

MSW Generalist Practicum Orientation

University of Utah College of Social Work
Fall Semester 2020

Field Education Team

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Today's Learning Objectives

1. Understand the **requirements and assignments** of the College of Social Work's MSW Field Practicum curriculum
2. Understand changes and expectations due to COVID-19
3. Identify the steps to becoming **oriented and successful** in your field experience
4. Learn **strategies and skills** to maximize your practicum experience
5. Become acquainted with some **helpful tools and resources** for avoiding and resolving concerns in your practicum
6. **Learn from colleagues and have fun!!!!**





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College of Social Work

Field Education Basics



Important Dates for Fall 2020

15-week Fall semester runs Monday, August 24th thru Thursday, December 3rd

- Affiliation Agreement due in IPT by September 1st (unless there has been a delay in placement)
- Final evaluation due in IPT by December 3rd
- Learning Plan due at 100 hours.
- Check Canvas for other practicum-related coursework deadlines



Important Changes for Fall 2020

- Beginning summer 2020, **MSW** students will be assigned a letter grade instead of C/NC.
- Field practicum has two components:
 - 1) Completing internship hours, requirements and competencies, submitting final evaluation
 - 2) Internship-related Canvas Coursework and one mandatory 75-minute webinar
- To fill any potential deficiencies in hours due to COVID-19, students can complete [CSWE approved alternative assignments](#) to fulfill requirements, hours and competencies. You must seek the approval of your field instructor in order to complete these assignments.



Important Changes 2020-2021

MSW Minimum Hours

Due to COVID-19, the *minimum* field hours have been reduced thru Spring 2021

However:

Ultimate discretion lies with agencies and field instructors

Generalist (practicum year I) *minimum* requirements: 300 hours

Generalist (practicum year I) *standard* requirements: 450 hours

-BUT-

If you or your agency do not have a COVID-related issue, please plan to work a minimum of 12 hours/week in your field placement: 360 hours

CONSULT EARLY WITH YOUR FIELD INSTRUCTOR

If you have questions, please contact your practicum coordinator.



Important Changes 2020-2021

MSW Minimum Hours

- The reduction is a *minimum expectation that should be employed only if needed*
- The reduction in minimum hours is intended to provide **primary** relief to agencies and field instructors and **secondary** relief to students due to limitations associated with remote and/or hybrid practicum, potential practicum disruptions or personal COVID-related circumstances.
- *Practicum hours are dictated by agencies and field instructors. Work with your students to develop a workplan that suits educational, agency and client needs, while also considering any extenuating COVID19-related student circumstances.*

In the interest of optimal learning and professionalism, *we encourage all students to earn the standard* number of hours if presented.* This *temporary* dispensation should not be seen as an opportunity to engage in fewer hours unless such relief is necessary due to extenuating agency and/or personal circumstances.

***Standard hours** these are the hours students were required to earn prior to March 2020:

450 for generalists (year I in practicum), 360 acceptable, 300 is quite low and may meet the minimum but certainly is not optimal



Important Changes 2020-2021

Staying healthy during COVID-19

Protecting Yourself

You can protect yourself from COVID-19 the same way you protect yourself from other viruses with a few common-sense practices.

Of course, wash your hands thoroughly and often. Make sure you are cleaning between your fingers and under your nails.

- Practice physical distancing (social distancing). Keep six feet away from others.
- Avoid shaking hands, especially with those who appear to be ill.
- Avoid touching your eyes, nose, and mouth as much as possible.
- Disinfect shared surfaces.
- Stay home when you are sick.



Important Changes 2020-2021

Staying healthy during COVID-19

Physical Distancing

The goal of physical distancing is to help us keep from infecting others

Masks

You will be required to wear a mask that covers nose and mouth. Please comply.



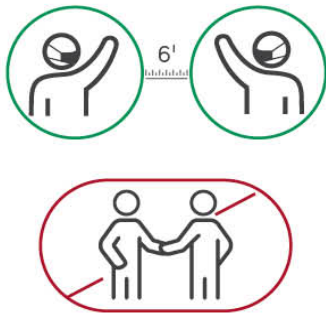
Important Changes 2020-2021

Staying healthy during COVID-19

PHYSICAL DISTANCING, **EXPLAINED**

Physical distancing can help slow the spread of COVID-19 and keep high-risk populations safe.

