information below

Designated field instructor:
Name: __________________________________________
Agency: _________________________________________
Agency Address: __________________________________
Telephone: ______________________________________
Email Address: ____________________________________

Please indicate if you would like to have your email included in a distribution list shared with Field and Section Instructors.

It is hereby agreed that ________________, has been accepted for a Social Work field practicum.

Are background checks required by the agency? YES____ NO____
If yes, please specify ________________. Student understands that outcome may affect placement options.

The University of Missouri provides liability insurance for all Social Work practicum students. Does the agency require students to have additional professional liability insurance? YES____ NO____

If yes, I understand that my insurance coverage must begin before the beginning of my placement.

Additional Comments:

Students should not miss classes to participate in fieldwork activities; school policy is clear in this area. Any exceptions to the policy must have prior approval from the course instructor. Regular or supplementary field experiences should not be scheduled in conflict with students’ class participation.

Signatures

Student ___________________________ Date ________________

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<table>
<thead>
<tr>
<th>Field instructor or agency interviewer</th>
<th>Date</th>
</tr>
</thead>
</table>


INTERNATIONAL PRACTICUM - STUDENT CHECKLIST

PLEASE NOTE: This policy statement is intended for any student completing a social work student practicum outside of the U.S. Those students participating in a formal, structured study abroad program organized by the MU International Center; another MU school, college or department; or another university or organization, must follow the International Center policies for study abroad program participants. Please review the International Center website at: http://international.missouri.edu/studyabroad for more information.

The health, safety and security of University of Missouri (MU) School of Social Work students participating in practicum abroad activities is of paramount concern to the University. For this reason, the following guidelines have been developed for all MU social work students engaging in international activities for which they will receive MU credit.

The following checklists must be completed and signed by the student and director of field education prior to leaving the U.S. for the start of practicum.

The following recommendations have been developed to assist students in planning for a successful experience abroad.

1. Contact the Director of Field regarding your desire to complete 8971 Practicum II abroad. Provide location and potential agencies.
   Date of completion:___________________________

2. Review the U.S. Department of State travel information for the country to which you will be traveling.
   IMPORTANT: The University of Missouri, School of Social work will not allow study or university-funded travel to a country for which the U.S. Department of State has issued a Travel Warning. See: http://travel.state.gov/content/passports/english/alertswarnings.html. If a student chooses to study in one of these countries against the advice of the University, he/she will not be registered as an MU student and will not have access to university support, resources or facilities during that time.
   Date of completion:___________________________
   Please attach current list of Travel Warning Countries with your initials.

3. Once you have decided where you will complete practicum, complete the Field Agreement Form and submit to the Director of Field.
   Date of Completion________________________

4. Ensure the agency has completed the MU Contract. (The Director of Field will provide templates of this contract.)
   Date of Completion___________________________

5. Purchase the MU Health Insurance Coverage: HTH Worldwide and Medex:
   A. Purchase the HTH International Blanket Sickness and Accident Policy, which provides coverage for students abroad, as well as medical evacuation and repatriation. See: http://www.hthstudents.com. To sign up, use the MU code "CBK-2348."
   B. In addition, MU students are provided with the Medex Secure Rider Insurance coverage for political and security evacuations. For the policy description:
      http://www.international.missouri.edu/studyabroad/downloads/medex-rider.pdf

      http://www.cmi-insurance.com/media/35487/study%20abroad%20brochure%202013.pdf

      Fill out and print your Medex Secure Insurance Card and always carry it with you: https://mystudyabroad.missouri.edu/_customtags/ct_FileRetrieve.cfm?File_ID=222

   Provide insurance identification information and copies of cards to the Director of Field.
   Date of Completion:___________________________
6. Sign the University of Missouri System UM Assumption of Risk and Release Form and the Conditions of Participation Form and submit to the Director of Field
   Date of Completion: ________________________________

7. Review the Center for Disease Control information for any country to which you plan to travel:
   http://www.cdc.gov/
   Contact the MU Student Health Center to obtain any necessary immunizations.
   Please provide CDC recommendations and proof of immunizations to Director of Field.
   Date of Completion: ________________________________

8. Get a Passport: If you haven’t already done so, obtain a passport:
   http://travel.state.gov/passport/passport_1738.html

9. Check Visa Requirements: Familiarize yourself with the visa requirements for the country to which you plan to travel: http://travel.state.gov/content/passports/english/country.html
   Completion Date: ________________________________

10. Review the MU Study Abroad Website for "Pre-Departure" and "Health & Safety" information:
    http://international.missouri.edu/studyabroad
    Completion date: ________________________________

11. Read study abroad manual and view orientation series; both to be provided by Director of Field education.
    Completion date: ________________________________

12. Contact the MU International Center. E-mail Barbara Lindeman with the International Center (and copy Director of Field) with your name, student ID number, overseas contact information, agency information, travel dates and home emergency contact information.
    Completion date: ________________________________

   **Students are encouraged to attend the study abroad orientation. To enroll, contact Barbara Lindeman at 882-6007.

Student signature: ________________________________ Date: __________________

Direct of field education, School of Social Work
INTERNATIONAL PRACTICUM - CONTACT INFORMATION

Term: Spring 20____ Summer 20____ Fall 20____

**Applicant Information**

Name ____________________________________________

Last ____________________________ First ____________________________ Middle ____________________________

____________________________________________ Gender: ___ Male ___ Female

MU student number

____________________________________________

MU Pawprint ID ____________________________ Date of birth ____________________________ Passport number ____________________________

Local address: street, city, state, ZIP code

Permanent address: street, city, state, ZIP code, country

____________________________________________

Cell or local phone ____________________________ Permanent phone ____________________________

____________________________________________

Insurance provider ____________________________________________________________ Subscriber name ____________________________

____________________________________________

Policy name

Additional Insurance Coverage

**Emergency Contact Information**

Emergency Contact #1

Name: Last ____________________________ First ____________________________ Middle ____________________________

Address

____________________________________________

Home phone ____________________________ Work phone ____________________________ Cell phone ____________________________

E-mail

____________________________________________

Emergency Contact #2

Name: Last ____________________________ First ____________________________ Middle ____________________________

____________________________________________

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Address

Home phone ___________________________ Work phone ___________________________ Cell phone ___________________________

E-mail ____________________________________________

Certifications

Are you currently 1) on academic probation or 2) under any disciplinary sanction by the university? __ Yes __ No
Please note that the fact that a student is on probation or under sanction will be taken into account when making a
decision regarding that student’s application for International practicum and may result in the rejection of an application.
As part of the application process, current academic and disciplinary standing will be reviewed. Failure to indicate
probationary status may result in withdrawal from the program.

I certify that the information on this form is complete and correct to the best of my knowledge. I understand that if I
am on academic probation or under any disciplinary sanction by the university at the time of my departure, the
School of Social Work is entitled to discontinue my registration as an MU student.

Finally, I authorize the director of field education to release any information deemed relevant to my health and/or
safety.

_________________________________________ ___________________________
Student signature Date
INTERNATIONAL PRACTICUM - CONDITION OF PARTICIPATION FORM

As a participant in an MU SSW International Practicum program, please review and sign the following statement of your obligations:

1. I confirm my commitment to study at the site declared by submitting this signed form to the MU International Center. I realize that I must be in good disciplinary and academic standing (as defined by my school or college) and must have successfully completed all program pre-requisites by the time of departure or I may be withdrawn from the program.

2. I understand that this is a firm commitment to participate in this program. If an emergency makes it impossible for me to participate, I will notify the SSW and the International Center immediately in writing. Lack of notification may delay the start of practicum.

3. I have read the Assumption of Risk and Release Form and understand that failure to submit this form will result in termination of my participation in the SSW International Practicum Program.

4. I understand that I am expected to independently research and find an agency that fits the school requirements as well as my own preferences and thus, I am responsible for my level of satisfaction with this placement.

5. **Insurance:** MU requires all participants to verify that they have comprehensive health insurance, that will cover them overseas, that provides coverage that is equal to or greater than that provided by the UM Sickness and Accident Insurance administered by HTH Worldwide, as well as emergency travel health and security insurance. In addition, I agree to enroll myself in the MU Sickness and Accident Policy offered through HTH Worldwide with the supplemental Medex Secure Rider insurance for the full duration of my program. In addition, I understand that I am advised to maintain my insurance coverage through my US health insurance provider.

6. **Registration and enrollment:** I realize that I must be enrolled in the full Practicum II class through the School of Social Work at the University of Missouri to participate in this program. I understand that I must be enrolled as a full-time student while overseas. If a student voluntarily withdraws from the program early, the student may not receive any academic credit and, in most cases, will receive less than full academic credit. Failure to maintain full-time enrollment will affect financial aid eligibility and scholarship renewal. If applicable, I realize that if I wish to pre-register for classes for the semester I return to MU, I must make my own arrangements. It is my obligation to register for classes for the semester I return.

7. I understand that any risky activity or travel in which I choose to become involved will be at my own expense and risk. While MU employees may provide information regarding extra-curricular activities or travel, in no way does this represent the University of Missouri endorsement of those activities or destinations.

8. I realize that I am expected to observe and not to participate in any political activities while abroad. Becoming a political activist may endanger my own safety or that of my colleagues in the program and will almost certainly jeopardize the program itself.

9. The University of Missouri strongly discourages students owning or operating motor vehicles abroad while participating in an education abroad program. Traffic congestion and different traffic laws and regulations, civil and criminal, can make driving motor vehicles in foreign countries extremely hazardous. Insurance requirements or other financial responsibilities, as well as laws and court systems, vary from country to country.
country. Furthermore, my study abroad program may not allow me to operate motor vehicles. If, however, I determine to operate a motor vehicle while abroad, I recognize that University assumes no financial, legal or medical aid or other assistance should I be involved in an accident while operating a motor vehicle.

10. I understand that it is my responsibility to make all travel and living arrangements and obtain my passport and student visa.

11. I realize that the International Practicum Program student checklists must be completed prior to leaving the U.S. for the start of practicum.

12. I agree to complete all program-related forms and program evaluation forms issued by the University of Missouri School of Social Work.

13. I understand that the University of Missouri is not responsible for any safety risks that may exist at the agency where the student is placed. The agency will enforce internal safety policies for practicum students.

I have read, understood and agree to abide by the above conditions of participation: 

**ACCEPTANCE**

I hereby accept placement at:

________________________________________________________
City, Country, Agency

Term(s): □ Fall 20___ □ Spring 20___ □ Summer 20___

________________________________________________________
Signature

________________________________________________________
Date

________________________________________________________
Name (please print)

________________________________________________________
Student Number

*Please make and retain a copy for your personal records.*
INTERNATIONAL PRACTICUM - RISK AND RELEASE

An international practicum provides unique opportunities for academic achievement and personal growth. It also entails special risks. This release form specifies certain areas of risk that you should know about before you decide to participate in an international practicum program.

