



2026-2027

Handouts to Accompany the
LIVE Webinar
Student Practicum Education Orientation

For Foundation and Advanced Standing Students

Office of Practicum Education

Dear Social Work Student,

CONGRATULATIONS on your acceptance for a practicum placement for the 2026-2027 academic year! Your practicum is an integral part of your social work education and it will provide you with experiences to integrate classroom content and the opportunity to develop social work competencies. The Office of Practicum Education has prepared the Student Practicum Education Orientation to provide you with all the information you need to begin your practicum experience. The Student Practicum Education Orientation is mandatory and includes information required as a condition of agency affiliation agreements.

The Student Practicum Education Orientation is comprised of two parts. **Part 1** a “live virtual meeting” Student Practicum Education Orientation and **Part 2** is your review of two videos prior to beginning your practicum.

PART 1: LIVE VIRTUAL MEETING/ Mandatory Student Practicum Education Orientation. Attendance is mandatory to attend either the FOUNDATION STUDENT or ADVANCED STANDING STUDENT orientation sessions of the Student Practicum Education Orientation, which will be a live webinar. Register for one of the sessions offered below. During the live webinar/ Student Practicum Education Orientation, you will meet the faculty of the Office of Practicum Education, review important information concerning practicum expectations, assignments, safety, the Code of Conduct and you can ask any questions. Students will be expected to attend the entire session. (Please note: in addition to attending a virtual Practicum Orientation session, Foundation students are also required to participate in the Learning Lab.)

New admits, transfers, and part-time students entering practicum for the first time are required to attend Practicum Education Orientation on one of the following dates:

FOUNDATION STUDENTS: Tuesday, August 25 ---8:45 am to 12:45 pm

ADVANCED STANDING STUENTS: Thursday, August 27 ---9:00 am to 12:00 pm

Note: The *Student Practicum Education Orientation* is different from the *ALL-SCHOOL SSW's New Student Orientation* being held in person on August 17 for students completing the MSW Program at the Baltimore location and on August 18 for students completing the MSW Program at Shady Grove and in the Online Program.

PART 2: Prior to your beginning of your practicum, review the two videos posted on the SSW website. You may access the videos by going to the *Practicum Education* page on the SSW website under the Practicum Orientation & Learning Lab tab <https://www.ssw.umaryland.edu/practicum/practicum-orientation--learning-lab/>

Upon completion of viewing the **TWO** required videos, **students will need to verify completion of this requirement on their Code of Conduct in their Electronic Practicum Notebook (EPN).**

PRACTICUM EDUCATION ORIENTATION VIDEOS

Ethical Responsibilities, Code of Conduct, and Safety

Use of Self: Compassion Satisfaction and Compassion Fatigue

If you have any questions, email us at the Office of Practicum Education general email: practicum@ssw.umaryland.edu OR call our main phone line: 410-706-7187.

The Office of Practicum Education extends best wishes
for a successful practicum year!

2026 Live Webinar Student Orientation to Practicum Education Agenda

Foundation Students

Tuesday, August 25: 8:45 am to 12:45 pm

Notes: Attendance will be taken through the system
Submit questions to the Q and A tab and they will be answered at designated times.

8:45 am **Welcome & Greetings:** Laura Loessner, MSW, LICSW, LCSW-C
Clinical Associate Professor, Director of Practicum Education

Meet the Office of Practicum Education

Pretest (Use QR Code and Links)

What to Expect in Foundation Practicum

Denise Chop, MSW, LCSW-C, SSW Assoc. Professor, Practicum Coordinator
Angela Jachelski, MSW, LMSW, SSW Asst. Professor, Practicum Coordinator

Foundation Practicum Seminar

Laura Loessner, MSW, LICSW, LCSW-C

Answer General Questions submitted in Q and A

10:45 am to 10:55 am Break

10:55 am **Resources, Safety, and Code of Conduct**

Gisele Ferretto, MSW, LCSW-C, SSW Assoc. Professor, Manager of Practicum
Education Training

Review Asynchronous Assignments & Learning Lab Agenda

Esther Carlson, MSW, LCSW-C, SSW Asst. Professor, Practicum Coordinator

Practicum Instructor Panel: Perspectives from Agency Partners

Caron Cox-Branch, MSW, LCSW-C, SSW Asst. Professor, Practicum Coordinator
Madge Henderson, MSW, LCSW-C, SSW Assoc. Professor, Practicum Coordinator

12:30 pm to 12:45 pm Answer General Questions submitted in Q and A

See you in person at Learning Lab!