PHYSICAL DISTANCING =
LIMITING CLOSE CONTACT



REDUCE
UNNECESSARY TRIPS



PRACTICE GOOD HYGIENE
WHILE IN PUBLIC



FRESH AIR & EXERCISE =
IMPORTANT!



healthcare.utah.edu/coronavirus

Updated: 07/20/20



Expectations of Students

- Active participation in supervision focused on social work practice and values, and that promotes competent and ethical clinical behavior
- Prompt consultation with your field instructor and practicum coordinator when concerns arise
- Timely completion of Learning Plan (@100 hours) **The basis of practicum learning!**
- Timely and diligent completion of all Canvas course assignments
- Site visit, schedule and attend (once per semester)
- Initiating [alternative assignments](#) in event of disruptions or deficiencies in required hours or requirements (please consult with your field instructor on these assignments)
- Professional and appropriate behavior attire, timeliness and engagement
- Familiarity with NASW Code of Ethics, HIPAA, FERPA and agency policies



Expectations of Your Field Instructors

- Weekly supervision focused on social work practice and values, and that promotes competent and ethical clinical behavior
- Oversight of student's work and ongoing feedback
- Prompt consultation with the practicum office when concerns arise
- Timely completion of evaluations forms (midterm (BSW) and final)
- Site visit with student and practicum coordinator (once per semester)
- Oversight of projects including [alternative assignments](#) in event of disruptions or deficiencies in required hours or requirements
(have your student contact their practicum coordinator for clarity on these assignments)
- Availability, especially when questions or crises emerge



Scheduling and Space

During the first week (or earlier), please discuss with your field instructor the following issues:

- Total number of hours you are expected to earn. Unless you have a COVID-related issue, please plan on 360 hours (document in the Affiliation Agreement)
- Days of the week you will be in practicum
- The hours you will work
- Day and time for supervision
- Any regular team meetings/staffings you should attend
- The “touch down” space you will utilize while in your agency





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Field Education Curriculum



Practicum

- Practicum – Signature pedagogy of social work education
- “Where the rubber hits the roads...”
- Application and practice of social work theories and concepts – integration of curriculum
- Development of professional role
- Socialization into the profession
- Concurrent, Summer Block and Year-long Placement for evening and part-time students



*How is practicum different
from employment or
volunteer experience?*



Practicum	Employee/volunteer
Broad exposure to wide variety of roles, activities, etc.	Narrow focus, specific role
Apply, compare and contrast various models of intervention	Specific intervention approach of agency
Focus is on student's needs and school objectives	Agency's needs come first
Planned, structured, conscious learning	Learning by accident
Emphasis on understanding the 'WHY'	Emphasis on 'HOW' or 'WHAT'
Opportunity to challenge assumptions	Accepting assumptions without questioning
Educationally-directed focus	Instruction on an 'as-needed' basis
Student as learner	Employee competency



Expectations of Practicum Students

- **Student driven learning:** It is up to YOU to discuss your learning needs and requirements with your field instructor, facilitate the co-creation of a learning plan, and engage in supervision!
- **Communication:** the university requires us to communicate with you strictly through Umail or Canvas. Be sure to check your Umail account on a regular basis. Consider syncing your Umail to your mobile device (instructions in the “guidebook”)
- **Systems Used:**
 - IPT: www.runipt.com
 - CANVAS: <https://utah.instructure.com/>
 - Umail: www.umail.utah.edu
 - Zoom: webinars
 - All course syllabi can be found in CANVAS



Intern Placement Tracking (IPT)

INTERNAL USE: Used as a database to store information on agencies, field instructors, and placements.

Used for all forms that require a signature from you, your field instructor, and professor.

- *Reply Form*
- *Affiliation Agreement*
- *Evaluation Form*
 - Completed and signed at the end of each semester



For all login related issues or questions, please contact Judy Parker or Diane Buck.