I hereby agree as follows:

1. **Risks of international practicum**: I understand that participation in a University of Missouri-Columbia SSW International practicum specified above ("the Program") may involve risks not found in study at the University of Missouri. These risks include, but are not limited to those risks involved in traveling to and within, and returning from, one or more foreign countries; foreign political, legal, social and economic conditions; different standards of design, safety and maintenance of buildings, public, places and conveyances; local medical and weather conditions; and other matters described on a separate Program Risk form which I have received, reviewed and initiated, and which is incorporated by reference in this Release Form. I have made my own investigation and am willing to accept these risks.

2. **Institutional arrangements**: I understand that the University does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer or other provider of goods or services involved in the Program.

3. **Limits of University responsibility**: I understand that the University cannot:
   
   a) Guarantee the safety of participants or eliminate risk from the international environment.
   
   b) Monitor or control all the daily personal decisions, choices and activities of individual participants.
   
   c) Prevent participants from engaging in illegal, dangerous or unwise activities.
   
   d) Assure that US standards of due process apply or provide or pay for legal representation for participants.
   
   e) Assume responsibility for the actions of persons not employed or otherwise engaged by the University, for events that are beyond the control of the University and its subcontractors or for situations which arise from the failure of a participant to disclose pertinent information.
   
   f) Assume responsibility for the actions of persons not employed or otherwise engaged by the University, for events that are beyond the control of the University and its subcontractors or for situations which arise from the failure of a participant to disclose pertinent information.
   
   g) Be responsible for any injury or loss suffered when traveling independently or otherwise separated or absent from any University-supervised activities or as a result of my operation of a motor vehicle while abroad.

4. **Health and Safety**
   
   a) I have consulted with a medical doctor or Christian Science practitioner and program coordinator with regard to my personal medical needs. There are no health-related reasons or problems that preclude my participation in this Program.
   
   b) I understand that I am required to maintain comprehensive insurance coverage that covers me overseas during my entire practicum program. If I fail to maintain the required coverage, I recognize that the University is not obligated to attend to any of my medical or medication needs, and I assume all risk and responsibility therefore. If I require medical treatment or hospital care, in a foreign country or in the United States, during the Program, the University is not responsible for the cost or quality of such treatment or care. I agree to promptly express any health or safety concerns to the program staff or other appropriate individuals.
   
   c) The University may (but is not obligated to) take any actions it considers to be warranted under the circumstances regarding my health and safety. I agree to pay all expenses relating thereto and release the, University from any liability for any actions.
5. Standards of conduct

a) I understand that each foreign country has its own laws and standards of acceptable conduct, including dress, manners, morals, politics, drug use and behavior. I recognize that behavior which violates those laws or standards could harm the University’s relations with those countries and the institutions therein, as well as my own health and safety. I will become informed of, and will abide by, all such laws and standards for each country to or through which I will travel during the Program.

b) I also will comply with the University’s and the Program’s rules, standards and instructions for student behavior as well as the Social Work Code of Ethics.

c) I agree that the University has the right to enforce the standards of conduct described above, in its sole judgment, and that it will impose sanctions, up to and including practicum termination, loss of credit hours and termination from the Program, for violating these standards or for any behavior detrimental to or incompatible with the interest, harmony and welfare of the University, the Program or other participants. I recognize that due to the circumstances of foreign study programs, procedures for notice, hearing and appeal applicable to student disciplinary proceedings at the University do not apply. If I am terminated from practicum or the Program, I consent to being sent home at my own expense with no refund of fees or program costs.

d) I will attend to any legal problems I encounter with any foreign nationals or government of the host country. The University is not responsible for providing any assistance under such circumstances.

6. Program Changes: The University has the right to make cancellations, substitutions or changes in case of emergency or changed conditions or in the interest of the Program. I understand that I am responsible for all costs including insurance, airfares, lodging rates and travel costs, which are subject to change. If I leave or am terminated from the Program for any reason, there will be no refund of fees already paid. I accept all responsibility for loss or additional expenses due to delays or other changes in the means of transportation, other services or sickness, weather, strikes or other unforeseen causes. If I become detached from the Program group, fail to meet a departure bus, airplane or train, or become sick or injured, I will at my own expense seek out, contact and reach the Program group at its next available destination.

7. Assumption of risk and release of claims: Knowing the risks described above, and in consideration of being permitted to participate in the Program, I agree, on behalf of my family, heirs and personal representative(s), to assume all the risks and responsibilities surrounding my participation in the Program. I hereby agree to release, hold harmless and indemnify The Curators of the University of Missouri, a public corporation, its officers, employees and agents, and the individual members of the Board of Curators, from and against any present or future claim, loss or liability for injury to person or property which I may suffer, or for which I may be liable to any other person, during my participation in the Program (including period in transit to or from any country where the Program is being conducted).

8. Malpractice insurance: I understand that as a student working abroad for a practicum course, I would be covered to the same extent as students working on practicum courses in the United States, if they are sued in federal or state courts in the U.S. However, I would not be covered for suits filed against me in courts outside of the United States of America, its territories or possessions, Puerto Rico or Canada.
UNIVERSITY OF MISSOURI ASSUMPTION OF RISK AND RELEASE FORM

I have carefully read this Release Form before signing it. No representations, statements or inducements, oral or written, apart from the foregoing written statement, have been made. This agreement shall define my responsibilities relating to the Program for which I have qualified at the University of Missouri-Columbia and shall be governed by the laws of Missouri, which shall be the forum for any lawsuits filed under or incident to this agreement or to the Program.

Signature of Applicant ______________________________ Date ______________

I (A) am the parent or legal guardian of the above Applicant, (B) have read the foregoing Release Form (including such parts as may subject me to personal financial responsibility), (C) am and will be legally responsible for the obligations and acts of the Applicant as described in this Release Form, and (D) agree, for myself and for the Applicant, to be bound by its terms.

Signature of Applicant’s legal guardian ______________________________
Date ______________

(if Applicant is under 18 years of age)

Student name (Please print—last, first) ______________________________
MU student number ______________________________

Study abroad city, country: ______________________________

Term(s): Spring 20____ Summer 20____ Fall 20____
INTERNATIONAL PRACTICUM - INSURANCE INFORMATION

Who is eligible for coverage?
All regular, full-time Eligible Participants and Eligible Dependents of the educational organization or institution who: 1. Are engaged in international educational activities; 2. Are temporarily located outside this/her home country as a non-resident alien; 3. Have not obtained permanent residency status.

Here is a link to the brochure and access code:

Other information from study abroad website of value:

HTH benefits: In addition to providing comprehensive sickness and accident insurance, the HTH Worldwide policy provides emergency travel medical insurance, including coverage for medical evacuation and repatriation of remains, which generally is not provided by domestic insurance policies. HTH also has identified a network of doctors worldwide who will provide treatment and file claims on your behalf without requiring payment at the time of treatment. Prior to departure for study abroad, HTH assists students in establishing treatment for ongoing medical conditions while abroad (including doctor visits and continuing medications). For a brief summary of the features and benefits of the MU Study Abroad Insurance plan, please see the policy brochure at https://www.hthstudents.com/documents/stud/brochures/2009/pbsg_4129.pdf.

Medex Secure Rider Insurance benefits: The study abroad offices on all four UM campuses and the UM Office of Risk and Insurance Management have identified and partnered with Medex to enhance the insurance provided to study abroad participants. Medex is a leading provider of international travel assistance services, including 24-hour security-related assistance services for MU students traveling 100 miles or more away from home or outside their home country. The Medex Secure Rider for study abroad students includes political evacuation services, security evacuation services, transportation after security or political evacuation, and real-time security intelligence.

Print your student Medex ID card and always carry it with you when traveling.

http://international.missouri.edu/study-outside-the-us/pre-departure-and-while-abroad/health-safety-security/medex.pdf
The workload of the student must be significantly less than that carried by a regular staff member in order to provide time for skill development, practicum assignments and practicum supervision. The role of the student in field is to practice knowledge from coursework and skill development.

For 4971 and 7971 practice should reflect a generalist role with objectives in the micro, mezzo, and macro areas. For 8971, objectives should directly relate to your chosen role of clinical concentration or policy, planning and administrative concentration. (For 8971, approximately 75% of your learning experiences at your practicum site must be in the area of your concentration.)

Current work setting placements require advanced planning and approval by the Director of Field Education. Students who wish to use their place of paid employment as their field practicum assignment must complete an application. This form must be considered and approved before hours can be accrued. There is no guarantee requests will be approved. Available opportunities and educational merits are taken into consideration for these placements. Individual requests will be carefully reviewed using the standards and expectations outlined by the Council for Social Work Education which includes:

“To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.”

**Field Practicum Placement Standards for current work setting placements:** Please discuss how you intend to comply with the standards. Be specific.

1. There must be a clear and distinct separation of the field practicum placement from any previous or current work experience; this requires a different role within the agency during the field practicum. Please include your current employment role and your proposed practicum role and how this is new learning. Include examples of projects and the specific work you plan to do. Please attach job descriptions of your current role and proposed field practicum role.

   a. Current Job Description (attach job description if available):

   ____________________________
   ____________________________
   ____________________________

   Current Job Title:

   ____________________________

   Program/population:

   ____________________________

   b. Proposed Practicum Description (attach job description if available):

   ____________________________
   ____________________________
   ____________________________
Is the proposed practicum role for a generalist, clinical or PP&A practicum? ____________________________

Proposed job title (if applicable):________________________________________

Program/Population: ________________________________________________________________________

c. How is this different and new from current job description?

________________________________________________________________________________________

2. The Field Instructor for undergraduates must have a BSW with two years of appropriate post-BSW experience, and for graduates, must be an MSW with two years of appropriate post-MSW experience. The Field Instructor must be an individual who has not previously served as the student's supervisor. If the field office is unfamiliar with the Field Instructor's educational background, a resume will need to be submitted and approved before he/she can supervise a student. The Field Instructor must have the authority to approve/disapprove student assignments. Please provide the Field Instructor's name and when and where their MSW was earned.

Name of Field Instructor: _________________________________________________________________

Year MSW earned: ________________________________________________________________________

School: ____________________________

Please attach a current resume for the Field Instructor.