2026 Live Webinar Student Orientation to Practicum Education Agenda

Advanced Standing Students

Thursday August 27, 2026 9:00 am to 12:00pm

Note: Students are expected to participate with video and audio connection.

9:00 am

Welcome and Greetings

Laura Loessner, MSW, LICSW, LCSW-C
Clinical Associate Professor, Director of Practicum Education

Meet the Office of Practicum Education

Practicum is a Course: Laura Loessner, MSW, LICSW, LCSW-C

What to Expect AT and FROM the Practicum Experience

Caron Cox-Branch, MSW, LCSW-C and Madge Henderson, MSW, LCSW-C

Resources & Instructions for Safety Checklist and Code of Conduct

Gisele Ferretto, MSW, LCSW-C

10:50 am to 11:00 am BREAK

11:00 am to 12:00 pm Discussion (Small Groups):

- Introduce yourself to faculty and other students
- Open question session for any questions on the On-line Practicum Education Videos
- Review of Individual/Clinical Process Recording Outline
- Review of Macro Process Recording Outline
- Practice Activity: Process Recording
- Review of Professional Code of Conduct
- Practice Activity: Code of Conduct Practicum Education Scenarios

Small Group Assignments

Group 1: Esther Carlson, MSW, LCSW-C

Group 2: Denise Chop, MSW, LCSW-C

Group 3: Caron Cox-Branch, MSW, LCSW-C

Group 4: Gisele Ferretto, MSW, LCSW-C

Group 5: Kenya Hall, DSW, LCSW-C

Group 6: Madge Henderson, MSW, LCSW-C

Group 7: Angela Jachelski, MSW, LMSW

Group 8: Laura Loessner, MSW, LICSW, LCSW-C

Wishing you a successful academic year in your practicum placement!

Office of Practicum Education

<http://www.ssw.umaryland.edu/practicum-education/>

The Office of Practicum Education (OFE) is responsible for the development of practicum placement sites, the placement of students, and for the ongoing monitoring of the practicum education program. The OFE provides orientations and workshops for students and practicum instructors, as well as ongoing support and assistance to faculty practicum liaisons, students, and practicum instructors as needed. Our OFE personnel are dedicated social work professionals with a diverse range of expertise and professional social work experience.

Contact us: practicum@ssw.umaryland.edu; 410-706-7187; and on the 5th floor at the SSW (Baltimore and Shady Grove campuses.)

Definitions of Frequently Used Practicum Education Terms

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Types of Practicums: Foundation and Advanced (Advanced Clinical or Advanced LPSC-Leadership, Policy, and Social Change). Advanced students may select an *extended schedule* to remain in practicum to the end of July; going 2 days per week instead of 3 days.

SSW Practicum Coordinator: The person in the practicum education office who carefully assesses each application, educational course of study, and learning needs then assigns each student a specific practicum placement. (*Site Coordinator* is the agency contact/connection with the SSW practicum coordinator.) Contact them throughout the year if the liaison can't answer questions.

Practicum Instructor: Social Worker onsite at the agency who teaches students throughout the year at a practicum placement. Provides students with regular feedback, weekly supervision, review and comments on all paperwork; assign tasks, complete an assessment/ evaluation of progress at mid-semester and the end of each semester. All student activities at the agency fall under their supervision and their social work license.