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Field Requirements & Assignments



Overview of 1st year MSW Practicum



- 360 hours (180 per semester) *300 is acceptable but not recommended*

Concurrent Plan:

- 12 hours/week, two 15-week semesters
- Mondays, Thursdays, Fridays

Block plan:

- 24 hours/week, one 12-week semester
- Days TBD

Graded Course

- Must complete 100% of requirements to receive credit
- Grade based on performance in field and internship-related Canvas course requirements

Overview of Requirements

1. CANVAS assignments and quizzes
2. 1 Site visit per semester
3. 6 field logs per semester
4. 1 webinar per semester
5. Learning plan- 1st semester of each practicum year due @ 100 hours
6. Micro and macro practice requirements and hours
7. Fulfilling hours, requirements and competencies
8. IPT Forms - final eval, affiliation agreement
9. Text required: NASW Code of Ethics <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>



Canvas Quizzes and Attestations

- HIPAA Presentation (Spring semester will include a suicide assessment module)
- Syllabus review quiz
- Site Visit Scheduling Form (complete & submit)
 - *This may be a form OR a calendar link depending on your instructor/coordinator*
- Site Visit Note Review



Site Visit

- Done once per semester
- Normally takes place during your scheduled supervision time
- 45-60 minute meeting with you and your field instructor
- Discussion topics include:
 - Progress toward requirements and competencies
 - Exploration of student experiences
 - Discussion and resolution of concerns
 - Dialogue about integration of classroom and field

Note – During fall semester, most if not all site visits will take place via Zoom



Field Logs

- These are biweekly records and reflections of your field experiences and also reflect the accumulated hours for the designated time period
- *The field log is about YOU and your learning* and should reflect critical thinking and critical analysis of decisions you made, actions you took, and any other significant experiences that occur in field
- Topics and due dates are specified in CANVAS (e.g. discussion of a meaningful experience, integration of theory and practice, use of supervision, etc.)
- **Written assignments do not count towards your practicum hours**
- Late assignments will lose 1 point each day (including weekend days). Given advance notice of at least 48 hours, extensions may be granted by the instructor.



Webinar

- 75 minutes in length
- One time per semester
- *Technology required:* webcam with microphone capability, updated software on device being used for maximum connectivity (chrome & firefox)
- Professor will notify you of dates and times
 - Note: Capped at 10-15 students per webinar, and you must reserve a date and time. Date preferences are first come first served.



Learning Plan

- Due at 100 hours This is the foundation “road map” for your field learning, after 125 hours, you run the risk of receiving no credit.
- Designed to help establish a plan of how students will meet the required social work competencies and practice behaviors set by the CSWE Educational Policy and Accreditation Standards
- Must be done in collaboration with the assigned field instructor



MSW Practicum Requirements

Nine Required Competencies:

1. Ethical & professional behavior
2. Engaging diversity & difference
3. Advancement of human rights and justice
4. Engagement in research
5. Engagement in policy
6. Engagement with individuals, families, groups, organizations and communities
7. Assessment
8. Intervention
9. Evaluation

Requirements	Generalist MSW	Advanced Standing & Specialist MSW
Individuals	6	8
Families	2	4
Groups	2	2
Community	1	1
Organizations	1	1
Macro Practice	55 hours	70 hours

Requirements

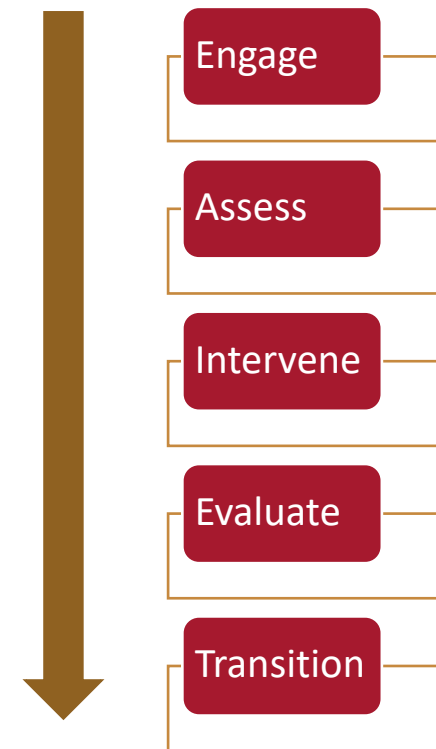
Competencies

Hours

Minimum Hours Generalist: 300
Specialist/Advanced Standing: 325-600

Field Practice Requirements & Practice Model

Area of Practice	1 st Year MSW
Individuals	6
Families	2
Groups	2
Community (Macro)	1
Organizational (Macro)	1
Total Macro Practice	55 hours (minimum)



Greg Merrill (2018), Berkeley
Social Welfare

Required Competencies

1. Ethical & professional behavior
2. Engaging diversity & difference
3. Advancement of human rights and justice
4. Engagement in research
5. Engagement in policy
6. Engagement with individuals, families, groups, organizations and communities
7. Assessment ...
8. Intervention ...
9. Evaluation ...



