

University Partnership Program of Ohio



Child Welfare Field Practicum Handbook

Developed by Stephanie Pittaway, Kansas Child Welfare Scholar 2002-2004, through support of the Title IV-E Academic Training Contract with the Kansas Department of Social and Rehabilitation Services and the University of Kansas School of Social Welfare. Special thanks to Stephanie's Field Instructor, Cindy Potter and Scholars Program Coordinator, Michelle Levy for their invaluable assistance (Pittaway, 2004, p. 2).

Reference:

Pittaway, S. (2004). Child Welfare Scholars Practicum Handbook. [Electronic document]. Retrieved on May 12, 2008 from <http://www.socwel.ku.edu/occ/viewProject.asp?ID=22>

Revisions made by Melissa K. McCollister, MSW, The University of Akron, School of Social Work, Title IV-E Campus Coordinator, UPP (University Partnership Program) 2008-2009, through the support of The University of Akron, School of Social Work Faculty and Field Coordinator Office; Mary Serapiglia, Field Instructor, Summit County Children Services; Norma Thorpe, Field Instructor, Stark County Children Services; Bob Kubiak, Institute for Human Services, UPP State Coordinator; and the following Ohio Title IV-E Campus Coordinators: Janet Melcher, University of Cincinnati; Lisa Workman-Crenshaw, Cleveland State University; Tracy Pritchard, Ohio University; Linda Helm, The Ohio State University; George Thompson, University of Toledo; and Jo Ellen Layne, Wright State University.

INTRODUCTION	4
THE OFFICE	5
SOCIAL WORK VALUES, ETHICS, AND CONFIDENTIALITY	6
CHILD WELFARE PRACTICE IN A MULTI-CULTURAL ENVIRONMENT	7
HUMAN DEVELOPMENT ISSUES	8
IDENTIFYING ISSUES IN CHILD MALTREATMENT	9
THE EFFECTS OF CHILD MALTREATMENT ON DEVELOPMENT	10
SHADOWING AND CONDUCTING INTERVIEWS	11
CRISIS INTERVENTION	12
ENGAGEMENT STYLES	13
COURT PROCEDURES	14
WORKER SAFETY	15
INTERDISCIPLINARY PRACTICE/COMMUNITY RESOURCES	16
CASE PLANNING AND CASE MANAGEMENT	17
SUBSTANCE ABUSE	18
MENTAL HEALTH AND MENTAL ILLNESS	19
DOMESTIC VIOLENCE	20
CHILD SEXUAL ABUSE	21
RESEARCH AND POLICY PRACTICE	22
TIME MANAGEMENT	23
STRESS MANAGEMENT	24
PROFESSIONAL DEVELOPMENT	25
VISITING OTHER AGENCIES/DEPARTMENTS	26
FAMILY PRESERVATION	26
FOSTER CARE	26
ADOPTION	28
CHILD ADVOCACY CENTER	28
OTHER PCSA OFFICES	28
JUVENILE INTAKE AND ASSESSMENT CENTER	28
CASA	29
OTHER AGENCIES	29
LEARNING CONTRACT	30

The purpose of this handbook is to assist University Partnership Program (UPP) students, in a professional practicum environment, with integrating the core competencies learned in their social work education. The handbook provides the student with options for building critical thinking skills and how to apply generalist social work practice in child welfare. The handbook can be used to guide the student in what to look for, questions to ask, skills to build upon, and topics to discuss best practice principles with the field instructor and other social workers encountered during the field placement experience. It is an excellent supplemental tool for cultivating ideas in fulfilling the requirements of the student's learning contract.

Although this tool is to be used as a supplemental guide, it is recommended to be used for all UPP students across the State of Ohio. It is not expected that every UPP student would be able to complete all tasks under each topic area. Based on the resources available at each practicum location, the tasks under each topic area are to be used as ideas and can be added or subtracted from the learning experience; however, it is recommended that each student complete at least one task under each topic area (use either the examples in the guide or add other tasks under the topic area). The design of this handbook not only fulfills the requirements of generalist social work practice in the field practicum environment, it also helps students to analyze, discuss, demonstrate and objectively measure their skills in practice. The handbook serves as the first critical step in educating potential generalist social work practitioners for the field of child welfare in Ohio.

- ❑ Attend agency orientation. Learn the agency history, services provided, placement philosophy, and demographics of the target population. Discuss with your field instructor the mission statement and goals of the agency. How are they carried out on a day-to-day basis? Make a rough sketch of how this agency is organized (example: organizational chart).
- ❑ Ask your field instructor to explain the structure and the leadership roles in the agency. Make a rough sketch of how the agency is organized.
- ❑ Find out where the supplies are kept. Locate at least five forms/items you will use regularly (examples: activity logs, mileage reimbursement, consent for release of information, etc.)
- ❑ Locate the agency Policy and Procedure Manual. Review each section's table of contents. Learn about case status definitions, high risk infant protocol, HB 484 highlights, etc. Request a reading assignment of pertinent sections from your field instructor. Read and discuss them with your field instructor. How do these policies and procedures affect service delivery to your clients?
- ❑ Ask at least two social workers in your unit how work is assigned, and what a "typical" day in the work unit is like. Ask the social worker for three work-coping strategies that work for him/her.
- ❑ Arrange with your field instructor to observe workers as they screen referrals. Discuss the criteria for screening in a case and assigning the response time. Practice filling out the referral form, and review it with your field instructor.
- ❑ Ask your field instructor what trainings will be available to you throughout your time at the agency. Make a list of trainings or learning sessions you will be attending (example: HIPPA, CAPMIS, SACWIS, Intranet, Word, Outlook, etc.).
- ❑ Spend a few hours at the front desk at your area office. Make note of the following:
 - What initially brought the clients to the office?
 - What types of services are offered to them?
 - How are the clients treated? Do those at the front desk utilize the strengths perspective?
 - How has your training/education made a difference in how you approach clients, as compared to the front desk employees?
- ❑ Ask your field instructor to show you and explain how to complete the documentation that is required for investigation phase and for ongoing services.