Task Supervisor: Some practicum sites use a Task Supervision Model of Practicum Education. The Task Supervisor is the agency staff member that is assigned to assist students in learning the activities in the learning agreement. The task supervisor carries the responsibility for the client system and "shares" various case activities with students.

Faculty Liaison: The person hired by UMB to monitor the student's progress in practicum; Connection between the practicum instructor, student and UMB. If issues arise, students, and/or practicum instructors may seek guidance from their liaison. They support the placement and review work submitted in the EPN and issue grades for students in practicum.

EPN: Electronic Practicum Notebook: the online system through which students submit their assignments, receive feedback from their practicum instructors, and keep their liaison informed of their progress.

Competencies: Nine Social Work Competencies identify the essential skills and behaviors that encompasses and describe the essence of Professional Social Work Practice.

Behaviors: Observable actions that demonstrate an integration of knowledge, values, skills, cognitive and affective processes that comprise the competency.

Learning Agreement: The *educational plan* that is developed between the student and their practicum instructor and approved by the Practicum Liaison. It is a collaborative process that describes the specific activities, tasks, and assignments the student will perform to achieve competencies.

Student Assessment: "Evaluation" a practicum instructor completes at mid-semester and at the end of each semester to provide written feedback on student's progress on the development of behaviors for each competency.

Learning Activities: Learning activities are assignments/tasks that provide students with the opportunity to develop and demonstrate their attainment of behaviors related to the 9 social work competencies.

CSWE: Council on Social Work Education

EPAS: Educational Policy and Accreditation Standards

NASW Code of Ethics: The guide for professional conduct of social workers.

The goal of the practicum education program is to prepare competent professional social workers. To that end, the program is guided by the Council on Social Work Education (CSWE) competencies that MSW students acquire in a Masters' program. Each social work competency identifies the behavior(s) students develop and practice in the classroom and at their practicum. Below are listed the 9 social work competencies and their corresponding competencies for foundation generalist, clinical advanced, and LPSC advanced.

For more details concerning these behaviors, you also may refer to the practicum syllabi in the appendix of the practicum education manual (for foundation, advanced clinical, and advanced LPSC). Here is the link to the 2026/2027 Practicum Manual <https://www.ssw.umaryland.edu/practicum/practicum-calendar--manual/>

Council on Social Work Education (CSWE) 2022 EPAS

9 Social Work Competencies with 20 Foundation Generalist Behaviors 14 Clinical Advanced Behaviors

17 LPSC (Leadership, Policy, and Social Change) Advanced Behaviors

Note: CSWE identifies all 20 Foundation behaviors and the SSW identifies all advanced behaviors.

Competencies: Nine Social Work Competencies identify the essential skills and behaviors that encompasses and describe the essence of Professional Social Work Practice.

Behaviors: Observable actions that demonstrate an integration of knowledge, values, skills, and cognitive and affective processes that comprise the competency.

Competency #1		
Demonstrate Ethical and Professional Behavior		
Foundation Behaviors	1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
	1.2	Demonstrate professional behavior; appearance; and oral, written, and electronic communication.
	1.3	Use technology ethically and appropriately to facilitate practice outcomes.
	1.4	Use supervision and consultation to guide professional judgment and behavior.
Advanced Clinical Behavior	1.1 CL	Accurately document client interactions, interventions, and progress in a clear, concise, strengths-based, and ethical manner.
	1.2 CL	Apply professional social work ethics and laws to address ethical dilemmas arising in the context of clinical practice.
Advanced LPSC Behaviors	1.1 LPSC	Conduct one's self professionally while engaging in a variety of LPSC professional roles (e.g., facilitator, leader, broker, organizer, negotiator, educator, researcher or manager) as appropriate for the practice setting.
	1.2 LPSC	Employ strategies of ethical reasoning and problem solving in assessment, intervention, and evaluation of organization, community, and policy practice.
	1.3 LPSC	Communicate information in a manner that is appropriate for the target audience and for the medium of choice (e.g., advocacy brief, social media, budget, grant proposal, presentation, etc.)
Competency #2		
Advance Human Rights and Social, Racial, Economic, and Environmental Justice		