Macro Practice Requirements

Community: community is the client

Examples:

- Community assessment
- Community organizing
- Coalition building
- Legislative lobbying
- Community program development
- Community education

Organizational: organization is the client

Examples:

- Staff training and development
- Program development/evaluation
- Grant writing/fundraising
- Research
- Policy development and analysis
- Group curriculum development

****Reminder: Students must complete a minimum of 55 hours of macro practice**



Strong Projects

- Application of Practice Model
- Involvement of stakeholders
- Application of macro class content
- Student takes a leadership role in project
- Requires the skills of a social work professional
- Engagement of the field instructor
- The project produces outcomes which benefit stakeholders, sustainable
- Utilizes an evidence-based approach



“Not as Strong”

- Service project without other elements of the Practice Model (e.g., Sub-for-Santa, tabling)
- Professional level of social work skills NOT required (e.g., clerical, painting, measuring shoe sizes, distributing clothing)
- No engagement with stakeholders
- Passive involvement rather active leadership (e.g., attended meetings, ‘helped out’ with, observed)



MSW Practicum Evaluation

Rating Scale for **Competencies**

5= Exceptional Performance

4= Strong Performance

3=Average Performance

2= Marginal Performance/Needs Improvement

1=Unsatisfactory/Failing Performance

NO=Not Observed

Students must attain 80% of competencies
at 3 or above to pass practicum

A narrative section is also included. Students must perform well on competencies, and meet hours and requirements





Break Time!





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Macro Class Assignments: Integrating Classroom and Field

M. Pg. 23

Organizational Assessment Assignment (OAA)

Students are asked to review organizational content and information (i.e., annual reports, employee handbooks, and policy manuals) and meet with several organizational personnel in person.

Students will report on the:

- (1) revenue and non-revenue sources of the organization;
- (2) relationships with clients and other community-based organizations
- (3) relationship with regulatory bodies, professional organizations, general public, and competitors and collaborators; and
- (4) organizational mission, personnel, and program and service structure.



Organizational SWOT Analysis Assignment

- Strengths, Weaknesses, Opportunities and Threats (SWOT) (in practicum placement, place of employment or volunteerism)
- Begin early in partnership with field instructor
- If, for any reason, the SWOT analysis is not possible at your agency, notify the instructor as early as possible in the semester.





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Orientation to Your Practicum Agency



*What do **you** need in order to be oriented to your **agency**? ... and what do **they** need in order to be oriented to **you**?*



Safety

Does the agency present safety risks?

- What client populations do they serve?
- Will you conduct home visits?
- Is there adequate support during evening and weekend hours?
- Are there other areas of concern for you?



Safety

What COVID-19 precautions are required?

Masks

Disease mitigation training

PPE?

Return plan if traveling for Thanksgiving

Remote, hybrid or in-person?

Talk to your field instructor early about these issues!



Professionalism

- Review and comply with the NASW Code of Ethics, FERPA, HIPAA and agency policies at all times
- Wear a mask and follow required distancing protocols
- Read your agency policy manual and discuss **agency expectations** with you field instructor within the first week or two. Agency expectations will likely include:
 - Documentation standards
 - Mandatory reporting and duty to warn standards
 - Confidentiality, FERPA and HIPAA, Discuss school breaks
 - Establish your weekly schedule
 - Required hours (pursuant to agency, client and field instructor needs)
 - Safety protocols and COVID-19 protocols
 - Coordinate weekly meetings with your supervisor



Professionalism

Please discuss agency **dress standards** with your field instructor asap!

Most agencies require **business casual attire**

Appropriate business casual attire typically includes: slacks or khakis, dress shirt or blouse, open-collar or polo shirt, seasonal sport coat, a dress or skirt at knee-length or below, pants, dark denim (no holes), a tailored blazer, knit shirt or sweater, shoes that cover all or most of the foot. Flip flops, sweatpants, exercise attire and shorts are not considered appropriate.