3. Workload:
   a. What is your paid work schedule and how many hours per week do you plan to work during practicum?
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

   b. What is your practicum schedule and how many hours per week do you plan to spend in practicum?
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

   c. When and where are you going to complete your academic assignments such as learning plan and journaling?
   ______________________________________________________________________________________
   ______________________________________________________________________________________
   ______________________________________________________________________________________

   d. How will your co-workers distinguish when you are in practicum role or in employment role?
   ______________________________________________________________________________________
   ______________________________________________________________________________________

“"I have read this student's plan to complete a SW _____ (course #) Field Practicum Placement of _____ hours per week in this agency beginning ______ and ending ______. I agree to abide by the student's plan if it is accepted by the University Of Missouri School Of Social Work.""
FORM: "PRACTICUM EXPECTATIONS AND ORIENTATION SPRING 2016 AND FORWARD"

Created by: Social Work Manager
Created On: 1:19 PM (CST); Last edited: 2:21 PM (CST)
Created With: Taskstream - Advancing Educational Excellence

* = Response is required

* Student Name
No answer specified

Agency Identification
* Agency name
No answer specified

* Street/Mailing Address
No answer specified

* City, State, Zipcode
No answer specified

* Telephone number
No answer specified

* Field Instructor name
No answer specified

* Faculty Liaison name
No answer specified

* Start Date
No answer specified

* End Date
No answer specified

* Student Scheduled Practicum Hours
Please list your practicum schedule and include any nights/weekends you plan to complete hours
No answer specified

* Scheduled weekly supervision time
No answer specified

Practicum Expectations and Orientation
* Please discuss the following orientation items to ensure proper orientation to the agency. Student should check the box next to each item once information has been shared. Please only check the box once you are satisfied that you have all the information needed.

☐ 1. Practicum expectations reviewed with the student (e.g. Discuss team members and role expectations; timelines for expectations related to referrals, documentation, and projects; from whom to accept referrals or assignments; and when to submit journal to Field Instructors and any other agency expectations).

☐ 2. Organization of department and functions; Duties, responsibilities and services performed by the department.

☐ 3. Provide the student with a tour of the department. Introduce the student to coworkers and briefly explain their jobs.

☐ 4. Introduce student to immediate supervisor and/or department head.

☐ 5. Identify Field Instructor substitute for when Field Instructor is unavailable.

☐ 6. Equipment - Discuss the care and proper usage of any equipment the student will
work with on the job.

☐ 7. Midterm and Final Evaluation - Discuss when and how evaluation will occur.

☐ 8. Agency hours, operating hours, potential opportunities for additional student hours, clarification of schedule restrictions.

☐ 9. Clock-in and clock-out procedures, if applicable.

☐ 10. Lunch and breaks (lunch/break times do not count toward field hours).

☐ 11. Location of restrooms, work supplies, bulletin boards, etc.


☐ 13. Locations of nearest fire plan, fire alarm, exit and extinguisher, and explain the fire drill policy.

☐ 14. Phone use and computer use - Professional and personal usage guidelines.

☐ 15. Agency documentation expectations.

Confidentiality and Security

* Effectively protecting the confidentiality of individually identifiable data requires uniform and comprehensive practices. In order to ensure student has been properly trained and can be held accountable to agency confidentiality protocols, please discuss the following items. Student should initial upon completion of task.

☐ 1. Reviewed common confidentiality breaches and specific breeches within the agency and corrective actions taken.

☐ 2. Student completed all required agency confidentiality agreements.

☐ 3. Field Instructor provided written confidentiality protocols including where and how to report violations, how to ask further questions, the identity and location of the compliance officer, and organizational or institutional penalties for misuse of confidential data and breach of confidentiality by staff including remedial training in confidentiality, loss of certification of competency in confidentiality, prohibition from future work with confidential data at the institution, discharge/termination.

☐ 4. Reviewed and received protocols related to agency documentation and legal discovery, including subpoena and freedom of information inquiries.

☐ 5. Reviewed and received protocols regarding limits of confidentiality.

☐ 6. Discussed safety measures in place to protect confidential information within the agency, including confidential materials accessed through technology both within the agency and outside the agency (home).

☐ 7. Received education regarding confidentiality. Education should include: the lack of security inherent in faxing, e-mailing and other electronic data transfer; reminders about not using names or other personal identifiers in conversations in public areas such as open labs, elevators or hallways; and reminders to employees of their special duty to maintain confidentiality when practicum work involves individuals they know personally.

☐ 8. Received written protocol and forms needed to properly disclose information such as a specific written release of information. Written consent is needed every time a request for information is received or when the worker feels it necessary to share information in order to facilitate treatment/coordination.
Workplace Safety
* This checklist helps identify possible present or potential workplace safety hazards, but is not exhaustive and each agency may have additional items to discuss. Ongoing inspection is needed to identify potential safety hazards such as client/staff/community violence, violation of universal precautions, sexual harassment, weather or structural threats.

1. Discussed history of violence and safety violations within and surrounding agency.
2. Discussed potential for safety violations off agency property (transporting, outings/field trips, meetings, etc).
3. Received written protocol regarding handling of safety violations and provide forms for documentation of incidents, include options for agency response and resources available such as EAP.
4. Received written protocol for sexual harassment.
5. Received written protocol for co-worker and supervisor-supervisee dating.
6. Received written protocol for home visit safety.
7. Discussed appropriate access throughout the agency including method of entry and prohibited areas.
8. Discussed barriers created for client safety such as automatically locking door systems, key entries, badge entries, window locks/barriers, etc.
9. Discussed access to security measures such as panic alarm buttons, silent alarms or personal electronic alarm systems, 911, cell phones, security teams, placement of safety video cameras, use of metal detectors, traveling in pairs, etc.
10. Received all written protocols related to agency alarm systems, including weather alarms.
11. Enrolled in and/or received information about training opportunities related to safety such as recognizing escalation patterns, de-escalation training, safety training, and client restraints education.
12. Discussed and received a copy of protocols regarding transport of clients or travel to and from client visits/meetings. The SSW does NOT provide insurance related to use of vehicles during practicum time. Please discuss agency insurance coverage and make a decision about student usage of personal vehicle for agency practicum work, agency vehicles during practicum work, transport of clients, and safety with co-workers while traveling together.
The Learning Agreement reflects the student’s individualized learning goals while fulfilling the common course objectives and concentration behavioral objectives. Development of the Learning Agreement proceeds in several steps:

1. The student and field instructor meet for working conferences after the student has received his or her field assignment. The purpose of these initial conferences is to outline areas where development and growth are to take place, consider the student’s individual goals and interests within the context of their area of concentration and the time frame of the course. The Learning Agreement should take into consideration the School of Social Work’s mission and the generalist perspective of social work: a multi-systems, multi-level approach to analysis and intervention involving an open selection of theories, interventions and methods of evaluation appropriately involving the macro, mezzo and micro components of the helping situation.
   a. Macro – In social work, an emphasis on the sociopolitical, historical, economic and environmental forces that influence the overall human condition, causing problems for individuals or providing opportunities for their fulfillment and equality.
   b. Mezzo – Social work practice primarily with families and small groups. Important activities at this level include facilitating communication, mediation, negotiating, educating and bringing people together.
   c. Micro – The term used by social workers to identify professional activities that are designed to help solve the problems faced primarily by individuals, families and small groups. Usually micro practice focuses on direct intervention on a case-by-case basis or in a clinical setting.

2. The Learning Agreement also needs to outline advanced learning goals in the student’s chosen concentration area. Clinical concentration’s emphasis is on mezzo and micro components of their helping situation, whereas Policy, Planning and Administration’s emphasis is macro. Learning goals should relate directly to the advanced competencies of the concentration.

3. The student develops the initial Learning Agreement with input from their field instructor. The Learning Agreement should include the objectives and skills to be acquired, define the learning experiences, in which the student will engage and specify the administrative relationships and responsibilities. The learning experiences should be sequenced during the semester, targeting completion dates on specific tasks as appropriate.

4. Once the Learning Plan is completed, the faculty liaison will evaluate and grade via taskstream.

5. If needed, the Learning Agreement will be returned to the student to make any needed modifications.

6. The final version of the Learning Agreement should be completed within the first few weeks of the placement and signed off on electronically via Taskstream.

7. The Learning Agreement is not a static instrument and is open to renegotiation throughout the semester. However, any alterations made will need the consensus of all three parties involved.
HELPFUL LEARNING AGREEMENT CREATION EXAMPLES

Behavioral Objectives and Learning Experiences – Proposed Assignments and Tasks
Specific observable behaviors. Verbs such as defines, identifies, distinguishes between, interprets, prepares, demonstrates, uses and formulates can help in specifying objectives.

Examples:
• Demonstrate knowledge of group roles.
• Identify the advantages and disadvantages of a proposed staff-training program.
• Interpret the relevant sections of education legislation to a parent regarding a child with special needs.

Tasks and situations undertaken in order to achieve the objectives. Verbs such as interview, write, observe, simulate, role-play, participate in, accompany, contract, tape, teach, attend, summarize, and co-lead are useful in structuring objectives.

Examples:
• Co-lead a group of recently separated women.
• Accompany a pupil to a hearing for special placement.
• Summarize a meeting of agency directors interested in developing programs for seniors.

Monitoring/Evaluation Criteria – Methods of Evaluations
Data for evaluation may include:

• Observations/Feedback
• Journals
• Supervision
• Audio or video recording of interviews
• Interactions with colleagues and others
• Indirect practice data
• Letters, minutes, summaries, assessments, briefs, proposals, reports
• Number of various activities attended and led
• Practice outcomes
• User satisfaction indicator
• Midterm & final evaluations
• Journal submissions
SW 8971 INDIVIDUALIZED LEARNING PLAN WORKSHEET

Outline student learning goals in the left-hand column. In consultation with field instructor and faculty liaison, students are to select activities that will help them reach these goals. Keep in mind the School of Social Work’s mission to develop leadership for social and economic justice and the clinical focus. Finally, students are to describe how their learning and performance will be evaluated. At midterm and end of the academic semester, students will be evaluated by the practicum instructor and faculty liaison on their learning and performance.