Foundation Behaviors	2.1	Advocate for human rights at the individual, family, group, organizational, and community system levels.
	2.2	Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
Advanced Clinical Behavior	2.1 CL	Identify the impact of diversity factors upon practitioner-client transactions and the role and responsibilities of the clinician to address systems and structures in practice.
Advanced LPSC Behavior	2.1 LPSC	Establish effective and collaborative working relationships with people of various cultural backgrounds and identities, especially with marginalized populations.
Competency #3 Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice		
Foundation Behaviors	3.1	Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
	3.2	Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
Advanced Clinical Behavior	3.1 CL	Engage in self-assessment and structural analysis to understand the effects of current and historical oppression, discrimination, power dynamics and trauma on client and client systems.
Advanced LPSC Behavior	3.1 LPSC	Demonstrate an understanding of structural systems of inequality and apply this understanding to one's organization, community, or policy work.
Competency #4 Engage In Practice-informed Research and Research-informed Practice		
Foundation Behaviors	4.1	Apply research findings to inform and improve practice, policy, and programs.
	4.2	Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
Advanced Clinical Behaviors	4.1 CL	Identify and assess the appropriateness of evidence-based bio-psycho-social approaches that can be used in clinical assessment and intervention with clients.
	4.2 CL	Develop a research question that can inform policy, programs, or practice.
	4.3 CL	Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice.
Advanced LPSC Behaviors	4.1 LPSC	Construct and utilize best practices and evidence to develop and implement community, organizational, or policy interventions.
	4.2 LPSC	Develop a research question that can inform policy, programs, or practice.
	4.3 LPSC	Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice.
Competency #5 Engage in Policy Practice		
Foundation Behaviors	5.1	Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
	5.2	Apply critical thinking to analyze, formulate, and advocate for policies that

		advance human rights and social, racial, economic, and environmental justice.
Advanced Clinical Behaviors	5.1 CL	Be able to articulate the factors that shape the development of legislation, policies, program services and/or funding at all system levels and the effect of public policy on client services and/or programming in an area of practice.
	5.2 CL	Communicate to stakeholders, administrators, legislators and/or colleagues the implications of policies and programs, and implications of policy and program changes in the lives of clients, communities, organizations, or society.
Advanced LPSC Behaviors	5.1 LPSC	Be able to articulate the factors that shape the development of legislation, policies, program services and/or funding at all system levels and the effect of public policy on client services and or programming in an area of practice.
	5.2 LPSC	Communicate to stakeholders, administrators, legislators and/or colleagues the implications of policies and programs, and implications of policy and program changes in the lives of clients, communities, organizations, or society.
Competency #6 Engage with Individuals, Families, Groups, Organizations, and Communities		
Foundation Behaviors	6.1	Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.
	6.2	Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
Advanced Clinical Behaviors	6.1 CL	Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' wellbeing.
Advanced LPSC Behaviors	6.1 LPSC	Use strategies collaboratively with people from diverse economic, political, social, and cultural backgrounds, and/ or from marginalized communities to promote sustainable change and equity for oppressed client groups, communities, organizations, institutions, or society.
Competency #7 Assess Individuals, Families, Groups, Organizations, and Communities		
Foundation Behaviors	7.1	Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
	7.2	Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
Advanced Clinical Behaviors	7.1 CL	Formulate culturally informed client assessments that integrate information from all relevant sources.
	7.2 CL	Synthesize and differentially apply clinical frameworks to guide assessment of cases.
Advanced LPSC Behaviors	7.1 LPSC	Assess and analyze social systems (e.g., communities, organizations, political systems) using multiple frameworks and synthesis to inform intervention.
	7.2 LPSC	Synthesize and differentially apply theories, constructs, frameworks and models of human behavior and the social environment to guide assessments and planning LPSC practice.
Competency #8 Intervene with Individuals, Families, Groups, Organizations, and Communities		
Foundation Behaviors	8.1	Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
	8.2	Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Advanced Clinical Behaviors	8.1 CL	Demonstrate the application of context appropriate, evidence-informed clinical techniques for a range of skills/strengths and challenges identified in the assessment.
Advanced LPSC Behaviors	8.1 LPSC	Identify appropriate intervention and how it is relevant to client/constituent system.
	8.2 LPSC	Implement a problem-solving sequence when intervening in an organizational, community, or policy practice setting.
	8.3 LPSC	Make use of changing technology or innovations that contribute to understanding and addressing problems affecting organizations, communities, or policy.
Competency #9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		
Foundation Behaviors	9.1	Select and use culturally responsive methods for evaluation of outcomes.
	9.2	Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.
Advanced Clinical Behavior	9.1 CL	Assess the effectiveness of interventions with clients.
Advanced LPSC Behavior	9.1 LPSC	Evaluate the effectiveness of interventions or best practice with programs, organizations, communities, or policy.