SOCIAL WORK VALUES, ETHICS, AND CONFIDENTIALITY

- Review your copy of the NASW Code of Ethics.
- Ask your field instructor to review an active case with you, and discuss the potential ethical issues related to the case, maintaining confidentiality as needed.
- Discuss with your field instructor any potential ethical issues that may arise or have come up in the past at your agency. Have the field instructor explain the agency policy and procedures regarding these ethical issues.
- Based on your classroom or field instruction, explain how each social work value is carried out in the following instances, and cite an ethical standard that has been/could be involved:
 - working with individuals
 - working with families
 - agency policies and procedures
 - working with other agencies
 - your own practice
- Discuss the value of self-determination and how that can be implemented in the child welfare system. When you are observing how a caseworker interacts with the client, notice how self-determination is addressed. Discuss what you observed with your field instructor.
- Review the Ohio Revised Code Standards for abuse and neglect. Discuss with your field instructor any ethical dilemmas that may arise based on social work values and ethics.
- With your field instructor, discuss how you might go about treating the clients you observe in a caring, respectful manner.
- When you are conducting the interview with the client, how are you ensuring that self-determination is addressed in the contact? Discuss this with your field instructor.
- Learn the agency policy on confidentiality. Look carefully at the entire section on Privacy and Confidentiality (1.07) in the *Code of Ethics*. Ask your field instructor to review how each stipulation in that section is addressed at the child welfare agency. How is confidentiality observed? What are the limits of confidentiality? What circumstances call for the sharing of information?

CHILD WELFARE PRACTICE IN A MULTI-CULTURAL ENVIRONMENT

- Seek out a social worker from whom you think you can learn more about cultural competency. Ask if the worker would be comfortable in discussing with you how personal values and cultural background could influence perceptions of parenting issues.
- Have a discussion with your field instructor about how racial discrimination and economic oppression can affect a family's response to agency intervention. Discuss what you can do to address a family's perception of racism in the system.
- Ask your field instructor which immigrant populations you will be working with in your area. What specific cultural considerations do you need to be aware of? Discuss how new immigrant families can be affected by child welfare intervention. Discuss how you as a worker can deal with these issues and provide required intervention on behalf of the child.
- Ask your field instructor to provide you with your area's procedures for assessing an Indian Child Welfare Act (ICWA) case. Make a list of at least three requirements of ICWA that are different from those of non-Indian cases.
- Review a case with an Indian Child and describe the ways the case follows the guidelines of ICWA.
- Attend a Multi-Cultural Development Team Meeting.
- Learn how to access and arrange for interpreter services. Observe or conduct an interview where an interpreter is used. Discuss the effect that using an interpreter had on the interview.
- Reflect upon your own race and general background and how that might affect your interaction with clients. Comment on how cultural differences might impact relationship building with clients. Discuss with your field instructor ways to build relationships with clients that are different from your race or general background.

- Participate in a discussion regarding how a child's loss of cultural ties to family/community/tribe could potentially affect a child's growth and development. How can family connections be maintained?

- Spend time at an agency/program, or during a home visit, where you can observe children at various stages of development (i.e. Head Start).
What are the ages of the children you observed?
List some of the observable signs that indicate what stage a child is at. What are the appropriate behaviors for each age/stage?
When you observe the children, make note of the behaviors they exhibit. How do they compare with the healthy moral development of children who are the same age?

- Complete an eco-map of a case. Make note of the biological, psychological, social, cultural, spiritual and environmental factors that impact the family. How can you utilize the eco-map as a visual tool to build on the family strengths and identify impacts effecting human development for the family system? Discuss your thoughts with your field instructor.

- During a home visit or community engagement, identify social work theories, perspectives, or concepts learned in class while observing behaviors and impacts on human development. (For example: Micro-Mezzo-Macro Impacts, Erikson's Eight Stages of Development, Maslow's Hierarchy of Needs, Piaget's Cognitive Development, Bandura's Social Learning, Cycle of Abuse, Cycle of Poverty, Poverty, Discrimination, Oppression, Strengths Perspective, Person-in-Environment Perspective, Empowerment, Diversity, etc.) Discuss these concepts with your field instructor.

- During a home visit or community engagement, identify how the influence of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and/or sexual orientation impacts human behavior and development. Discuss these concepts with your field instructor.

- During a home visit or community engagement, identify how groups, communities, social policy, discrimination, oppression, and/or organizations impact human development. Using general systems theory and ecological perspective, discuss these concepts with your field instructor.

IDENTIFYING ISSUES IN CHILD MALTREATMENT

- Ask your field instructor for an active case to review. After you review it, discuss the following:
 - What were the reasons for the original referral?
 - What factors in this case constituted abuse and/or neglect?
 - What was the finding of the maltreatment?
 - What behaviors did the child exhibit that indicated that the child was maltreated?
 - How was the caregiver's behavior abusive or neglectful?
 - What family or other support did the family have?
 - What strengths did the family have that could be cultivated?
 - Were there cultural factors that entered into the case?
 - What ethical issues were/could have been involved?

- Accompany a social worker on a case that a child has marks. Discuss with the social worker how they think the marks were caused, and how they came to that conclusion.

- Accompany a social worker to a home where there has been neglect. Ask the worker what was observed that indicated neglect? What interventions occurred?

- Accompany a social worker to a home visit on a case where the home is considered "dirty". After the visit, discuss the following with the social worker:
 - What was your initial reaction to being in the home?
 - What was the state of the home?
 - Does the home threaten the well-being of the child(ren)? If so, how?
 - What are the social worker's grounds for determining a home to be environmentally unsafe for a child? How do the social worker's personal values influence his/her determination on a case like this?
 - What personal values do you have that could influence your decisions on a case like this?

- Ask your field instructor to explain the legal and clinical definitions of abuse and neglect. Discuss the challenges associated with the terms when they are applied in the real world.

THE EFFECTS OF CHILD MALTREATMENT ON DEVELOPMENT

- Using developmentally appropriate questions, interview the following while being observed by an experienced social worker or your field instructor (or observe an experienced social worker interviewing the following):
 - Child under age 6
 - School-aged child
 - Adolescent
 - Child victim of physical abuse
 - Child who has witnessed domestic violence
 - Adult substance abuser or other adult

- Make a list of the effects of child maltreatment such as disturbances of attachment, child trauma, and/or substance abuse on a(n):
 - Infant
 - preschool age child
 - school-age child
 - adolescent

- Review a case. Describe any effects of child maltreatment on this child that you may notice. Write about your personal reactions to your observations. Discuss your personal reactions with your field instructor.

- Review your list of characteristics that exemplify healthy moral development in children of different ages (see Human Development Issues). Ask an experienced social worker or your field instructor to tell you about their observation of a child he or she has been involved with for a period of time. How has this maltreatment had an affect upon the moral, emotional, and physical development of this child as he or she has aged?

- Discuss with a social worker about their observations on how children born with positive toxicology screens have been developmentally affected.

- Ask social workers to describe a failure to thrive case. Ask them what interventions were used and what the outcomes were.