* Agency
No answer specified

* Field Instructor
No answer specified

* Date
No answer specified

* Learning Goals
1. Demonstrate Ethical and Professional Behavior
   a. Readily identify as a social work professional

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* Learning Goals
1. Demonstrate Ethical and Professional Behavior
   b. Use clinical supervision and consultation to continuously examine professional roles and boundaries, engage in ongoing self-correction, and ensure that practice is congruent with social work ethics and values

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* Learning Goals
1. Demonstrate Ethical and Professional Behavior
   c. Apply ethical decision-making skills and frameworks to clinical experiences, while complying with the NASW Code of Ethics and local, state, and federal regulations

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* Learning Goals
1. Demonstrate Ethical and Professional Behavior
   d. Utilize critical thinking when applying clinical theories, practice models, and research findings to client systems and circumstances

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* Learning Goals
1. Demonstrate Ethical and Professional Behavior
   e. Demonstrate self-awareness of personal culture, values/biases, thinking patterns, and behaviors and reflect on how those impact clients and clinical practice

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**Experiences**
*No answer specified*

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**Learning Goals**
1. Demonstrate Ethical and Professional Behavior
   f. Exhibit an anti-oppressive stance incorporating social work values when engaging with client systems

**Behavioral Objectives and Learning Experiences**
*No answer specified*

**Monitoring/Evaluation Criteria**
*No answer specified*

---

**Learning Goals**
1. Demonstrate Ethical and Professional Behavior
   g. Utilize critical thinking and foundational and advanced clinical practice theories in discussions of clinical case material

**Behavioral Objectives and Learning Experiences**
*No answer specified*

**Monitoring/Evaluation Criteria**
*No answer specified*

---

**Learning Goals**
1. Demonstrate Ethical and Professional Behavior
   h. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights

**Behavioral Objectives and Learning Experiences**
*No answer specified*

**Monitoring/Evaluation Criteria**
*No answer specified*

---

**Learning Goals**
2. Engage Diversity and Difference in Practice
   a. Use clinical supervision to address personal and cultural biases and increase self-awareness

**Behavioral Objectives and Learning Experiences**
*No answer specified*

**Monitoring/Evaluation Criteria**
*No answer specified*

---

**Learning Goals**
2. Engage Diversity and Difference in Practice
   b. Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed groups

**Behavioral Objectives and Learning Experiences**
*No answer specified*

**Monitoring/Evaluation Criteria**
*No answer specified*

---

**Learning Goals**
2. Engage Diversity and Difference in Practice
   c. Acknowledge the impact of clients’ intersectional issues—race/ethnicity, class, gender, sexual orientation, gender identity, ability status, immigration status, religion, and age—on clients’ emotional and physical well-being

**Behavioral Objectives and Learning Experiences**
*No answer specified*

**Monitoring/Evaluation Criteria**
*No answer specified*

---

**Learning Goals**
2. Engage Diversity and Difference in Practice
   d. Reflect on their own issues of power and privilege and how they impact the therapeutic process

**Behavioral Objectives and Learning Experiences**
*No answer specified*

**Monitoring/Evaluation Criteria**
*No answer specified*
* Learning Goals
3. Advance Human Rights and Social, Economic, and Environmental Justice
a. Utilize lenses of social justice, including aspects of identity and social location that may marginalize clients and/or contribute to their inequitable distribution of social and economic resources

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* Learning Goals
3. Advance Human Rights and Social, Economic, and Environmental Justice
b. Use knowledge of the historical and current effects of oppression, discrimination, and trauma on client systems to guide treatment planning and intervention

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* Learning Goals
3. Advance Human Rights and Social, Economic, and Environmental Justice
c. Critically assess the availability of basic environmental resources and help individuals, families, groups, and communities to develop mechanisms to advocate for and maintain these environmental resources

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* Learning Goals
3. Advance Human Rights and Social, Economic, and Environmental Justice
d. Advocate at multiple levels for equitable distribution of all social/economic resources, social services, mental health parity, and reduction of health disparities for diverse populations

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* Learning Goals
4. Engage In Practice-informed Research and Research-informed Practice
a. Seek and critically appraise current advances in clinical theory, evidence-informed practice, and evidence-based practice in social work and related helping professions

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* Learning Goals
4. Engage In Practice-informed Research and Research-informed Practice
b. Discern among various assessments, interventions, and evaluation tools for use with diverse populations

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* Learning Goals
4. Engage In Practice-informed Research and Research-informed Practice
c. Use practice experience and knowledge of the research literature to critically analyze the strengths and limitations of various direct practice interventions (i.e., evidence-based practice)

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**Learning Goals**

4. Engage in Practice-informed Research and Research-informed Practice
d. Utilize research methodologies and practice theories to generate and disseminate clinical knowledge

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**Learning Goals**

5. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
a. Identify agency, community, state and federal policies/laws that impact client well-being, analyze their impact on clients, address the unintended consequences of policies/laws, and communicate those consequences to stakeholders

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**Learning Goals**

5. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
b. Engage in and advocate for political action to inform legislators and policymakers of the ways in which unjust policies/laws affect marginalized and other populations whom they serve

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**Learning Goals**

6. Engage with Individuals, Families, Groups, Organizations, and Communities
a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client engagement

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**Learning Goals**

6. Engage with Individuals, Families, Groups, Organizations, and Communities
b. Reflect upon and understand how members of oppressed groups—people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness—may require different methods of engagement

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**Learning Goals**

6. Engage with Individuals, Families, Groups, Organizations, and Communities
c. Identify ways to enhance collaboration with clients and promote their empowerment, seek their input and feedback, and encourage them to provide feedback to other members of the treatment team

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* Learning Goals
7. Assess Individuals, Families, Groups, Organizations, and Communities
   a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client assessment

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* Learning Goals
7. Assess Individuals, Families, Groups, Organizations, and Communities
   b. Select, modify and adapt, and evaluate clinical assessment and approaches depending on the needs and social characteristics of clients and current empirical evidence

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* Learning Goals
7. Assess Individuals, Families, Groups, Organizations, and Communities
   c. Assess how issues of privilege, social injustice, and inequities in access to resources play a role in client difficulties and how they affect the assessment process

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* Learning Goals
7. Assess Individuals, Families, Groups, Organizations, and Communities
   d. Reflect on their own issues of power and privilege and how they impact the assessment process

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* Learning Goals
7. Assess Individuals, Families, Groups, Organizations, and Communities
   e. Utilize knowledge from the DSM to assess individuals, families, or groups; synthesize assessment information; and communicate diagnostic impressions with appropriate audiences

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* Learning Goals
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
   a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client intervention

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### Behavioral Objectives and Learning Experiences

| No answer specified |

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### Monitoring/Evaluation Criteria

| No answer specified |

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### Learning Goals

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

- b. Critically evaluate, select, and apply best practices, evidence-based interventions, theory, and research

### Behavioral Objectives and Learning Experiences

| No answer specified |

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### Monitoring/Evaluation Criteria

| No answer specified |

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### Learning Goals

- c. Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions

### Behavioral Objectives and Learning Experiences

| No answer specified |

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### Monitoring/Evaluation Criteria

| No answer specified |

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### Learning Goals

- d. Intervene effectively with individuals, families, and groups, while eliciting client feedback, knowing when to modify approaches, and collaborating with other professionals to coordinate treatment interventions

### Behavioral Objectives and Learning Experiences

| No answer specified |

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### Monitoring/Evaluation Criteria

| No answer specified |

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### Learning Goals

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

- a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client evaluation

### Behavioral Objectives and Learning Experiences

| No answer specified |

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### Monitoring/Evaluation Criteria

| No answer specified |

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### Learning Goals

- b. Select and use appropriate methods for evaluation of intervention outcomes

### Behavioral Objectives and Learning Experiences

| No answer specified |

---

### Monitoring/Evaluation Criteria

| No answer specified |
**Learning Goals**
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
   c. Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and client satisfaction within a single case design, program evaluation, or community evaluation

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**Learning Goals**
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
d. Demonstrate cultural responsiveness to evaluation

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**Signature**
Signing this document acknowledges that the student and Field Instructor have discussed and agree on the stated learning goals for the semester.

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### Learning Goals

1. **Demonstrate Ethical and Professional Behavior**
   - a. Identify as a social work macro practitioner with communities and organizations using PP&A specific theory, traditional techniques and new technologies
   - b. Synthesize multiple frameworks and sources of information to make professional judgments built on best research evidence available, social work expertise, and input from client system, be that an individual, organization or community; and
   - c. Use ethical reasoning to promote human rights and social justice in organizational and community settings where structures, processes and policies oppress staff and/or clients.

2. **Engage Diversity and Difference in Practice**
   - a. Identify, inform and engage diverse constituents in all critical community and organizational processes; and
   - b. Engage with and ensure participation of diverse and marginalized communities and organizational constituents in assessing, planning, implementing and monitoring interventions.
**Behavioral Objectives and Learning Experiences**

No answer specified

**Monitoring/Evaluation Criteria**

No answer specified

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**Learning Goals**

2. Engage Diversity and Difference in Practice
   c. Apply an equity lens to planning, decision-making, and resource allocation to ensure equitable policies and programs that address disparity, inequity, and privilege in services and systems.

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**Behavioral Objectives and Learning Experiences**

No answer specified

**Monitoring/Evaluation Criteria**

No answer specified

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**Learning Goals**

3. Advance Human Rights and Social, Economic, and Environmental Justice
   a. Utilize specific principles drawn from local, state, national and/or international professional standards to eliminate social, economic and environmental injustice within communities, organizations, institutions and society;

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**Behavioral Objectives and Learning Experiences**

No answer specified

**Monitoring/Evaluation Criteria**

No answer specified

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**Learning Goals**

3. Advance Human Rights and Social, Economic, and Environmental Justice
   b. Advocate for policies that promote social and economic justice via more equitable distribution of resources and for sufficient resources to effectively implement such policies; and

---

**Behavioral Objectives and Learning Experiences**

No answer specified

**Monitoring/Evaluation Criteria**

No answer specified

---

**Learning Goals**

3. Advance Human Rights and Social, Economic, and Environmental Justice
   c. Pursue effective and efficient delivery of social services in organizations to ensure marginalized populations have adequate access to sufficient resources

---

**Behavioral Objectives and Learning Experiences**

No answer specified

**Monitoring/Evaluation Criteria**

No answer specified

---

**Learning Goals**

4. Engage In Practice-informed Research and Research-informed Practice
   a. Utilize theories of community and organizational behavior in assessment and analysis of macro interventions;

---

**Behavioral Objectives and Learning Experiences**

No answer specified

**Monitoring/Evaluation Criteria**

No answer specified

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**Learning Goals**

4. Engage In Practice-informed Research and Research-informed Practice
   b. Critically assess multiple research sources to develop, implement, and evaluate practices likely to improve community and organizational well-being;

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**Behavioral Objectives and Learning Experiences**

No answer specified

**Monitoring/Evaluation Criteria**

No answer specified

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**Learning Goals**

4. Engage In Practice-informed Research and Research-informed Practice
   c. Integrate constituents and stakeholders in evaluation of macro-system interventions;
Behavioral Objectives and Learning Experiences
No answer specified

Monitoring/Evaluation Criteria
No answer specified

* Learning Goals
4. Engage in Practice-informed Research and Research-informed Practice
d. Advance research that is participatory and inclusive of the community and organizational constituencies with whom they practice; a

Behavioral Objectives and Learning Experiences
No answer specified

Monitoring/Evaluation Criteria
No answer specified

* Learning Goals
4. Engage in Practice-informed Research and Research-informed Practice
e. Advocate for the advancement of evidence-based social work practice and/or evaluate current practice to inform the advancement future practice.