Practicum Education Requirements: Practicum is a COURSE

It is very important that you review the **full** *SSW Practicum Education Manual* for more specifics on Practicum Education Policy and Procedures. Practicum Education Manual link:
<https://www.ssw.umaryland.edu/practicum/practicum-calendar--manual/>

Fall Semester:

SOWK 635 (Foundation Practicum Practicum) and SOWK 637 (Practicum Seminar I)
SWCL 794 (Advanced Practicum Clinical)
SWOA 794 (Advanced Practicum LPSC- Leadership, Policy, & Social Change)

Spring Semester:

SOWK 636 (Foundation Practicum Practicum) and SOWK 638 (Practicum Seminar II)
SWCL 795 (Advanced Practicum - Clinical)
SWOA 795 (Advanced Practicum – LPSC- Leadership, Policy, & Social Change)

Practicum Assignments include:

- Process Recordings:
 - THREE Process Recordings due EACH Semester (minimum) for a total of SIX per practicum year.
 - Foundation Practicum: FIVE process recordings on individual/clinical interventions and ONE on a macro activity.
 - Advanced Practicum: all SIX in your specific Concentration (Clinical OR LPSC)
- Monthly Reports and Monthly Timesheets (submitted in the EPN; due 5th of month.)
- Submission of Learning Agreement.
- Participation in Practicum Education Seminars for their Foundation Practicum Year.

Required Days for Practicum: See Practicum Education Manual for more details.

- Students are expected to follow the Practicum Education Calendar posted at <https://www.ssw.umaryland.edu/media/ssw/practicum-education/2026-2027-Practicum-Calendar.pdf>
- All MSW students completing both the foundation generalist and advanced curriculum at the Baltimore campus, Universities at Shady Grove campus, or in the online program must complete a minimum of 400 hours of foundation and 600 hours of advanced practicum to graduate.
- Students should complete about half of these hours in the fall semester and the remaining hours in the spring semester. Students cannot complete extra hours in the fall semester to facilitate an early departure from practicum in the spring semester. There is flexibility built into the schedule to accommodate a reasonable number of absences.
- All Students are required to keep accounting for their days in practicum and complete monthly *Practicum Education Timesheets* which will be approved by their Practicum Instructor and reviewed by their Faculty Liaison. The practicum education timesheet may be found on the electronic practicum notebook (EPN).
- Once a practicum schedule is established, any modifications must be approved by the Practicum Instructor and the Faculty Practicum Liaison.

Foundation Students: are (usually) in Tuesday/Thursday practicum placement.

Advanced Students: are (usually) in a *Tuesday/Wednesday/Thursday* practicum placement

Advanced students on an extended schedule: are in a practicum placement two days a week for a longer period of time.