SHADOWING AND CONDUCTING INTERVIEWS

- Describe the essential components of an effective investigative interview to your field instructor. Shadow or, under close supervision, conduct an interview using these essential components. Discuss these concepts with your field instructor.
- Observe a child being interviewed or, under close supervision, conduct an interview with a child. Based on your classroom or field instruction, make a list of at least three specific strategies for interviewing a child who has been maltreated that may be of help to you.
- After accompanying an experienced social worker (one that has been designated as a mentor or approved by the field instructor) on an initial interview, do the following: Discuss your observations with the field instructor. Share your perceptions of how the various family members might have been feeling during the interview and why. Share your personal feelings and reactions, and how they could potentially affect your own perceptions and decisions. Conduct your own brief developmental assessment of the child and family system. Discuss your assessment with the social worker and your field instructor. Fill out your own mock forms the agency uses throughout an investigation (i.e. logs, safety plan, referral forms, etc.); go over them with both the social worker and your field instructor. (Go through this process on at least 5 different cases by either shadowing or conducting your own interviews under close supervision)
- Observe an experienced social worker from a different culture than yours while he/she conducts an interview with:
 - a parent (or caretaker) and a child
- Learn how to arrange for an interpreter. Observe or conduct an interview where an interpreter is used. Discuss the effect that using an interpreter had on the interview.
- Review the following with your field instructor: Flow of a case, how to read a case record, intake screening, intake investigations, ongoing case work, safety awareness, use of social services aides, home study, safety assessment, safety plan, family assessment, family to family, family case conference, family team meeting, placement procedures, ICCA, kinship care, clothing vouchers, case plan, case review and SAR, peer review process, and reunification assessment.
- Supervise a visitation.
- Transport clients.

- In a case you have observed or read about, determine two ways in which the family dealt with the crisis that is either different or the same as the culture in which you were raised.

- Recall a situation where you had to deal with a crisis. Write about your style of handling this event.
What specific things were successful or detrimental to the situation as you look back on it now?
What have you learned from your practicum that would have helped you handle the situation differently?

- Based on your classroom or field instruction, make a list of three things you can attempt in a crisis to de-escalate anger. Ask other social workers about how they have handled a client's anger during various cases. What techniques did they use? Were they effective?

- If possible, accompany a social worker on a case where the child must be removed from the home.
What are the grounds for the removal?
What cultural factors influenced the social worker's decision to remove the child?
Observe the interaction between the social worker and the parents.
Make note of what stages of crisis the child, caregiver(s), and social worker pass through.
How does the social worker assist the parents to deal with their crisis?
Afterwards, discuss your observations with your field instructor. Talk about how you feel, whether or not you agree with the final decision.

- Observe an experienced social worker that interviews a client whom they know is resistant or difficult to interview. Notice how the social worker goes about involving the client in the case planning process.
Observe what the social worker does to engage with the client.
Discuss with the social worker his/her strategies for engaging with the client.
What behaviors did you recognize that communicated resistance?
Discuss how the verbal and behavioral resistance expressed by this client could be viewed as a strength.
- Find out if your area uses any type of structured Family Meetings. Observe such a meeting if possible. How do the workers engage families in developing goals for themselves? What examples do you see of family-centered practice?
- Talk with social workers who have a reputation for developing rapport with the following people:
 - Young children
 - School age children
 - Adolescents
 - Parents of a different race/ethnicityDiscuss any techniques or strategies they find useful, and observe them during their interviews.
- Ask your field instructor about the various religious/spiritual beliefs that exist in the client population. What issues do you need to consider when interviewing clients with specific religious beliefs? How will the beliefs that you have affect your interactions with clients?
- What are some of the barriers you observe that hinder your clients from receiving the quality services that they need? What can you do to decrease these barriers? Share your thoughts with your field instructor.
- Observe a couple of experienced social workers during case planning. Discuss any techniques or strategies they find useful to empower clients with self-determination during case planning. Share your thoughts with your field instructor.
- Discuss with your field instructor about resistance and how to engage a resistant client. Recognize resistance behaviors and how these behaviors could be expressed as strengths.

- Arrange to observe a day/morning/afternoon in Juvenile Court. Observe at least one of each of the following hearings:
 - Temporary Order of Custody
 - First Hearing
 - Dispositional hearing
 - Review hearing
 - Permanency hearing
 - Adoption
 - Parental rights termination
 - Removal hearing
 - Drug court hearing
 - Criminal court hearing

Keep notes of your observations and questions to discuss with your field instructor. **Note: In most counties these types of hearings are not everyday occurrences and will not always be available to the student during the practicum.**

- If possible, introduce yourself to the District Attorney(s) and Guardian(s) ad litem who you will be working with; Ask them to tell you what are the three most important things you need to do in order to be prepared to handle your cases in court. Find out about the court's relationship with the CASA program (if there is one in your area).
- If possible, introduce yourself to the attorneys who will be representing your clients.
Ask this attorney to tell you what are three of the most important things you need to do to work effectively with an attorney who represents one of your clients.
- If possible, observe a social worker testifying in court. If that is not possible, interview a social worker who has recently testified in court, and ask what that person did to prepare for giving their testimony.
- If possible, introduce yourself to the Juvenile Court Judge. Ask the judge to tell you the three most important things a social worker can do to effectively represent your agency's position regarding a child welfare case in his or her court. Discuss what you learn with your field instructor.
- If possible, go over the requirements and forms to fill out court reports and petitions. Ask a social worker who has a reputation for good writing techniques to tell you how they prepare and write their reports. Then, write up a court report or petition for one of the cases you are working on to share with the social worker who is assigned that case.

- Attend Safety Awareness Training.
- Ask your field instructor to explain the procedures for dealing with threats from clients.
- Make a list of safety tips and “what-to-dos” in each of the following areas and review them with your field instructor:
 - Before leaving the office
 - Dogs
 - Observing the neighborhood surroundings
 - Entering and exiting a residence
 - Drug labs
 - Guns
 - Bugs and other “creepy critters”
 - Assessing a physical threat
 - Anything else you or your field instructor think is important
- Discuss with your field instructor any concerns you may have about your personal safety on the job, and how to relieve your anxieties. (For example: If the student encounters a safety concern, during a home interview, take note of potential safety concerns and think about what the social worker did to minimize/counteract them). Discuss your feelings and what you observed with field instructor.

INTERDISCIPLINARY PRACTICE/COMMUNITY RESOURCES

- Visit or telephone the following, and discuss with them how to best access their services/assistance. Get business cards and/or brochures from the programs and make note of personal contact numbers:
 - Adoption services
 - Area schools
 - Child Advocacy Center
 - Counseling/therapy
 - Court
 - Drug/alcohol abuse treatment programs
 - Day Care
 - Family Preservation
 - Family resource center
 - Family shelter
 - Foster Care
 - Home health
 - Hospital emergency room
 - Housing programs
 - Local police, Juvenile Division
 - Medical services (physician, dentist, optometrist)
 - Mental health practitioners for children/adults
 - Mentor programs/extracurricular activity programs for children (i.e., Girl/Boy Scouts, Boys and Girls Club, Big Brothers/Sisters, etc)
 - Parents as teachers
 - Pregnancy centers
 - Programs and services for migrant and seasonal workers
 - Recreation center
 - Rent/utilities assistance programs
 - Sexual trauma program
 - Shelter or program for domestic violence assistance
 - Substance abuse program for teens/adults
 - Tribal child welfare agency
 - Other (ask your field instructor)

- Find out how to access the paperwork needed for a client to receive financial or food assistance.