Behavioral Objectives and Learning Experiences
No answer specified

Monitoring/Evaluation Criteria
No answer specified

* Learning Goals
5. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
a. Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation, and the implications for less powerful groups;

Behavioral Objectives and Learning Experiences
No answer specified

Monitoring/Evaluation Criteria
No answer specified

* Learning Goals
5. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
b. Actively engage in the policy arena on behalf of community and organizational interests, working in collaborative efforts to advance policies that improve the effectiveness of social services and the well-being of people, especially for the most vulnerable;

Behavioral Objectives and Learning Experiences
No answer specified

Monitoring/Evaluation Criteria
No answer specified

* Learning Goals
5. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
c. Advocacy for policy change within organizations to improve client well-being and better serve community interests;

Behavioral Objectives and Learning Experiences
No answer specified

Monitoring/Evaluation Criteria
No answer specified

* Learning Goals
5. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
d. Engage in education, negotiation, and/or mediation to promote policies that improve the social, economic, political and environmental conditions of individuals, families and communities; and

Behavioral Objectives and Learning Experiences
No answer specified

Monitoring/Evaluation Criteria
No answer specified
**Learning Goals**
5. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
e. Support organizations that ethically and effectively work for the improved well-being of individuals, families and communities.

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

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**Learning Goals**
6. Engage with Individuals, Families, Groups, Organizations, and Communities
b. Demonstrate leadership in working with organizations, communities and community-based organizations;

d. Engage in collaborative strategies among nonprofit, public, and private organizations;

e. Use appropriate technologies to overcome geographic and other barriers to full participation.

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**Learning Goals**
7. Assess Individuals, Families, Groups, Organizations, and Communities
a. Use multiple data sources to assess population needs, map assets, and review existing program outcomes to identify service gaps or overlaps, including gaps in relevant data;

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**Learning Goals**

7. Assess Individuals, Families, Groups, Organizations, and Communities  
b. Apply theoretical frameworks to assess and analyze the task domain of organizations and communities;

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**Behavioral Objectives and Learning Experiences**  
No answer specified

**Monitoring/Evaluation Criteria**  
No answer specified

**Learning Goals**

7. Assess Individuals, Families, Groups, Organizations, and Communities  
c. Analyze organizational and/or community budgets and financing mechanisms to assess monetary resources; and

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**Behavioral Objectives and Learning Experiences**  
No answer specified

**Monitoring/Evaluation Criteria**  
No answer specified

**Behavioral Objectives and Learning Experiences**  
No answer specified

**Monitoring/Evaluation Criteria**  
No answer specified

**Learning Goals**

8. Intervene with Individuals, Families, Groups, Organizations, and Communities  
a. Provide leadership for effective, ethical interventions and/or positive cultural climates to improve the well-being of individuals, families, organizations, and communities

**Behavioral Objectives and Learning Experiences**  
No answer specified

**Monitoring/Evaluation Criteria**  
No answer specified

**Behavioral Objectives and Learning Experiences**  
No answer specified

**Monitoring/Evaluation Criteria**  
No answer specified

**Learning Goals**

8. Intervene with Individuals, Families, Groups, Organizations, and Communities  
b. Collaborate to strategically plan and prioritize organizational and community change to improve social, economic, political and environmental well-being.

**Behavioral Objectives and Learning Experiences**  
No answer specified

**Monitoring/Evaluation Criteria**  
No answer specified
**Learning Goals**

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
   a. Demonstrate understanding of indicators measuring well-being in communities and organizations, including their limitations.

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**Learning Goals**

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
   b. Disseminate all outcomes of evidence-informed interventions to help understand when and why interventions hinder or improve human well-being;

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**Learning Goals**

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
   c. Make use of technological and scientific advancements that contribute to efficient and current evaluation practices; and

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**Learning Goals**

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
   d. Facilitate the work of community members as they outline clear goals, process and outcome objectives, strategies, and tactics that make ongoing evaluation an easy and integral part of their planning process.

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**Signature**

Signing this document acknowledges that the student and Field Instructor have discussed and agree on the stated learning goals for the semester.

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FORM: "ADVANCED INTEGRATED HEALTH 8971 LEARNING PLAN  
FALL 2017 (2015 EPAS)"

Created by: Social Work Manager  
Created On: 12/05/2017 3:07 PM (CST);  Last edited: 12/05/2017 3:38 PM (CST)  
Created With: Taskstream - Advancing Educational Excellence  
* = Response is required

SW 8971 Integrated Health INDIVIDUALIZED LEARNING PLAN WORKSHEET
Outline student learning goals in the left-hand column. In consultation with field instructor and faculty liaison, students are to select activities that will help them reach these goals. Keep in mind the School of Social Work’s mission to develop leadership for social and economic justice and the clinical focus. Finally, students are to describe how their learning and performance will be evaluated. At midterm and end of the academic semester, students will be evaluated by the practicum instructor and faculty liaison on their learning and performance.

* Agency
   No answer specified
* Field Instructor
   No answer specified
* Date
   No answer specified
* Learning Goals
   1. Demonstrate Ethical and Professional Behavior
      a. Readily identify as a social work professional; Demonstrate professional demeanor that reflects awareness of and respect for the trainee target population (e.g. awareness of behavioral health issues across the lifespan, team or integrative approaches, and the underserved populations).
   
   Behavioral Objectives and Learning Experiences
   No answer specified
   Monitoring/Evaluation Criteria
   No answer specified

   * Learning Goals
   1. Demonstrate Ethical and Professional Behavior
      b. Use clinical supervision and consultation to continuously examine professional roles and boundaries, engage in ongoing self-correction, and ensure that practice is congruent with social work ethics and values
   
   Behavioral Objectives and Learning Experiences
   No answer specified
   Monitoring/Evaluation Criteria
   No answer specified

   * Learning Goals
   1. Demonstrate Ethical and Professional Behavior
      c. Apply ethical decision-making skills and frameworks to clinical experiences, while complying with the NASW Code of Ethics and local, state, and federal regulations
   
   Behavioral Objectives and Learning Experiences
   No answer specified
   Monitoring/Evaluation Criteria
   No answer specified

   * Learning Goals
   1. Demonstrate Ethical and Professional Behavior
      d. Utilize critical thinking when applying clinical theories, practice models, and research findings to client systems and circumstances
   
   Behavioral Objectives and Learning Experiences
   No answer specified
   Monitoring/Evaluation Criteria
   No answer specified

* Learning Goals
1. Demonstrate Ethical and Professional Behavior
   e. Demonstrate self-awareness of personal culture, values/biases, thinking patterns, and behaviors and reflect on how those impact clients and clinical practice
**Learning Goals**
1. Demonstrate Ethical and Professional Behavior
   a. Use clinical supervision to address personal and cultural biases and increase self-awareness
   b. Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed groups
   c. Acknowledge the impact of clients' intersectional issues—race/ethnicity, class, gender, sexual orientation, gender identity, ability status, immigration status, religion, and age—on clients' emotional and physical well-being
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<th>Learning Goals</th>
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<td>2. Engage Diversity and Difference in Practice</td>
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<td>3. Advance Human Rights and Social, Economic, and Environmental Justice</td>
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**Experiences**  
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* Learning Goals  
4. Engage In Practice-informed Research and Research-informed Practice  
b. Discern among various assessments, interventions, and evaluation tools for use with diverse populations  

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* Learning Goals  
4. Engage In Practice-informed Research and Research-informed Practice  
c. Use practice experience and knowledge of the research literature to critically analyze the strengths and limitations of various direct practice interventions (i.e., evidence-based practice)  

d. Utilize research methodologies and practice theories to generate and disseminate clinical knowledge  

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* Learning Goals  
5. Engage in policy practice to advance social and economic well-being and to deliver effective social work services  
a. Identify agency, community, state and federal policies/laws that impact client well-being, analyze their impact on clients, address the unintended consequences of policies/laws, and communicate those consequences to stakeholders  

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* Learning Goals  
5. Engage in policy practice to advance social and economic well-being and to deliver effective social work services  
b. Engage in and advocate for political action to inform legislators and policymakers of the ways in which unjust policies/laws affect marginalized and other populations whom they serve  

c. Advocate for integrated models of service delivery  

d. Demonstrate knowledge of the local mental and behavioral health service delivery system as applies to the trainee target population.
### Behavioral Objectives and Learning Experiences

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### Monitoring/Evaluation Criteria

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### Learning Goals

6. Engage with Individuals, Families, Groups, Organizations, and Communities
   a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client engagement

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### Monitoring/Evaluation Criteria

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### Learning Goals

6. Engage with Individuals, Families, Groups, Organizations, and Communities
   b. Reflect upon and understand how members of oppressed groups—people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness—may require different methods of engagement

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### Monitoring/Evaluation Criteria

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### Learning Goals

6. Engage with Individuals, Families, Groups, Organizations, and Communities
   c. Identify ways to enhance collaboration with clients and promote their empowerment, seek their input and feedback, and encourage them to provide feedback to other members of the treatment team

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### Monitoring/Evaluation Criteria

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### Learning Goals

7. Assess Individuals, Families, Groups, Organizations, and Communities
   a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client assessment

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### Monitoring/Evaluation Criteria

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### Learning Goals

7. Assess Individuals, Families, Groups, Organizations, and Communities
   b. Select, modify and adapt, and evaluate clinical assessment and approaches depending on the needs and social characteristics of clients and current empirical evidence

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### Learning Goals

7. Assess Individuals, Families, Groups, Organizations, and Communities
   c. Assess how issues of privilege, social injustice, and inequities in access to resources play a role in client difficulties and how they affect the assessment process

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### Learning Goals

7. Assess Individuals, Families, Groups, Organizations, and Communities
   d. Reflect on their own issues of power and privilege and how they impact the assessment process

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**Learning Goals**

7. Assess Individuals, Families, Groups, Organizations, and Communities
e. Utilize knowledge from the DSM to assess individuals, families, or groups; synthesize assessment information; and communicate diagnostic impressions with appropriate audiences

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**Learning Goals**

7. Assess Individuals, Families, Groups, Organizations, and Communities
f. Apply knowledge of the continuum of integration for mental and behavioral health services to identify the appropriate level of service for clients

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**Learning Goals**

8. Intervene with Individuals, Families, Groups, Organizations, and Communities
a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client intervention

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**Learning Goals**

8. Intervene with Individuals, Families, Groups, Organizations, and Communities
b. Critically evaluate, select, and apply best practices, evidence-based interventions, theory, and research relevant to trainee target population in underserved regions

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**Learning Goals**

8. Intervene with Individuals, Families, Groups, Organizations, and Communities
c. Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions

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**Learning Goals**

8. Intervene with Individuals, Families, Groups, Organizations, and Communities
d. Intervene effectively with individuals, families, and groups, while eliciting client feedback, knowing when to modify approaches, and collaborating with other professionals to coordinate treatment interventions

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**Learning Goals**

8. Intervene with Individuals, Families, Groups, Organizations, and Communities
e. Demonstrate the use of appropriate clinical, preventive, and recovery techniques

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* Learning Goals
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
f. Collaborate with other professionals to coordinate prevention and treatment interventions

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

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* Learning Goals
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
b. Select and use appropriate methods for evaluation of intervention outcomes

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* Learning Goals
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
c. Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and client satisfaction within a single case design, program evaluation, or community evaluation

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* Learning Goals
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
d. Demonstrate cultural responsiveness to evaluation

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* Learning Goals
10. Integrated Healthcare

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* Learning Goals
10. Integrated Healthcare
b. The ability to use information technology to support and improve integration or team based care.