PRACTICUM EXPECTATIONS

What to Expect from Your Practicum Instructor:

- Weekly one-on-one supervision and/or group supervision;
- Practical guidance with how to work with clients and client systems e.g., active listening skills, handling a crisis, completing assessments, running meetings etc.;
- Help developing greater self-awareness in your work;
- Support with the client-worker relationship e.g., recognizing and establishing boundaries, confidentiality, appropriate use of self-disclosure, recognizing transference and counter-transference etc.;
- Guidance and support with the use of clinical and macro interventions;
- Direction on applying theoretical perspectives;
- A safe space to process your interactions with participants;
- Assistance with understanding and applying the NASW Code of Ethics;
- Readings, training, and assignments that are agency and/or population specific;
- Additional clarification of the social worker role and expectations;
- Help in accessing learning opportunities;
- Shadowing/direct observation;
- Feedback and evaluation of your performance.

What to Expect from a Task Supervisor (if agency uses Task Supervision model):

- Assigning of specific tasks and projects;
- Explanation & monitoring of tasks and projects;
- Contribution to student evaluation;
- Regular meetings with you and your practicum instructor;
- Ongoing close collaboration and communication with you and your practicum instructor;
- Additional clarification of general agency expectations.

What Your Practicum Instructor Expects of You:

- Be prepared for and actively participate in supervision;
- Curiosity, interest, and ability to ask questions;
- Professionalism (in attire, arriving on time, attendance, conduct, initiative)
- Completion and tracking of school assignments e.g., MACRO opportunities description, psychosocial, etc.;
- Self-reflection and development of self-awareness;
- Willingness to practice skills, interventions, and techniques;
- Ability to identify the specific SW skill(s) you are using when interacting with a client and client systems;
- Willingness to apply theoretical perspectives;
- Knowledge and application of the NASW Code of Ethics;
- Willingness to hear feedback and to change your behavior/approach accordingly;
- Help with understanding how other profession's perspectives compare and contrast to social work;
- Participate in the evaluation process.

MSW Program Foundation Practicum Education Seminar Student Information Sheet

The integrated practicum education seminar is an opportunity for MSW Foundation students to meet in small groups to discuss their practicum education experiences. During their foundation practicum placement, foundation students will participate in monthly, online, facilitated, small-group seminars intentionally designed to include conversations about anti-oppressive social work practice. In addition to discussing knowledge and skill development, students in seminar will engage in critical self-reflection and their developing professional social work identities in the context of anti-racism, oppression and privilege, and the necessity of cultural humility.

Seminar Objectives: In practicum education seminar, students will:

1. Become oriented to the principles and practice of social work.
2. Practice critical self-reflection to improve self-awareness, and awareness of the impact of self on developing professional identity.
3. Discuss issues of oppression, privilege, and cultural humility, and integrate the practice of critical self-reflection within an anti-oppression, culturally humble framework.
4. Bridge material learned in class with the practical application of that material and other practices in practicum.
5. Discuss experiences and troubleshoot issues in practicum.

Practicum Education Seminar Details:

- Practicum liaison seminar instructors will lead mandatory online seminars each month (four in the fall and four in the spring semester). Students may be in practicum and are expected to be released from practicum education duties to attend seminar.
- Seminar follows the pacing of the student practicum education experience, and uses inquiry-based learning, adult learning, and problem-based learning models.
- A syllabus and detailed facilitator guide provide baseline consistency of seminar content and topics among seminar groups. The curriculum is rooted in three diversity models: *Rx Racial Healing*, *The 6 Pillars of Brave Space*, and the *SHARP Framework*.¹
- Modified practicum education assignments and assessments ensure evidence of student inclusion of critical self-reflection and anti-oppressive practices: process recordings and monthly reports include an identity awareness/social justice reflection question.
- Seminar is one-third of a student's practicum grade. Student attendance and participation in seminar will be part of their Fall and Spring semester practicum education assessments.

TOUCHSTONES

Ideas, concepts and practices used in a Circle of Trust®

¹ Rx Racial Healing, Dr. Gail Christopher (2019); The 6 Pillars of Brave Space, Victoria Stubbs (2019); SHARP Framework, Dr. Wendy Shaia (2019).