CASE PLANNING AND CASE MANAGEMENT

- Learn how cases are reviewed in your unit (i.e., formal case consultations, meeting with a supervisor, etc.) Observe several case reviews. Write about what thoughts, concerns, and questions came up for you during your observations. Discuss these with your field instructor.
- Talk with your field instructor about your role and responsibilities in building professional relationships with your clients. Include in the discussion details regarding your understanding of the appropriate use of authority, providing examples.
- Ask other social workers how they go about closing cases and terminating relationships with parents and/or children.
- Develop a proposed case plan for possible use on an actual case. Discuss your proposed case plan with your field instructor.

At a minimum, the handling of these types of situations should be discussed with the student. The learning tasks may be applied when possible.

- Talk to a social worker about his/her work with substance abusing clients. Have a discussion with the social worker about clues he/she uses to determine whether a client is under the influence of a substance and how they handle it.
- Make a list of at least three specific strategies for interviewing a person who is addicted to a substance.
- Prepare ahead of time for your first home visit with a substance abusing client by asking yourself the following:
 - What specific information do you hope to gain from this visit?
 - What specific screening tools will you use to evaluate the current use of substances by members of this family?
 - What are the specific effects on this child's development has the use of substances by this parent had?
 - What services has the parent been referred to already (if any), and which (if any) are being used?
 - What safety measure(s) do you need to take?
- During and after this experience:
 - Fill out the forms that the agency uses when assessing risk and safety.
 - Write down some notes about your personal reactions (apart from your documentation).
 - Discuss your experience with your field instructor, going over the forms you have filled out.
 - Share your perceptions of how the various family members might have been feeling during the interview.
 - Discuss with your field instructor the cultural considerations in this case.
 - Select some of your own personal feelings and reactions and share them with your field instructor. Discuss how these feelings and reactions could potentially affect your perceptions and decisions and how you came to this conclusion.
- Meet with a local drug and alcohol agency.
- Learn how to use a drug and alcohol screening voucher.

At a minimum, the handling of these types of situations should be discussed with the student. The learning tasks may be applied when possible.

- Observe a social worker on a case to interview a parent who is mentally ill. Discuss the following questions with him/her:
 - What was the diagnosis?
 - What were the parent's behaviors that preceded this diagnosis?
 - How did the parent's condition affect the care of the child?
 - What behaviors did the parent exhibit that were signs of the mental illness?
 - What interviewing techniques did the worker use?

- Ask an experienced social worker about signs to look for when you have reason to believe that a client has a mental illness.

At a minimum, the handling of these types of situations should be discussed with the student. The learning tasks may be applied when possible.

- Discuss with your field instructor how cases involving domestic violence are handled in your area.
- Go over the laws and procedures that pertain to domestic violence and child welfare interventions.
- Find out what special measures, if any, are taken during a domestic violence investigation, such as cooperation with law enforcement.
- After accompanying a social worker on a visit dealing with domestic violence, discuss the following questions with the worker:
 - What were the reasons for the original referral?
 - What factors in this case constituted child maltreatment?
 - What current laws regarding domestic violence and child protective services intervention apply to this case?
 - What behaviors did the child exhibit that indicates the child was maltreated?
 - How does this case present the effects of domestic violence on children?
 - Engage in a discussion regarding the effects of exposure to domestic violence on a child's growth and development.
 - How was each caregiver's behavior abusive or neglectful?
 - What family or other support did the family have?
 - What interventions were used?
 - What strengths did the family possess that could be cultivated?
 - What role did culture play in this case?
- Make a list of at least three specific strategies for interviewing a victim of domestic violence.
- If possible, meet with the Domestic Violence Liaison.

At a minimum, the handling of these types of situations should be discussed with the student. The learning tasks may be applied when possible.

- Discuss with your field instructor how sexual abuse cases are handled in your area. Find out what special measures, if any, are taken during the sexual abuse investigation, such as forensic interviewing, special sex abuse unit, etc.
- Make a list of at least three specific strategies and things to keep in mind when interviewing a child who has been sexually abused.
- Shadow an experienced social worker on a child sexual abuse investigation. During and after the experience:
Write down your reactions to the case.
Select some personal feelings and reactions to share with your field instructor, and discuss how they could potentially affect your perceptions and decisions.
Discuss your observations of the interview with the social worker.
Share your perceptions of how the various family members might have been feeling during the interview.
Fill out the forms the agency uses when assessing risk; go over them with the worker.
Discuss with your field instructor the ethical and cultural considerations in this case.
- Engage in a discussion with your field instructor regarding the effects of sexual abuse on a child's growth and development.
- If possible, observe a Child Advocacy Center.

- If possible, either by yourself, with other practicum students, or other Title IV-E students, prepare a policy brief or newsletter to be distributed to professionals involved in child welfare (i.e. school officials, legislators, social workers, etc.). It should educate professionals with up-to-date information on a topic, as well as provide public officials with valuable information about an issue that can help them justify their vote. For this task, choose a federal, state, or local policy issue of concern to social workers in child welfare. Obtain as much relevant information about the issue as necessary for you to gain a thorough understanding of the key issues involved (i.e., be able to analyze and summarize the issue, as well as the strengths & weaknesses of current or pending legislation directed toward alleviating the problem). It should be approximately two pages, and reflect the:
 - Background of the issue
 - Current status of relevant legislation (if applicable)
 - Legislative options or possible policy alternatives
 - Your specific policy recommendations, and why. If possible, upon completion, review it with your field instructor or professor, and distribute the policy brief/newsletter to all concerned parties.

- Attend research or policy practice workshops at the PCSAO (Public Child Service Association of Ohio) Conference.

- If possible, gain a student subscription to Child Welfare Gateway.

- If possible, ask your field instructor about how research, evaluation, and/or policy formation is conducted at the agency or attend agency trainings and workshops on research or policy practice. Identify the social work ethical and value issues that arise in the different phases of the process, as delineated in the NASW Code of Ethics regarding research. Discuss your experience with your field instructor.

- If possible, conduct a literature review of empirical research in child welfare, including a synthesis of research findings, implications, and area for future research. Articulate the importance of utilizing qualitative and quantitative research findings to provide and improve evidence-based interventions in generalist strengths-based social work practice in the local-to-global continuum. Present your findings to agency workers or your field instructor.