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### *Learning Goals*

10. Integrated Healthcare

**c. Discuss care plans with team members including physical healthcare representatives.**

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**c. Discuss care plans with team members including physical healthcare representatives.**

**d. Work with clients individually to address the treatment plan goals including behavioral health, trauma, and chronic physical health conditions using brief solution focused interventions.**

<table>
<thead>
<tr>
<th>Behavioral Objectives and Learning Experiences</th>
<th>Monitoring/Evaluation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>No answer specified</td>
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**e. Participate in co-leading a health promotion group that is focused on one or more of the following topics.**

i. Nutrition and/or exercise

ii. Behavioral Health

iii. Substance use condition (e.g., smoking cessation)

iv. Disease self-management of a specific health condition (e.g., diabetes, asthma, cardiovascular difficulties, obesity, behavioral health)

v. Healthy lifestyle (focused on illness prevention)

vi. Addressing the role of trauma in managing behavioral and physical health and accessing healthcare

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**Signature**

Signing this document acknowledges that the student and Field Instructor have discussed and agree on the stated learning goals for the semester.

<table>
<thead>
<tr>
<th>Student Name</th>
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ACCOUNTABILITY & JOURNALING
Available in .rtf at: ssw.missouri.edu/fielddocs.htm

The Journal and Time and Activities Report are the main accountability records required of all field students. Five journal assignments are due throughout the course of the semester. Students are encouraged to use their agency time to complete these assignments. Time for reflection and critical thinking is appropriate use of your time at the agency. It is the student’s responsibility to complete the assignments and submit them to the field instructor. The journals integrate theory with practice, whereby connecting classroom learning with service context. Think of the journals as a learning tool that can lead to an increased self-awareness and development of personal and professional growth, to include:

1. Integrate theory into practice.
2. Demonstrate ability to communicate in writing.
3. Organize ideas and thinking regarding practice issues, both in the abstract and concretely.
4. Develop student’s own practice perspective.
5. Relate classroom learning to field practice experience.
6. Develop ability to critically evaluate self in relation to professional practice behavior.
7. Evaluate progress made toward intervention goals.
8. Analyze structure, procedures and functions.

For Field and faculty liaisons journals are:
1. A function of accountability for the field practicum.
2. A means of identifying areas of confusion, misinterpretation or lack of information.
3. A source of data for evaluation of student’s performance
4. A means of communication between student and field instructor.
5. A means to connect classroom to field practice experience.

Assignment: Journals

Journals are the main assignment for the field course. Journals need to be shared with your field instructors to ensure that good, consistent supervision and instruction is taking place between the student and the field instructor. The journal serves as a tool for supervision, allowing the field instructor to understand how the student is learning at the agency, roles, tasks, theory and integration of the student’s education into a practice setting.

As with other assignments, journals should be carefully written and proofread to avoid issues of plagiarism and to ensure the submission of quality work.

The Time and Activities Report is part of your Journal and should be included in all journal submissions. Please have your field instructor make comments and approve the report before forwarding it to your faculty liaison.

Part 1 – Structured Response and Reflection. Select one main idea or an experience you had during the past three weeks and complete the outline.

Part 2 – Time and Activities Report. The student is responsible for completing the journal in Taskstream and pushing “submit”. The field instructor will then provide comments via Taskstream. The journal and comments will be shared with the faculty liaison via Taskstream for final evaluation and grading. This means that you will need to complete your journal before the date that it is due to allow your field instructor time to review and comment on your journal. Either way, it is the student’s responsibility to ensure that the faculty liaison can verify that the journal has been read and/or discussed with the student.
I. STRUCTURED RESPONSE AND REFLECTION
Select one main idea or experience you had and complete the following form.

* A. Key Experience
(Provide some background information so your liaison understands the situation. Describe what activity you were involved in, who was involved, what occurred during the experience (i.e., client data, presenting problem, referrals made, summary of information obtained in an assessment, etc.).

No answer specified

B. Individual, Family, Community, and Cultural factors influencing the key experience
(Include information gathered as part of a comprehensive assessment; in this section, you indicate the kinds of information you gathered about the client's "system" that will help you understand the client situation and plan your intervention.)

* a. Individual Factors
What factors in the individual's history impacted the situation? Education, mental health and health stats, socio-economic status, cognition, coping, etc.

No answer specified

* b. Family Factors
What familial factors in the individual's history impacted the situation? Parental history, marital history, children, etc.

No answer specified

* c. Community Factors
What community factors impacted the situation? Resources utilized, access or absence of resources, child welfare involvement, employment availability, location strengths or weaknesses, etc.

No answer specified

* d. Cultural Factors
What cultural factors impacted the situation? race/ethnicity, criminal culture, sexual orientation, immigration status, employment such as a farming culture, rural/urban, etc

No answer specified

C. Values and ethics
* a. Values and ethics from the NASW Code of Ethics that were present in the key experience
Please be sure to use specific concepts from the code of ethics

No answer specified

* b. Ethical dilemmas or conflicts within the key experience:

No answer specified

D. Diversity

* Diversity
Please identify the diversity issues present in the key experience and how those issues impacted your choices for interventions and/or your interactions.

No answer specified

E. Social and Economic Justice

* E. Social and economic justice
Social and Economic Justice: Identify prevalent social and economic justice issues in the key experience and how you did, or could, respond to the issues

No answer specified

F. Integration of Classroom Learning and Practice

What did you learn in specific classes that was utilized or observed in this key experience? When completing the table, please consider skills or knowledge related to engagement, assessment, intervention, evaluation and termination, human behavior, policy, research, generalist practice and social work theories. Please use your critical thinking skills and provide multiple examples.
* HBSE (Foundations of Human Behavior)
For all classroom sections, please identify the class and the skills/knowledge learned. Please discuss your classroom learning to demonstrate understanding and then link that learning to practice in the key experience.
* No answer specified

* Research (Research Methods and Design in SW, Evaluative Research in Clinical SW Practice)
* No answer specified

* Policy (Social Policy and Service Delivery in SW and Adv Policy Elective)
* No answer specified

* No answer specified

G. Personal Reaction and Professional Growth

* Personal Reaction/Professional Growth
1. Discuss your personal reaction and professional response, how each of these two responses were similar or different, and how you were able to deal with your responses. (Include information about how comfortable you were with your own actions; what was surprising, what emotions you experienced, how you dealt with the emotions, and how you responded when your personal reaction was different from your professional response.)
2. How will you use what you have learned? (What will you do differently in the future? What will your next actions be?)

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II. Time and Activities

* Time
Please indicate the week in the lefthand box (April 13-April 19). In the righthand box, please record the day of the week, times at practicum (excluding lunch hour), and total hours for each day and for the week (Monday 8-12, 1-5: 8 hours and Friday 8-12, 1-5: 8 hours, total for the week 16)

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* Time - Additional weeks?
No answer specified

* Total hours for this journal:
Add the hours from the above weeks in this journal and provide total here
* No answer specified
(Any positive whole number greater than 0)

* Cumulative hours completed:
Add total hours from all journals for a cumulative practicum total
No answer specified
(Any positive whole number greater than 0)

**Activity table**

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**Summary Question 1**

Do you feel you are on track in regards to your learning plan activities? Yes No
If no, explain why:
No answer specified

**Summary Question 2**

Is there anything you need that could help you meet your learning objectives?
(Please be sure to verbally discuss this information with your field instructor prior to documenting in your journal.)
No answer specified
I. STRUCTURED RESPONSE AND REFLECTION

Select one main idea or experience you had and complete the following form. Select one main idea or experience you had and complete the following form. Focus on mezzo and macro experiences.

* A. Key Experience

(Provide some background information so your liaison understands the situation. Describe the activity you were involved in, who was involved, what occurred during the experience (i.e., project, policy, grant, community/org assessment information, goals, program development or evaluation, etc.).

No answer specified

B. Organizational, Policy, Community, and Cultural factors influencing the key experience

(Provide some background information so your liaison understands the situation. Describe the activity you were involved in, who was involved, what occurred during the experience (i.e., project, policy, grant, community/org assessment information, goals, program development or evaluation, etc.).

* a. Organizational Factors

What organizational factors impacted the situation? The project, the employees, the volunteer group, available funding, leadership, structure, expectations, etc.

No answer specified

* b. Policy

What policy factors impacted the situation? Analysis results, lack of inclusive policy, limitations of supportive policies, no staff/budgetary support for the policy, evidence related to the policy

No answer specified

* c. Community Factors

What community factors impacted the situation? Resources available, access, gaps in services, employment availability, strengths or weaknesses, etc.

No answer specified

* d. Cultural Factors

What cultural factors impacted the situation? Culture of employees, organization, community stakeholders, Board, population served, etc.

No answer specified

C. Values and ethics

* a. Values and ethics from the NASW Code of Ethics that were present in the key experience

Please be sure to use specific concepts from the code of ethics

No answer specified

* b. Ethical dilemmas or conflicts within the key experience:

No answer specified

D. Diversity

* Diversity

Please identify the diversity issues present in the key experience and how those issues impacted your choices for interventions and/or your interactions.

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Social and Economic Justice: Identify prevalent social and economic justice issues in the key experience and how you did, or could, respond to the issues

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What did you learn in specific classes that was utilized or observed in this key experience? When completing the table, please consider skills or knowledge related to engagement, assessment, intervention, evaluation and termination, human behavior, policy, research, generalist practice and social work theories. Please use your critical thinking skills and provide multiple examples.
* HBSE (Foundations of Human Behavior, Adv Foundations of Human Behavior for Admin)
For all classroom sections, please identify the class and the skills/knowledge learned. Please discuss your classroom learning to demonstrate understanding and then link that learning to practice in the key experience.
No answer specified
* Research (Research Methods and Design in SW, Evaluative Research)
No answer specified
* Policy (Social Policy and Service Delivery in SW)
No answer specified
* Practice (SW Skills, Large Group Theory, Foundations of Social Justice Seminar, Fundamentals of Social Work Administration, DSM, Management of a Social Agency)
No answer specified

G. Personal Reaction and Professional Growth

* Personal Reaction/Professional Growth
1. Discuss your personal reaction and professional response, how each of these two responses were similar or different, and how you were able to deal with your responses. (Include information about how comfortable you were with your own actions; what was surprising, what emotions you experienced, how you dealt with the emotions, and how you responded when your personal reaction was different from your professional response.)
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### Summary Question 1

Do you feel you are on track in regards to your learning plan activities? Yes No
If no, explain why:
No answer specified

### Summary Question 2

Is there anything you need that could help you meet your learning objectives?
(Please be sure to verbally discuss this information with your field instructor prior to documenting in your journal.)
No answer specified
FORM: "BRIEF JOURNAL ASSIGNMENT 2018 AND FORWARD"

Created by: Social Work Manager
Created On: 12/19/2017 4:23 PM (CST); Last edited: 12/19/2017 4:37 PM (CST)
Created With: Taskstream - Advancing Educational Excellence
* = Response is required

I. STRUCTURED RESPONSE AND REFLECTION
Select one main idea or experience you had and a related assignment and complete the following form.