Be 100% present, extending and presuming welcome. Set aside the usual distractions of things undone from yesterday, things to do tomorrow. Bring all of yourself to the work. We all learn most effectively in spaces that welcome us. Welcome others to this place and this work, and presume that you are welcomed.

Listen deeply. Listen intently to what is said; listen to the feelings beneath the words. “To ‘listen’ another’s soul into life, into a condition of disclosure and discovery—may be almost the greatest service that any human being ever performs for another.” - [Writer Douglas Steere] Listen to yourself also. Strive to achieve a balance between listening and reflecting, speaking and acting.

Always by invitation. It is never “share or die.” You will be invited to share in pairs, small groups, and in the large group. The invitation is exactly that. *You* will determine the extent to which you want to participate in our discussions & activities.

No fixing. Each of us is here to discover our own truths, to listen to our own inner teacher, to take our own inner journey. We are *not* here to set someone else straight, or to help right another’s wrong, to “fix” or “correct” what we perceive as broken or incorrect in another member of the group.

Suspend judgment. Set aside your judgments. By creating a space between judgments and reactions, we can listen to the other, and to ourselves, more fully, & thus our perspectives, decisions and actions are more informed.

Identify assumptions. Our assumptions are usually invisible to us, yet they under-gird our Worldview & thus our decisions & our actions. By identifying our assumptions, we can then set them aside and open our viewpoints to greater possibilities.

Speak your truth. Say what is in your heart, trusting that your voice will be heard and your contribution respected. Your truth may be different from, even the opposite of, what another in the circle has said. Speaking your truth is not debating with, or correcting, or interpreting what another has said. *Own* your truth by speaking only for yourself, using “I” statements.

Respect silence. Silence is a rare gift in our busy world. After you or another has spoken, take time to reflect & fully listen, without immediately filling the space with words.

Maintain confidentiality*. Create a safe space by respecting the confidential nature & content of discussions held in the circle. What is said in the circle, remains there. * *(UMB Note: under certain circumstances, there are confidentiality exceptions including Title IX Sexual Harassment, Suspected Child or Adult Maltreatment, and Duty to Warn.)*

When things get difficult, turn to wonder. If you find yourself disagreeing with another, becoming judgmental, shutting down in defense, try turning to wonder: “I wonder what brought her to this place?” “I wonder what my reaction teaches me?” “I wonder what he’s feeling right now?”

The Center for Courage and Renewal - www.couragerenewal.org

Estrus Tucker, Facilitator - estrust@aol.com

The 6 Pillars of a Brave Space

Developed by Victoria D. Stubbs, LICSW, LCSW-C

Brave Space-a classroom environment that acknowledges the challenges that both students and faculty have when attempting to have discussion around difficult and/or sensitive topics such as

race, power, privilege and the various forms of oppression for the purpose of learning. Brave Spaces are created when both students and faculty commit to actively engaging in the *6 Pillars of a Brave Space*.

The *6 Pillars of a Brave Space* speaks to the struggle with creating “safety” in a classroom and recognizes the humanness of all involved and the need for individual and collective responsibility and accountability. The 6 Pillars provide a framework for much of the Teaching Support Program.