- Ask your field instructor to point out a social worker to you who is skilled at time management. Interview this social worker about his or her system for task management: how the worker keeps his/her calendar and daily schedule organized, keeps track of documentation in the field, organizes and uses forms, etc.
- Develop your own system of filing and field “tool kit” with important resources and forms.
- Use a calendar, day planner, or schedule to help you with organization and time management skills.
- The first thing one morning, ask a social worker for a list of all the things the social worker has to do for that day. Prioritize them for the social worker and compare them with the social worker to see if you both list the same priorities.
- If possible, review the Learning Style Inventory and discuss with your field instructor.
- Read information on Worker Stages of Development and discuss with your field instructor.
- Document how you spend your time during a given week (Monday through Sunday). Notice how much time you devote to your studies, the field practicum, family and friends, and alone time. Are you able to effectively balance school, work, family, friends, alone time, and extra-curricular activities? Ask your field instructor how they balance their time in given week. Discuss your time management skills with other field practicum students and your field instructor.

- If possible, attend a stress management workshop or training.
- Write down your responses to the following questions:
 - What are three things that are personally satisfying to you about working in child welfare?
 - What can you do every day to stay in touch with these motivations?
 - What helps you to relieve stress?
 - What can you do to “stick up for yourself” when you think that there are too many demands being placed upon you?
 - Make a list of three people you can talk to if and when you have a strong emotional response to a situation at your practicum/work.
 - Do you value taking care of your physical and emotional well-being? What about when there is a conflict?
- Ask a mentor, other social workers, your field instructor, practicum students, or other UPP students what they do to handle stress.
- Design a personalized plan for how you are going to take care of yourself starting today! Make a list of positive resources that you can use to relieve stress.
- Keep a journal to document times when you feel stressed during the field practicum. Be aware and document all of your behaviors (positive and negative) during times when you feel stressed. Highlight what your thoughts, feelings, and emotions were during each event and how you handled the stress. What resources did you use to help reduce the stress? Did you use positive or negative coping skills or both? Did you contact anyone during the time when you were feeling stressed? If so, who did you contact and why? Analyze these coping strategies within the context of professional development of self care.
- Find a book, resource, or evidence-based research article about stress management to read (for example: Daniel Goleman's Emotional Intelligence, 1995, Social Work Journal, or National Association of Social Workers.) You can also ask your field instructor for resources on the topic. Critically analyze your stress management skills with evidence-based research and literature on the topic.

- Discuss with your field instructor about formal and informal supervision. Define and set up a supervision schedule for formal supervision. Define where and how and with whom informal supervision occurs.
- Attend agency trainings and discuss your experience with your field instructor.
- Define and discuss professional behavior with social work best practice principles with your field instructor.
- Define and give examples of personal and professional social work boundaries with your field instructor.
- Define and discuss the importance of networking and demonstrate skills within in the agency or during trainings with your field instructor.
- Define and discuss self awareness with your field instructor.
- Talk with your field instructor about your role and responsibilities in building professional relationships with your clients. Include in the discussion details regarding your understanding of the appropriate use of authority, providing examples.

VISITING OTHER AGENCIES/DEPARTMENTS

Ask your field instructor to help you arrange to spend a morning, afternoon, or entire day at the following agencies. If possible, complete the tasks listed under each agency or add specific tasks based on your agency resources. You can also add additional agencies to visit and tasks to complete. Critically examine each agency with regard to social work values, principles, and ethic. Write down your observations and questions, and discuss them with your field instructor.

FAMILY PRESERVATION

- Observe a case plan.
- Accompany various social workers and observe how they interact with clients, as well as the issues that are covered during a session. Are there any techniques they use for interacting with clients that you would adopt?
- Practice what you would say to a client of your own to explain the role of family preservation in their case.

FOSTER CARE

- Attend a case plan with a foster care worker.
- Attend a court hearing with a foster care worker, and ask about the court process when a child in foster care is involved.
- Accompany a foster care worker on an appointment or meeting that a child on his/her caseload may have (i.e., doctor or therapy appointment, IEP meeting, etc.)
- Observe a supervised family visit with a child who is in placement. Assess the visit for its effect upon the child. Find out what the standards are to allow for unsupervised visits.
- Discuss the issues with a foster care worker surrounding a youth who is aging out of the system.

VISITING OTHER AGENCIES/DEPARTMENTS (cont.)

- Talk with a foster care worker about the developmental and cultural factors involved in the placement of each child.
- Accompany a foster care worker to observe a home assessment.
- Accompany a foster care worker and observe his/her interactions with a relative or foster caregiver. Discuss with the worker his/her style of working with the caregiver.
- If this worker's style appeals to you, try it out, or combine it with your own style by interviewing a foster or adoptive parent.
- Accompany an experienced social worker while the worker visits a teenage child in placement. Discuss the issues that the caregiver is facing. Talk about what the child's needs are and how the social worker interacts with the caregiver concerning the child's needs.
- Find out about what the process is for guardianship to be granted to a relative or other caregiver.
- Ask about the processes of reintegration with the family, termination of parental rights, and when a child ages out of the system.
- Interview a social worker who has a child placed out of state. Discuss how laws and procedures affect the case.
- Talk with a practicum student to find out about his or her experiences with the child welfare system. Set up a time to shadow each other at practicum. How are your experiences different/similar?
- Practice what you would say to a client of your own when explaining the role of foster care in their case.

ADOPTION

- Observe a case plan.
- Attend an adoption selection staffing.
- Observe a family visit.
- Find out if other students are in practicum at the agency and set up a day to shadow each other. How are your experiences similar/different? How did your time influence your own practice at your practicum?

CHILD ADVOCACY CENTER

- Ask the social workers about their roles at the center, and how to access their services.
If possible, observe at least one interview of a child who has experienced severe physical or sexual abuse. Make note of the interviewing techniques and how you can incorporate them into your own practice.

OTHER PCSA OFFICES

- Spend time with a child welfare administrator, if possible. What are the administrative activities that occur? How is a “typical day” for an administrator different/similar to that of a child welfare case worker?
- Spend time at an office that is in an area whose population is very different from yours. For example, if you are in a suburban or rural area, spend the day in an urban area, or vice versa. What are the differences and similarities between this office and client population and your office and the clients you serve?
- Spend time at an office that is in an area whose population is very different from yours. Identify the differences in group development, organizational behavior and structure, and concepts of community functioning.

JUVENILE INTAKE AND ASSESSMENT CENTER

- Observe several admission and assessment processes.
What are your reactions/observations?
What types of behavior did the children exhibit?
How were the children treated throughout the intake process?