* A. Experience Connected to Assignment
  a. Briefly describe an experience in the field that relates directly to an assignment you completed in a social work course. Please include a brief description of the experience and the assignment to give the readers an accurate picture. Be sure to detail your learning related to the course assignment.

No answer specified

* A. Experience Connected to Assignment
  b. How did the content of the assignment influence the field experience? What content from the assignment did you think of during a field experience? How do you believe your experience at field was different as a result of the knowledge you gained from the assignment?

No answer specified

II. Time
* time
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### III. Activities

*Activity table*

List a minimum of 10 activities

<table>
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### IV. SUMMARY

* Summary Question 1

Summarize the key skills, competencies and knowledge reviewed during supervision meetings in this reporting period.

* No answer specified
SUPERVISION TOPICS

Supervision provides the opportunity for you to develop a professional, supportive relationship with your field instructor. This meeting time provides monitoring and support of your learning and progress. Use the time to learn about social work in your agency; challenge yourself to think critically; review ethical considerations and provide evaluation and feedback.

Coming prepared to supervision, ready to discuss concerning issues demonstrates your engagement in the process. To prepare, it is recommended that students choose a topic to discuss or issue to explore. Examples of topics and issues are included below.

1. Identify the differences between volunteer, student and employee roles in the agency.
2. Review agency policies and procedures that need further clarification, i.e. confidentiality.
3. Identify methods of communication/feedback that are most helpful.
4. Student’s first impression of the agency and the impact it had/has on them.
5. Discuss techniques to process what has been learned in the classroom and applying it to student’s micro, mezzo and macro practice.
6. Negotiate learning experience based on student’s style of learning, confidence level and abilities to learn about client groups, and target populations the agency serves.
7. Discuss what to learn and what not to learn at the agency.
8. Address strengths and vulnerabilities.
9. Issues related to policies and procedures.
10. Reflect on the highs and lows of the practicum experience.
11. Clarify expectations.
12. Explore value differences.
13. Professional role behavior/ethics.
14. How to get the most out of the supervision experience.
15. Confidentiality, release of information and other sensitive issues.
16. Understanding the differences between ethical problem vs. ethical dilemma.
17. Identify ongoing learning opportunities and challenges.
18. How to work with difficult clients.
19. Understanding the organization – limitations, politics, fiscal, change.
20. Address issues of diversity – examine challenges, barriers and benefits.
21. Identify stressors and learn techniques to cope with stressful situations – self-care.
22. Use/misuse of authority and power with clients, staff.
23. Identifying types of supervision that are effective and ineffective.
24. Importance of using consultation to problem solve.
25. Review learning contract – negotiate additional experiences and/or eliminate certain activities.
27. Resistance to self-awareness and change.
28. Ethical analysis and decision making.
30. Techniques to evaluate practice.
31. Evaluating practice as an active learner and practitioner in micro, mezzo and macro practice.
32. Demonstration of independence and accountability in practice.
33. Discuss understanding of social and organization change.
34. Utilizing culturally sensitive intervention approaches.
35. Discuss projects/activities that can contribute to the agency.
36. Importance of collaboration and team building.
37. Improving inter-professional relationships.
38. Preparing for termination – clients, staff, supervisor, agency.
39. Potential problems in termination process.
40. Life after field experience.
41. Workplace skills learned from practicum.
42. Importance of developing networking skills.
43. Reviewing progress and areas for future growth.
44. Concluding the supervisory relationship.
45. Review frustrations, lessons and joys of experience.
**FORM: "ADVANCED CLINICAL MIDTERM/FINAL FALL 2017 (EPAS 2015)"**

* Created by: Social Work Manager
* Created On: 12/05/2017 4:06 PM (CST); Last edited: 12/05/2017 4:47 PM (CST)
* Created With: Taskstream - Advancing Educational Excellence
* = Response is required

**1. Demonstrate Ethical and Professional Behavior**

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a. Readily identify as a social work professional

b. Use clinical supervision and consultation to continuously examine professional roles and boundaries, engage in ongoing self-correction, and ensure that practice is congruent with social work ethics and values

c. Apply ethical decision-making skills and frameworks to clinical experiences, while complying with the NASW Code of Ethics and local, state, and federal regulations

d. Utilize critical thinking when applying clinical theories, practice models, and research findings to client systems and circumstances

e. Demonstrate self-awareness of personal culture, values/biases, thinking patterns, and behaviors and reflect on how those impact clients and clinical practice

f. Exhibit an anti-oppressive stance incorporating social work values when engaging with client systems

g. Utilize critical thinking and foundational and advanced clinical practice theories in discussions of clinical case material

h. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights

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

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a. Use clinical supervision to address personal and cultural biases and increase self-awareness

b. Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed groups

c. Acknowledge the impact of clients’ intersectional issues—race/ethnicity, class, gender, sexual orientation, gender
identity, ability status, immigration status, religion, and age—on clients’ emotional and physical well-being

d. Reflect on their own issues of power and privilege and how they impact the therapeutic process

*3. Advance Human Rights and Social, Economic, and Environmental justice

Response Legend:
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a. Utilize lenses of social justice, including aspects of identity and social location that may marginalize clients and/or contribute to their inequitable distribution of social and economic resources

b. Use knowledge of the historical and current effects of oppression, discrimination, and trauma on client systems to guide treatment planning and intervention

c. Critically assess the availability of basic environmental resources and help individuals, families, groups, and communities to develop mechanisms to advocate for and maintain these environmental resources

d. Advocate at multiple levels for equitable distribution of all social/economic resources, social services, mental health parity, and reduction of health disparities for diverse populations

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

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a. Seek and critically appraise current advances in clinical theory, evidence-informed practice, and evidence-based practice in social work and related helping professions

b. Discern among various assessments, interventions, and evaluation tools for use with diverse populations

c. Use practice experience and knowledge of the research literature to critically analyze the strengths and limitations of various direct practice interventions (i.e., evidence-based practice)

d. Utilize research methodologies and practice theories to generate and disseminate clinical knowledge

*5. Engage in policy practice to advance social and economic well-being and to deliver effective social work services

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a. Identify agency, community, state and federal policies/laws that impact client well-being, analyze their impact on clients, address the unintended consequences of policies/laws, and communicate those consequences to stakeholders

b. Engage in and advocate for political action to inform legislators and policymakers of the ways in which unjust policies/laws affect marginalized and other populations whom they serve

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

Response Legend:
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a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client engagement

b. Reflect upon and understand how members of oppressed groups—people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness—may require different methods of engagement

c. Identify ways to enhance collaboration with clients and promote their empowerment, seek their input and feedback, and encourage them to provide feedback to other members of the treatment team

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

Response Legend:
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a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client assessment

b. Select, modify and adapt, and evaluate clinical assessment and approaches depending on the needs and social characteristics of clients and current empirical evidence

c. Assess how issues of privilege, social injustice, and inequities in access to resources play a role in client difficulties and how they affect the assessment process

d. Reflect on their own issues of power and privilege and how they impact the assessment process

e. Utilize knowledge from the DSM to assess individuals, families, or groups; synthesize assessment information; and
communicate diagnostic impressions with appropriate audiences

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

**Response Legend:**

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a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client intervention

b. Critically evaluate, select, and apply best practices, evidence-based interventions, theory, and research

c. Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions

d. Intervene effectively with individuals, families, and groups, while eliciting client feedback, knowing when to modify approaches, and collaborating with other professionals to coordinate treatment interventions

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

**Response Legend:**

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a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client evaluation

b. Select and use appropriate methods for evaluation of intervention outcomes

c. Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and client satisfaction within a single case design, program evaluation, or community evaluation

d. Demonstrate cultural responsiveness to evaluation

**Directions**

If Unsatisfactory is marked for this student, you must add an action plan and a date for which the action plan should be met. If the action plan is not met in the time stated, the Faculty Liaison will consider the possibility of an extension, a Special Advisement meeting, or a Student Status Review, depending on the issues and the student history.

* **Field Instructor Recommended Grade**

☐ Satisfactory ☐ Unsatisfactory ☐ Incomplete ☐ Withdraw

* **Field Instructor Comments**

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FORM: "ADVANCED PP&A MIDTERM/FINAL FALL 2017 (EPAS 2015)"

Created by: Social Work Manager
Created On: 12/19/2017 4:51 PM (CST); Last edited: 12/19/2017 4:51 PM (CST)
Created With: Taskstream - Advancing Educational Excellence
* = Response is required

* 1. Demonstrate Ethical and Professional Behavior

Response Legend:
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a. Identify as a social work macro practitioner with communities and organizations using PP&A specific theory, traditional techniques and new technologies

b. Synthesize multiple frameworks and sources of information to make professional judgements built on best research evidence available, social work expertise, and input from client system, be that an individual, organization or community; and

c. Use ethical reasoning to promote human rights and social justice in organizational and community settings where structures, processes and policies oppress staff and/or clients.

* 2. Engage Diversity and Difference in Practice

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a. Identify, inform and engage diverse constituents in all critical community and organizational processes; and

b. Engage with and ensure participation of diverse and marginalized communities and organizational constituents in assessing, planning, implementing and monitoring interventions.

c. Apply an equity lens to planning, decision-making, and resource allocation to ensure equitable policies and programs that address disparity, inequity, and privilege in services and systems.

* 3. Advance Human Rights and Social, Economic, and Environmental justice

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a. Utilize specific principles drawn from local, state, national
and/or international professional standards to eliminate social, economic and environmental injustice within communities, organizations, institutions and society;

b. Advocate for policies that promote social and economic justice via more equitable distribution of resources and for sufficient resources to effectively implement such policies; and

c. Pursue effective and efficient delivery of social services in organizations to ensure marginalized populations have adequate access to sufficient resources

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

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a. Utilize theories of community and organizational behavior in assessment and analysis of macro interventions;

b. Critically assess multiple research sources to develop, implement, and evaluate practices likely to improve community and organizational well-being;

c. Integrate constituents and stakeholders in evaluation of macro-system interventions;

d. Advance research that is participatory and inclusive of the community and organizational constituencies with whom they practice; and

e. Advocate for the advancement of evidence-based social work practice and/or evaluate current practice to inform the advancement future practice.