Netiquette and Teletherapy

- Know how to use the equipment (receive training before using).
- Check lighting; should have lighting from your side or front, not your back (i.e., no windows behind you).
- Check background and remove distractions from provider space (e.g., remove personal items as appropriate).
- Check camera and visuals. Ensure your video is sufficiently “zoomed in” for the patient to see your facial expressions
- Check provider and patient audio.
- Make sure the client knows how to get a video conference started

Please review ALL tips in your Field Education Guidebook





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Strategies & Skills to Maximize your Experience



Developmental Stages

- **Anticipation:** Positive expectations and anxieties arise
- **Disillusionment:** Unexpected emotions re: adequacy of skills; breadth of demands; relationship with clients.
- **Confrontation:** Facing interpersonal issues, reassessing goals/expectations, reassessing support systems, developing new strategies
- **Competence:** 'in the groove', performing more autonomously
- **Culmination and termination:** closure with clients and with agency, final assessment of growth, setting goals for next adventure/learning experience

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Trauma-Informed Practice Model

- *Relational*: healing power of relationships, interconnectedness
- *Collaborative*: deemphasizes hierarchy and power differentials
- *Adaptive conceptualization*: viewing behaviors as coping strategies and symptoms as adaptations

Motivational Interviewing Spirit and Skills:

- Collaborative approach
- Shared expertise
- Reflective Listening
- Affirming strengths to build confidence



How do I handle *STRESS*?

Let's take the STRESS TEST!



Ten Signs of Too Much Stress

See if you recognize the signs of work stress – check off the symptoms that describe you:



- I'm often irritable
- I have trouble concentrating
- I'm tired
- I've lost my sense of humor
- I get into more arguments than I used to
- I get less done in a day
- I get sick more often
- I care less about my daily activities
- Getting out of bed is a major effort
- I have less interest in my life outside of work/school practicum

Adapted from: Elkin, Allen Ph.D., *Stress Management for Dummies*, IDG Books Worldwide, Inc. Foster City, CA, 1999, p. 226



Utilizing Self-Awareness in Practicum

- Identify your **concerns and anxieties** about practicum
- Remember that the student role is a **learner role** – it's OK to make mistakes!!!
- Identify your **strengths**
- **Reframe your thoughts** to help alleviate anxiety
- Identify and **express your expectations** to your agency field instructor
- Elicit specific information from your agency field instructor about what his/her **expectations are of you**
- Utilize **available resources** – your practicum coordinator, professors, student counseling center, colleagues/friends
- Use **problem-solving** skills



Adapted from Helane Leta (2001)



Utilizing Supervision



- Recognize that the **learning** process is a **change** process
- Discuss your **hopes for supervision** with your agency field instructor at the beginning of the practicum
- Ask for **constructive feedback** on a regular basis
- **Receive constructive feedback** assertively
- Relieve anticipatory anxiety by **getting involved**
- Use our Supervision Tracking Sheet located in the guidebook!



Assertiveness for Students in Practicum

- **What is Assertiveness?** It is the expression of one's feelings, beliefs, opinions, and needs in a direct, honest and appropriate manner. Such assertive behavior will reflect a high regard for one's own personal rights as well as the rights of others.
- **Assertiveness** enables us to:
 - Express **contrary opinions** to superiors and peers
 - Ask for **assistance** from others
 - **Refuse questionable requests** from friends or strangers
 - **Compliment** someone and receive the same
 - **Request appointments** or dates with someone
 - **Negotiate** with family, friends or co-workers
 - **Resist pressure** from other to behave in a manner contrary to one's beliefs or values
 - **Express justified annoyance** or justified anger
 - Ask for help in **solving problems**
- *Why are students at risk of being non-assertive in their practicum setting?*



What does assertiveness look like in practicum

Current Unassertive Behavior

- When I'm in group supervision I don't speak up or express my opinions.
- When I am assigned a project over my head I am reluctant to say so. I go away and worry, or I try to do it and feel that I'm in water too deep.
- I always just accept the assignments my field instructor gives me and never tell him/her that I would rather work with a certain other population of client or other kind of project.



Desired Assertive Behavior

- I will challenge other's ideas if I think they lack merit, and also present my own.
- When my field instructor assigns a project to me for which I feel unprepared, I will speak up right away and try to negotiate a satisfactory solution.
- I will ask for what I want. Even though I may not get it right away, I will have stated clearly what experiences I want to have in my practicum here at the agency.