CASA

- Explore CASA's website, www.casenet.org if you are not already familiar with the CASA program.
- Spend time with a CASA program supervisor or volunteer coordinator. That person can provide an overview of the CASA perspective, their role with interested parties, and their relationship with professionals. Find out about the screening and training requirements required before a volunteer is assigned a case.
- Try to meet with a CASA volunteer to find out about their experiences with the children, courts, and social services.
The relationship between CASA and child welfare sometimes becomes contentious when there is a difference of opinion or recommendation to the court. Ask about what some of those problems have been.
- Find out about the role of a CASA volunteer as an independent observer/reporter, and how you as a future child welfare worker can work to alleviate those contentions.
- Attend a CASA volunteer training session.

OTHER AGENCIES

- Meet with Community Service Workers, Agency and Public Health Nurses, Children's Hospital, Mental Health Crisis providers, Police, Health department liaisons, etc.
 - Review Community Directory/Community Resources.
 - Learn how to access Bus passes and Toke notes for clients.
 - Learn about the greater community.
 - Meet with Court Liaisons and Attorneys, Juvenile Court, and Drug Court representatives.
 - Review (Ohio Department of Job and Family Services) ODJFS/1616, Voluntary Agreement for Care, and Court filing packet.
 - Research a community service and provide a presentation to the unit.

This section of the Practicum Handbook is designed to help you and your field instructor complete your school's learning contract requirements. It can be adapted to the learning contract of any university. This portion is not exhaustive; there are more tasks in the handbook that will fulfill a learning contract requirement than those listed. Items can also be added under the bolded topics based on the resources available at each agency. These are merely suggestions to aid you. In fact, many of the tasks can be applied to more than one learning contract requirement. The page number is included at the end of each task to help you locate it in the handbook.

PROFESSIONAL LEARNING

Identify and describe the basic components of professional behavior and demonstrate these behaviors in his/her agency.

- Locate the agency Policy and Procedure Manual. Review each section's table of contents. Request a reading assignment of pertinent sections from your field instructor. Read and discuss them with your field instructor. How do these policies and procedures affect service delivery to your clients? (page 5)
- Describe the essential components of an effective investigative interview to your field instructor. Shadow or, under close supervision, conduct an interview using these essential components. Discuss these concepts with your field instructor. (page 11)
- Ask your field instructor to point out a social worker to you who is skilled at time management. Interview this social worker about his or her system for task management: how the worker keeps his/her calendar and daily schedule organized, keeps track of documentation in the field, organizes and uses forms, etc. (page 23)

Demonstrate the ability to utilize verbal and written communication skills that are consistent with the profession and the agency.

- Using developmentally appropriate questions, interview the following while being observed by an experienced worker or your field instructor (or observe an experienced social worker interviewing the following):
 - Child under age 6
 - School-aged child
 - Adolescent
 - Child victim of physical abuse
 - Child who has witnessed domestic violence
 - Adult substance abuser or other adult (page 10)
- Go over the requirements and forms to fill out court reports and petitions. Ask a social worker who has a reputation for good writing techniques to tell you how they prepare and write their reports. Then, write up a court report or petition for

one of the cases you are working on to share with the social worker who is assigned that case. (page 14)

- Develop a proposed case plan for possible use on an actual case. Discuss your proposed case plan with your field instructor. (page 17)

Demonstrate active responsibility for own learning through such activities as development of the Individual Field Learning Contract, preparation and use of field instruction, and application of relevant classroom material to the field practicum.

- Review your list of characteristics that exemplify healthy moral development in children of different ages (see Human Development Issues). Ask an experienced social worker to tell you about their observation of a child he or she has been involved with for a period of time. How has this maltreatment had an affect upon the moral, emotional, and physical development of this child as he or she has aged? (page 8)
- Observe a child being interviewed or, under close supervision, conduct an interview with a child. Make a list of at least three specific strategies for interviewing a child who has been maltreated that may be of help to you. (page 11)
- After accompanying an experienced social worker (one that has been designated as a mentor or approved by the field instructor) on an initial interview do the following: Discuss your observations with the social worker. Share your perceptions of how the various family members might have been feeling during the interview. Share your personal feelings and reactions, and how they could potentially affect your own perceptions and decisions. Conduct your own brief developmental assessment of the child and family system. Discuss your assessment with the worker. Fill out your own mock forms the agency uses throughout an investigation (i.e. logs, safety plan, referral forms, etc.); go over them with both the social worker and your field instructor. (Go through this process on at least 5 different cases by either shadowing or conducting your own interviews under close supervision, page 11)
- Prepare ahead of time for your first home visit with a substance abusing client by asking yourself the following:
 - What specific information do you hope to gain from this visit?
 - What specific screening tools will you use to evaluate the current use of substances by members of this family?
 - What are the specific effects on this child's development has the use of substances by this parent had?
 - What services has the parent been referred to already (if any), and which (if any) are being used?
 - What safety measure(s) do you need to take? (page 18)

- After accompanying a social worker on a visit dealing with domestic violence, discuss the following questions with the worker:
 - What were the reasons for the original referral?
 - What factors in this case constituted child maltreatment?
 - What current laws regarding domestic violence and child protective services intervention apply to this case?
 - What behaviors did the child exhibit that indicates the child was maltreated?
 - How does this case present the effects of domestic violence on children?
 - Engage in a discussion regarding the effects of exposure to domestic violence on a child's growth and development.
 - How was each caregiver's behavior abusive or neglectful?
 - What family or other support did the family have?
 - What interventions were used?
 - What strengths did the family possess that could be cultivated?
 - What role did culture play in this case? (page 20)

Identify and describe the components of the NASW Code of Ethics and demonstrate a beginning understanding of how the Code of Ethics is applied to work with clients and within the agency.

- The entire section of Social Work Values, Ethics, and Confidentiality. (page 6)

Demonstrate the ability to critically analyze his/her own practice and apply this understanding to the use of self in the intervention process.

- After accompanying an experienced social worker (one that has been designated as a mentor or approved by the field instructor) on an initial interview do the following: Discuss your observations with the social worker. Share your perceptions of how the various family members might have been feeling during the interview. Share your personal feelings and reactions, and how they could potentially affect your own perceptions and decisions. (page 11)
- In a case you have observed or read about, determine two ways in which the family dealt with the crisis that is either different or the same as the culture in which you were raised. (page 12)
- Recall a situation where you had to deal with a crisis. Write about your style of handling this event. What specific things were successful or detrimental to the situation as you look back on it now? What have you learned from your practicum that would have helped you handle the situation differently? (page 12)
- Ask your field instructor about the various religious/spiritual beliefs that exist in the client population. What issues do you need to consider when interviewing clients with specific religious beliefs? How will the beliefs that you have affect your interactions with clients? (page 13)

Demonstrate an ability to effectively utilize supervision to apply the knowledge, values and practice skills needed to enhance the well being of people.