* 5. Engage in policy practice to advance social and economic well-being and to deliver effective social work services

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a. Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation, and the implications for less powerful groups;

b. Actively engage in the policy arena on behalf of community and organizational interests, working in collaborative efforts to advance policies that improve the effectiveness of social services and the well-being of people, especially for the most vulnerable;

c. Advocacy for policy change within organizations to improve client well-being and better serve community interests;
d. Engage in education, negotiation, and/or mediation to promote policies that improve the social, economic, political and environmental conditions of individuals, families and communities; and

e. Support organizations that ethically and effectively work for the improved well-being of individuals, families and communities.

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

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a. Engage with community constituencies and stakeholders, as well as the organizations that serve them to assess and analyze capacities, strengths, and needs;

b. Demonstrate leadership in working with organizations, communities and community-based organizations;

c. Engage in collaborative strategies among nonprofit, public, and private organizations;

d. Engage in organizational development; and

e. Use appropriate technologies to overcome geographic and other barriers to full participation.

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

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a. Use multiple data sources to assess population needs, map assets, and review existing program outcomes to identify service gaps or overlaps, including gaps in relevant data;

b. Apply theoretical frameworks to assess and analyze the task domain of organizations and communities;

c. Analyze organizational and/or community budgets and financing mechanisms to assess monetary resources; and

d. Make use of technologies that allow easy collection of data for basic organization or community asset mapping and needs assessment.

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

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a. Provide leadership for effective, ethical interventions
and/or positive cultural climates to improve the well-being of individuals, families, organizations, and communities

b. Collaborate to strategically plan and prioritize organizational and community change to improve social, economic, political and environmental well-being.

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

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a. Demonstrate understanding of indicators measuring well-being in communities and organizations, including their limitations.

b. Disseminate all outcomes of evidence-informed interventions to help understand when and why interventions hinder or improve human well-being;

c. Make use of technological and scientific advancements that contribute to efficient and current evaluation practices; and

d. Facilitate the work of community members as they outline clear goals, process and outcome objectives, strategies, and tactics that make ongoing evaluation an easy and integral part of their planning process.

Directions
If Unsatisfactory is marked for this student, you must add an action plan and a date for which the action plan should be met. If the action plan is not met in the time stated, the Faculty Liaison will consider the possibility of an extension, a Special Advisement meeting, or a Student Status Review, depending on the issues and the student history.

* Field Instructor Recommended Grade
☐ Satisfactory ☐ Unsatisfactory ☐ Incomplete ☐ Withdraw

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**FORM: "ADVANCED INTEGRATED HEALTH MIDTERM/FINAL FALL 2017 (EPAS 2015)"**

**Created by:** Social Work Manager  
**Created On:** 12/19/2017 5:14 PM (CST); **Last edited:** 12/19/2017 5:27 PM (CST)  
**Created With:** Taskstream - Advancing Educational Excellence  

* = Response is required  

**1. Demonstrate Ethical and Professional Behavior**

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a. Readily identify as a social work professional;  
Demonstrate professional demeanor that reflects awareness of and respect for the trainee target population (e.g. awareness of behavioral health issues across the lifespan, team or integrative approaches, and the underserved populations).

b. Use clinical supervision and consultation to continuously examine professional roles and boundaries, engage in ongoing self-correction, and ensure that practice is congruent with social work ethics and values.

c. Apply ethical decision-making skills and frameworks to clinical experiences, while complying with the NASW Code of Ethics and local, state, and federal regulations.

d. Utilize critical thinking when applying clinical theories, practice models, and research findings to client systems and circumstances.

e. Demonstrate self-awareness of personal culture, values/biases, thinking patterns, and behaviors and reflect on how those impact clients and clinical practice.

f. Exhibit an anti-oppressive stance incorporating social work values when engaging with client systems.

g. Utilize critical thinking and foundational and advanced clinical practice theories in discussions of clinical case material.

h. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights.

i. Seek out opportunities for inter-professional collaboration to enhance services for clients.

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

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a. Use clinical supervision to address personal and cultural biases and increase self-awareness

b. Apply the various models of clinical practice in ways that are culturally relevant to diverse and oppressed groups

c. Acknowledge the impact of clients’ intersectional issues—race/ethnicity, class, gender, sexual orientation, gender identity, ability status, immigration status, religion, and age—on clients’ emotional and physical well-being

d. Reflect on their own issues of power and privilege and how they impact the therapeutic process

e. Engage in active exploration of diverse service delivery settings (e.g. behavioral health centers, substance abuse treatment facilities, primary care settings, school-based services, etc) in order to promote integrated models of service delivery as applies to the trainee target population in underserved regions.

* 3. Advance Human Rights and Social, Economic, and Environmental justice

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a. Utilize lenses of social justice, including aspects of identity and social location that may marginalize clients and/or contribute to their inequitable distribution of social and economic resources

b. Use knowledge of the historical and current effects of oppression, discrimination, and trauma on client systems to guide treatment planning and intervention

c. Critically assess the availability of basic environmental resources and help individuals, families, groups, and communities to develop mechanisms to advocate for and maintain these environmental resources

d. Advocate at multiple levels for equitable distribution of all social/economic resources, social services, mental health parity, and reduction of health disparities for diverse populations

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

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a. Seek and critically appraise current advances in clinical theory, evidence-informed practice, and evidence-based practice in social work and related helping professions

b. Discern among various assessments, interventions, and evaluation tools for use with diverse populations
c. Use practice experience and knowledge of the research literature to critically analyze the strengths and limitations of various direct practice interventions (i.e., evidence-based practice)

d. Utilize research methodologies and practice theories to generate and disseminate clinical knowledge

* 5. Engage in policy practice to advance social and economic well-being and to deliver effective social work services

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a. Identify agency, community, state and federal policies/laws that impact client well-being, analyze their impact on clients, address the unintended consequences of policies/laws, and communicate those consequences to stakeholders

b. Engage in and advocate for political action to inform legislators and policymakers of the ways in which unjust policies/laws affect marginalized and other populations whom they serve

c. Advocate for integrated models of service delivery

d. Demonstrate knowledge of the local mental and behavioral health service delivery system as applies to the trainee target population.

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

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a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client engagement

b. Reflect upon and understand how members of oppressed groups—people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness—may require different methods of engagement

c. Identify ways to enhance collaboration with clients and promote their empowerment, seek their input and feedback, and encourage them to provide feedback to other members of the treatment team

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

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a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client assessment

b. Select, modify and adapt, and evaluate clinical assessment and approaches depending on the needs and social characteristics of clients and current empirical evidence

c. Assess how issues of privilege, social injustice, and inequities in access to resources play a role in client difficulties and how they affect the assessment process

d. Reflect on their own issues of power and privilege and how they impact the assessment process

e. Utilize knowledge from the DSM to assess individuals, families, or groups; synthesize assessment information; and communicate diagnostic impressions with appropriate audiences

f. Apply knowledge of the continuum of integration for mental and behavioral health services to identify the appropriate level of service for clients

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

Response Legend:
1 = Student has not yet demonstrated competency 2 = Student demonstrates competency 25% of the time 3 = Student demonstrates competency approximately 50% of the time 4 = Student demonstrates competency approximately 75% of the time 5 = Student demonstrates competency >75% of the time. N/A = Not Applicable

a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client intervention

b. Critically evaluate, select, and apply best practices, evidence-based interventions, theory, and research relevant to trainee target population in underserved regions

c. Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions

d. Intervene effectively with individuals, families, and groups, while eliciting client feedback, knowing when to modify approaches, and collaborating with other professionals to coordinate treatment interventions

e. Demonstrate the use of appropriate clinical, preventive, and recovery techniques

f. Collaborate with other professionals to coordinate prevention and treatment interventions

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

Response Legend:
1 = a) Student has not yet demonstrated competency 2 = Student demonstrates competency 25% of the time 3 =
Student demonstrates competency approximately 50% of the time 4 = Student demonstrates competency approximately 75% of the time 5 = Student demonstrates competency >75% of the time. N/A = Not Applicable

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a. Demonstrate an ecological understanding of bio-psycho-social difficulties and strengths, and incorporate this understanding into client evaluation

b. Select and use appropriate methods for evaluation of intervention outcomes

c. Critically analyze, monitor, and evaluate interventions, clinical processes, outcomes, and client satisfaction within a single case design, program evaluation, or community evaluation

d. Demonstrate cultural responsiveness to evaluation

**10. Integrated Healthcare**

**Response Legend:**
1 = Student has not yet demonstrated competency 2 = Student demonstrates competency 25% of the time 3 = Student demonstrates competency approximately 50% of the time 4 = Student demonstrates competency approximately 75% of the time 5 = Student demonstrates competency >75% of the time. N/A = Not Applicable

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a. Observe and conduct, under supervision, a comprehensive integrated biopsychosocial screening and assessment process that addresses behavioral health, health, and substance use domains.

b. The ability to use information technology to support and improve integration or team based care.

c. Discuss care plans with team members including physical healthcare representatives.

d. Work with clients individually to address the treatment plan goals including behavioral health, trauma, and chronic physical health conditions using brief solution focused interventions.

e. Participate in co-leading a health promotion group that is focused on one or more of the following topics. i. Nutrition and/or exercise ii. Behavioral Health iii. Substance use condition (e.g., smoking cessation) iv. Disease self-management of a specific health condition (e.g. diabetes, asthma, cardiovascular difficulties, obesity, behavioral health) v. Healthy lifestyle (focused on illness prevention) vi. Addressing the role of trauma in managing behavioral and physical health and accessing healthcare

f. Have the experience of working alongside a team member to access and make the best use of healthcare services. This may involve reaching out to other helpers/professionals/providers and/or family members to address health related needs.

g. Participate in at least one of the extended learning opportunities. i. Tele-medicine ii. Training in use of an
electronic record iii. Accessing and using population based data to guide practice iv. Opportunity to work with a physical healthcare team member such as nursing v. Opportunity to work with a peer specialist

**Directions**
If Unsatisfactory is marked for this student, you must add an action plan and a date for which the action plan should be met. If the action plan is not met in the time stated, the Faculty Liaison will consider the possibility of an extension, a Special Advisement meeting, or a Student Status Review, depending on the issues and the student history.

* **Field Instructor Recommended Grade**
  - [ ] Satisfactory
  - [ ] Unsatisfactory
  - [ ] Incomplete
  - [ ] Withdraw

* **Field Instructor Comments**

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