Giving constructive feedback

- Constructive feedback is a tool used to **promote personal and professional growth** and support new learning.
- Before offering constructive feedback, consider:
 - What **behavior** do I want to assist in changing?
 - How can the behavior be **changed**?
 - How can the **feedback help** the practitioner?
- When offering constructive feedback:
 - Have a good sense of **timing**. Give feedback as soon as possible, but not when emotions are at a peak. Allow sufficient time to discuss the matter.
 - State the feedback **clearly, concisely** and be **specific**. Ask for their response
 - Use **“I” messages**, avoid putdowns, sarcasm or other roadblocks to communication
 - Use **congruent body language**. Express empathy
 - Inoculate. Give them a moment to prepare – **“I have something to tell you which may feel a bit uncomfortable.”**
 - Focus on the **positive**. Focus on what can be done in the future rather than the past.
- After offering the feedback –
 - Acknowledge their **willingness to listen**. Recognize and comment on when improvement is seen



Receiving Constructive Feedback

- Listen to your field instructor's concerns and issues in detail. Gain more understanding by asking for more information.
- **Evaluate for yourself** the validity of the criticism. If you accept their critique as **accurate, acknowledge** it.



If you're not sure the criticism is valid:

- **Agree in principle** with your instructor's comments, without apologizing or explaining. For example, say "**You could be right.**" Follow this by an assertive statement. For example, say "perhaps this is the case, but I view the problem somewhat differently."
- **Ask specific questions** as a way of seeking more information. For example, say "specifically, what is it about my approach with this client that you disagree with?"



Problem Solving: Helpful Tips

- Define the problem
 - Be **specific**
 - What is the **result** that you (or each of you) wants?
 - What are the **conditions which influence** the problem?
- Brainstorm
 - What are **all the possible ways** in which you could solve this? Don't **leave any options out**, even the ridiculous.
- Evaluate the solutions
 - What are the **likely results** of each above option. Which results would you prefer?
- Come to agreement – verbal and written
 - If agreement cannot be reached:
 - Set up **another time** to discuss ways to solve it.
 - Agree to think about **possible solutions** before your next meeting.
 - Agree to think about **possible obstacles** to a solution.
- Put the plan to work
 - List **what each person will do** to carry out the plan.
 - State the **hoped-for outcome** – how will you know the plan is successful in solving the problem
 - Set up a **time to re-evaluate** how the new plan is working. At that time, begin steps again, if necessary.





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Helpful Resources

Addressing Needs and Challenges in Practicum

- Remember your field instructor is an educator/mentor and not a therapist
- Speak with your field instructor directly & *early*
- Involve the practicum coordinator *early*
- If necessary, develop a *Success Plan* **

Office of Equal Opportunity: Sexual Misconduct

Free prevention training & consultation to faculty, staff, and student groups.

IF A STUDENT DISCLOSES SEXUAL MISCONDUCT:

1. If safety is an immediate concern, call 911 or University Police (801) 585-2677
2. Duty to Report the incident to the Title IX Coordinator/OEO Office at (801)581-8365 or oeo@utah.edu

Office of Equal Opportunity
University of Utah
201 South Presidents Circle, Room 135
Salt Lake City, Utah 84112
801-581-8365



Center for Disability & Access (CDA)

- Dedicated to students with disabilities by providing the opportunity for success and equal access at the University of Utah
- Evaluates disability documentation, determines eligibility, and implements reasonable accommodations for enrolled students as guided by Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and University policy
- Students often require an accommodation for field SEPARATE from the accommodation for classroom.

Location: Union Building: Room 162
Salt Lake City, UT 84112
801-581-5020



Service Animals

- A Service Animal is defined by the ADA and is a:
 - ✓ Dog, or miniature horse
 - ✓ Necessary due to a disability
 - ✓ Trained to perform a specific task related to a disability (providing comfort/emotional support is not a task under the ADA)
 - ✓ Allowed anywhere individual is permitted to go
- There is no requirement for certification or identification of a service animal - but does need to be in control of owner at all times and follow relevant University policy
- CDA does not need to 'approve' Service Animals



Let's Recap your goals for week 1!

During the first week, please discuss with your field instructor the following issues:

- Total number of hours you are expected to earn. **Unless you have a COVID-related issue, please plan on 360 hours** (document expected hours in the Affiliation Agreement)
- Submit your Affiliation Agreement
- Days of the week you will be in practicum
- The hours you will work
- Day and time for supervision
- Any regular team meetings/staffings you should attend
- The “touch down” space you will utilize while in your agency
- Professional and appropriate behavior, attire
- Familiarize yourself with NASW Code of Ethics, HIPAA, FERPA and agency policies
- Be punctual and ready to engage!



It's been wonderful presenting
today!
Now its time for
Q&A