- Using developmentally appropriate questions, interview the following while being observed by an experienced social worker or your field instructor (or observe an experienced social worker interviewing the following):
 - Child under age 6
 - School-aged child
 - Adolescent
 - Child victim of physical abuse
 - Child who has witnessed domestic violence
 - Adult substance abuser or other adult (page 10)
- Observe an experienced social worker interview a client whom they know is resistant or difficult to interview.
Observe what the social worker does to engage with the client.
Discuss with the worker his/her strategies for engaging with the client.
What behaviors did you recognize that communicated resistance?
Discuss how the verbal and behavioral resistance expressed by this client could be viewed as a strength. (page 13)
- Talk with your field instructor about your role and responsibilities in building professional relationships with your clients. Include in the discussion details regarding your understanding of the appropriate use of authority, providing examples. (page 17)
- Prepare ahead of time for your first home visit with a substance abusing client by asking yourself the following:
What specific information do you hope to gain from this visit?
What specific screening tools will you use to evaluate the current use of substances by members of this family?
What are the specific effects on this child's development has the use of substances by this parent had?
What services has the parent been referred to already (if any), and which (if any) are being used?
What safety measure(s) do you need to take? (page 18)
- During and after this experience:
Fill out the forms that the agency uses when assessing risk and safety.
Write down some notes about your personal reactions (apart from your documentation).
Discuss your experience with your field instructor, going over the forms you have filled out.
Share your perceptions of how the various family members might have been feeling during the interview.
Discuss with your field instructor the cultural considerations in this case.

Select some of your own personal feelings and reactions and share them with your field instructor. Discuss how these feelings and reactions could potentially affect your perceptions and decisions. (page 18)

DIRECT PRACTICE

Demonstrate the ability, under supervision, to work effectively with individuals, families and groups throughout all phases of the helping process.

- Using developmentally appropriate questions, interview the following while being observed by an experienced social worker or your field instructor (or observe an experienced social worker interviewing the following):
 - Child under age 6
 - School-aged child
 - Adolescent
 - Child victim of physical abuse
 - Child who has witnessed domestic violence
 - Adult substance abuser or other adult (page 10)
- Based on your classroom of field instruction, make a list of three things you can attempt in a crisis to de-escalate anger. Ask other social workers about how they have handled a client's anger during various cases. What techniques did they use? Were they effective? (page 12)
- Observe an experienced social worker interview a client whom they know is resistant or difficult to interview.
Observe what the social worker does to engage with the client.
Discuss with the worker his/her strategies for engaging with the client.
What behaviors did you recognize that communicated resistance?
Discuss how the verbal and behavioral resistance expressed by this client could be viewed as a strength. (page 13)
- Talk with your field instructor about your role and responsibilities in building professional relationships with your clients. Include in the discussion details regarding your understanding of the appropriate use of authority, providing examples. (page 17)
- Ask other social workers how they go about closing cases and terminating relationships with parents and/or children. (page 17)

Demonstrate the ability to establish effective working relationships with individuals, families and groups as well as members of communities and organizations.

- Using developmentally appropriate questions, interview the following while being observed by an experienced social worker or your field instructor (or observe an experienced social worker interviewing the following):
 - Child under age 6
 - School-aged child
 - Adolescent
 - Child victim of physical abuse
 - Child who has witnessed domestic violence

- Adult substance abuser or other adult (page 10)
- Observe an experienced social worker interview a client whom they know is resistant or difficult to interview. Observe what the worker does to engage with the client.
Discuss with the worker his/her strategies for engaging with the client.
What behaviors did you recognize that communicated resistance?
Discuss how the verbal and behavioral resistance expressed by this client could be viewed as a strength. (page 13)
- Talk with your field instructor about your role and responsibilities in building professional relationships with your clients. Include in the discussion details regarding your understanding of the appropriate use of authority, providing examples. (page 17)
- Visit or telephone the following, and discuss with them how to best access their services/assistance. Get business cards and/or brochures from the programs and make note of personal contact numbers: [list omitted to save space] (page 16)
- If possible, introduce yourself to the District Attorney(s) and Guardian(s) ad litem who you will be working with.
Ask them to tell you what are the three most important things you need to do in order to be prepared to handle your cases in court.
Find out about the court's relationship with the CASA program (if there is one in your area). (page 14)
- If possible, introduce yourself to the attorneys who will be representing your clients. Ask this attorney to tell you what are three of the most important things you need to do to work effectively with an attorney who represents one of your clients. (page 14)
- If possible, introduce yourself to the Juvenile Court Judge. Ask the judge to tell you the three most important things a social worker can do to effectively represent your agency's position regarding a child welfare case in his or her court. Discuss what you learn with your field instructor. (page 14)
- The entire Visiting Other Agencies section (pages 26-29)

Demonstrate the ability to work collaboratively with other staff and agencies in facilitating client access and use of needed resources.

- Visit or telephone the following, and discuss with them how to best access their services/assistance. Get business cards and/or brochures from the programs and make note of personal contact numbers: [list omitted to save space] (page 16)
- If possible, introduce yourself to the District Attorney(s) and Guardian(s) ad litem who you will be working with.
Ask them to tell you what are the three most important things you need to do in order to be prepared to handle your cases in court.

Find out about the court's relationship with the CASA program (if there is one in your area). (page 14)

- If possible, introduce yourself to the attorneys who will be representing your clients. Ask this attorney to tell you what are three of the most important things you need to do to work effectively with an attorney who represents one of your clients. (page 14)
- If possible, introduce yourself to the Juvenile Court Judge. Ask the judge to tell you the three most important things a social worker can do to effectively represent your agency's position regarding a child welfare case in his or her court. Discuss what you learn with your field instructor. (page 14)
- The entire Visiting Other Agencies section (pages 26-29)

Demonstrate an ability to utilize theoretical knowledge to complete bio-psycho-social assessments, utilizing a strengths perspective on client systems of varying sizes.

- After accompanying an experienced social worker (one that has been designated as a mentor or approved by the field instructor) on an initial interview of a same day or 72 hour investigation, do the following: Discuss your observations with the social worker.
Share your perceptions of how the various family members might have been feeling during the interview.
Share your personal feelings and reactions, and how they could potentially affect your own perceptions and decisions.
Conduct your own brief developmental assessment of the child and family system. Discuss your assessment with the worker.
Fill out your own mock forms the agency uses throughout an investigation (i.e. logs, safety plan, referral forms, etc.); go over them with both the social worker and your field instructor.
(Go through this process on at least 5 different cases by either shadowing or conducting your own interviews under close supervision, page 11)

Demonstrate the ability to understand clients who have experienced societal and institutional oppression based on race, ethnicity, class, economic status, age, gender, sexual orientation, or other characteristics and to work effectively with clients who have experienced these conditions to enhance their well being.

- Seek out a social worker from whom you feel you can learn more about cultural competency. Ask if they would be comfortable in discussing with you how personal values and cultural background could influence perceptions of parenting issues. (page 7)
- Have a discussion with your field instructor about how racial discrimination and economic oppression can affect a family's response to agency intervention.

Discuss what you can do to address a family's perception of racism in the system. (page 7)

- Ask your field instructor which immigrant populations you will be working with in your area. What specific cultural considerations do you need to be aware of? Discuss how new immigrant families can be affected by child welfare intervention. Discuss how you as a worker can deal with these issues and provide required intervention on behalf of the child. (page 7)
- Participate in a discussion regarding how a child's loss of cultural ties to family/community/tribe could potentially affect a child's growth and development. How can family connections be maintained? (page 8)
- In a case you have observed or read about, determine two ways in which the family dealt with the crisis that is either different or the same as the culture in which you were raised. (page 12)
- Talk with a foster care worker about the developmental and cultural factors involved in the placement of each child. (page 27)

Utilize the NASW Code of Ethics as a guide to working with client systems of all sizes.

- The entire section of Social Work Values, Ethics, and Confidentiality. (page 6)

COMMUNITY AND ORGANIZATIONAL PRACTICE

Identify and describe how policies are formulated and enacted within the agency through formal and informal means and how these policies impact the delivery of services within the field practicum agency.

- Locate the agency Policy and Procedure Manual.
Review each section's table of contents.
Request a reading assignment of pertinent sections from your field instructor.
Read and discuss them with your field instructor.
How do these policies and procedures affect service delivery to your clients?
(page 5)

Identify and describe how social policies are formulated and enacted at the state and federal level, how these policies impact the delivery of services within the agency, and demonstrate the ability to critique existing policies at various levels through the values articulated in the NASW Code of Ethics.

- Locate the agency Policy and Procedure Manual.
Review each section's table of contents.
Request a reading assignment of pertinent sections from your field instructor.
Read and discuss them with your field instructor.
How do these policies and procedures affect service delivery to your clients?
(page 5)

Demonstrate the ability to establish effective working relationships and work effectively as a member of interagency and community work groups, under professional supervision.

- Visit or telephone the following, and discuss with them how to best access their services/assistance. Get business cards and/or brochures from the programs and make note of personal contact numbers: [list omitted to save space] (page 16)
- If possible, introduce yourself to the District Attorney(s) and Guardian(s) ad litem who you will be working with.
Ask them to tell you what are the three most important things you need to do in order to be prepared to handle your cases in court.
Find out about the court's relationship with the CASA program (if there is one in your area). (page 14)
- Introduce yourself to the attorneys who will be representing your clients.
Ask this attorney to tell you what are three of the most important things you need to do to work effectively with an attorney who represents one of your clients. (page 14)
- If possible, introduce yourself to the Juvenile Court Judge. Ask the judge to tell you the three most important things a social worker can do to effectively represent your agency's position regarding a child welfare case in his or her court. Discuss what you learn with your field instructor. (page 14)
- The entire Visiting Other Agencies section (pages 26-29)

Demonstrate an ability to utilize theoretical knowledge to complete a comprehensive assessment of an issue of importance to the agency and/or the community, utilizing the strengths perspective.

- Make a list of the effects of child maltreatment such as disturbances of attachment, child trauma, and/or substance abuse on a(n):
 - Infant
 - preschool age child
 - school-age child
 - adolescent (page 10)
- If possible, either by yourself, with other practicum students, or other Title IV-E students, prepare a policy brief or newsletter to be distributed to professionals involved in child welfare (i.e. school officials, legislators, social workers, etc.). It should educate professionals with up-to-date information on a topic, as well as provide public officials with valuable information about an issue that can help them justify their vote. For this task, choose a federal, state, or local policy issue of concern to social workers in child welfare. Obtain as much relevant information about the issue as necessary for you to gain a thorough understanding of the key issues involved (i.e., be able to analyze and summarize the issue, as well as the strengths & weaknesses of current or pending legislation

directed toward alleviating the problem). It should be approximately two pages, and reflect the:

- Background of the issue
- Current status of relevant legislation (if applicable)
- Legislative options or possible policy alternatives
- Your specific policy recommendations, and why.

Upon completion, review it with your field instructor or professor, and distribute the policy brief/newsletter to all concerned parties. (page 22)

Identify and describe the societal and institutional conditions that both lead to the oppression of and give privilege to clients based on race, ethnicity, class, economic status, age, gender, sexual orientation and other personal characteristics, and demonstrate an ability to analyze how agency policies and practices facilitate or impede effective provision of services to clients who have experienced these conditions.

- Have a discussion with your field instructor about how racial discrimination and economic oppression can affect a family's response to agency intervention. Discuss what you can do to address a family's perception of racism in the system. (page 7)
- Locate the agency Policy and Procedure Manual. Review each section's table of contents. Request a reading assignment of pertinent sections from your field instructor. Read and discuss them with your field instructor. How do these policies and procedures affect service delivery to your clients? (page 5)

Utilize the NASW Code of Ethics as a guide to working with staff of organizations, members of the community and agency staff.

- The entire section of Social Work Values, Ethics, and Confidentiality (page 6)
- The entire Visiting Other Agencies section (pages 26-29)

RESEARCH AND POLICY PRACTICE

Demonstrate the ability to consume research that contributes to the development of social work theory and practice.

- If possible, either by yourself, with other practicum students, or other Title IV-E students, prepare a policy brief or newsletter to be distributed to professionals involved in child welfare (i.e. school officials, legislators, social workers, etc.). It should educate professionals with up-to-date information on a topic, as well as provide public officials with valuable information about an issue that can help them justify their vote. For this task, choose a federal, state, or local policy issue of concern to social workers in child welfare. Obtain as much relevant information about the issue as necessary for you to gain a thorough understanding of the key issues involved (i.e., be able to analyze and summarize the issue, as well as the strengths & weaknesses of current or pending legislation

directed toward alleviating the problem). It should be approximately two pages, and reflect the:

- Background of the issue
- Current status of relevant legislation (if applicable)
- Legislative options or possible policy alternatives
- Your specific policy recommendations, and why. (page 22)

Demonstrate the ability to evaluate the effectiveness of their own practice with client systems of various sizes.

- Review your copy of the NASW Code of Ethics. (page 6)
- Using developmentally appropriate questions, interview the following while being observed by an experienced worker or your field instructor (or observe an experienced social worker interviewing the following):
 - Child under age 6
 - School-aged child
 - Adolescent
 - Child victim of physical abuse
 - Child who has witnessed domestic violence
 - Adult substance abuser or other adult (page 10)
- Talk with your field instructor about your role and responsibilities in building professional relationships with your clients. Include in the discussion details regarding your understanding of the appropriate use of authority, providing examples. (page 17)

Demonstrate the ability to influence the development of social policy.

- The entire section of Research and Policy Practice. (page 22)