The 6 Pillars of a Brave Space

1. **Vulnerability**-Brene Brown defines vulnerability as-uncertainty, risk, and emotional exposure. Brown also states that “vulnerability is the birth place of innovation, creativity, learning, accountability...” When both faculty and students give themselves permission to be vulnerable in the classroom, they are making a conscious effort to create space for deeper engagement both with themselves and with each other. The key to creating a brave space is for faculty to model vulnerability with boundaries.
 - a. **We do this by:** asking questions about things we don’t understand.
 - b. **We do this by:** sharing parts of our story so that the complexity of who we are frames the context of our comments.
2. **Perspective Taking**-Our lens is influenced by our own lived experiences. We must listen to the truth as other people experience it and acknowledge their experience as the truth. We don’t need to take on the other person’s perspective, but we must become curious about it and seek to understand what they see and why they see it that way.
 - a. **We do this by:** listening to understand instead of listening to respond.
3. **Lean into Fear**- When faced with fear we are standing on the learning edge poised to discover something new about ourselves or others. Step out and take a risk to experience and offer something that might be different for the purpose of creating a learning opportunity or a teachable moment.
 - a. **We do this by:** doing the very thing that makes us nervous.
 - b. **We do this by:** reframing our mindset about fear. If we let it hold us back, we miss opportunities for change. If we let it propel us, we move in the direction of change and growth.
4. **Critical Thinking**- “Critical thinking involves the careful examination and evaluation of beliefs and actions... [it requires] a genuine effort to critique fairly all views, preferred and unpreferred using rigorous criteria” (Gambrill & Gibbs, pg.4). By questioning and being open to questioning, we can more easily understand one another’s perspectives and allow space within discussions for the complexity of thoughts and ideas.
 - a. **We do this by:** being open to the possibility that our thoughts might be limited
 - b. **We do this by:** not taking critique as a personal attack, but seeing it as a way to expand our way of thinking
5. **Examine Intentions**-Examining our intentions helps us to have and check our boundaries-Is what I am about to share for the purpose of advancing dialogue or merely self-serving? Am I oversharing? Is what I am saying operating from a place of personal integrity? Examining our intentions also enables us to hold ourselves accountable for our words and actions thus promoting a deeper level of self-awareness.

- a. **We do this by:** asking ourselves a few questions – Is what I am about to share for the purpose of advancing dialogue or merely self-serving? What's the reason for my actions? What do I want to see happen as a result of my words and/or actions?

6. Mindfulness-Allowing one's self to be in the moment with intention. This may seem obvious, but when dealing with difficult or challenging topics in the classroom, we can easily begin a mental dialogue that could cause us to be somewhere other than the present moment or wanting to be somewhere other than the present moment! The practice of mindfulness helps us to be aware of our inner chatter and emotions and quiet them without judgement, thus, allowing space for pillars 1-5.

- a. **We do this by:** slowing down, pausing before reacting
- b. **We do this by:** enacting pillars 1-5

PROCESS RECORDING HANDOUT: Clinical/ Individual Intervention

NOTE: It is important that the student has the active role in the clinical intervention so they can **PROCESS** their activity and choices—rather than observing someone else.

Student:	Date: date of interview/intervention
Agency: (Full) Name of Practicum Agency	Client System: Individual, Couple, Family members...

Presenting Issue: Specific presenting issue for the client. Why is the client receiving services?

Purpose: Specific reason for THIS intervention. Connection of this meeting to service goals and overall service plan.

Worker or Client	Content	Skills Used	Gut Reaction	Analysis	Practicum Instructor Comments
Identify who the content is generated from (client, worker) Do NOT use any names (Minimum of # rows)	To the best of your ability record verbatim the dialogue and interaction. It is recommended that students complete this column ASAP after the intervention, then they can go back and complete the other sections.	(REAL*) Social work skill they used for each of the rows of content. (Examples of social work skills are found in Cournoyer (see handout), there are also additional social work skills used in MI, CBT, etc.	Your gut reaction. Name and describe your feelings. NOT what you think the client is feeling.	Your thoughts about the words chosen, skill chosen, reason skill was chosen, effectiveness, client response, etc.	Specific feedback from the PI on the content the student entered in columns to left. (Overall comments from the Practicum Instructor are provided at end of form.)

Student Assessment Narrative: This is where the student reflects on the overall intervention and analyzes their overall effectiveness. Patterns, Dynamics, Types of Skills used, Insight ...AND their “next steps” to continue moving toward the service goals.

Cultural Humility Reflection: Social Workers’ awareness of privilege and power differentials with our clients is critical to culturally humble practice. How might privilege and power dynamics arise in this interaction with you and this client? Did they come up? How? What did you do?”

Practicum Instructor Overall Comments: This is where the Practicum Instructor will provide feedback on the intervention as a whole. Tasks/assignments, and next steps to address.

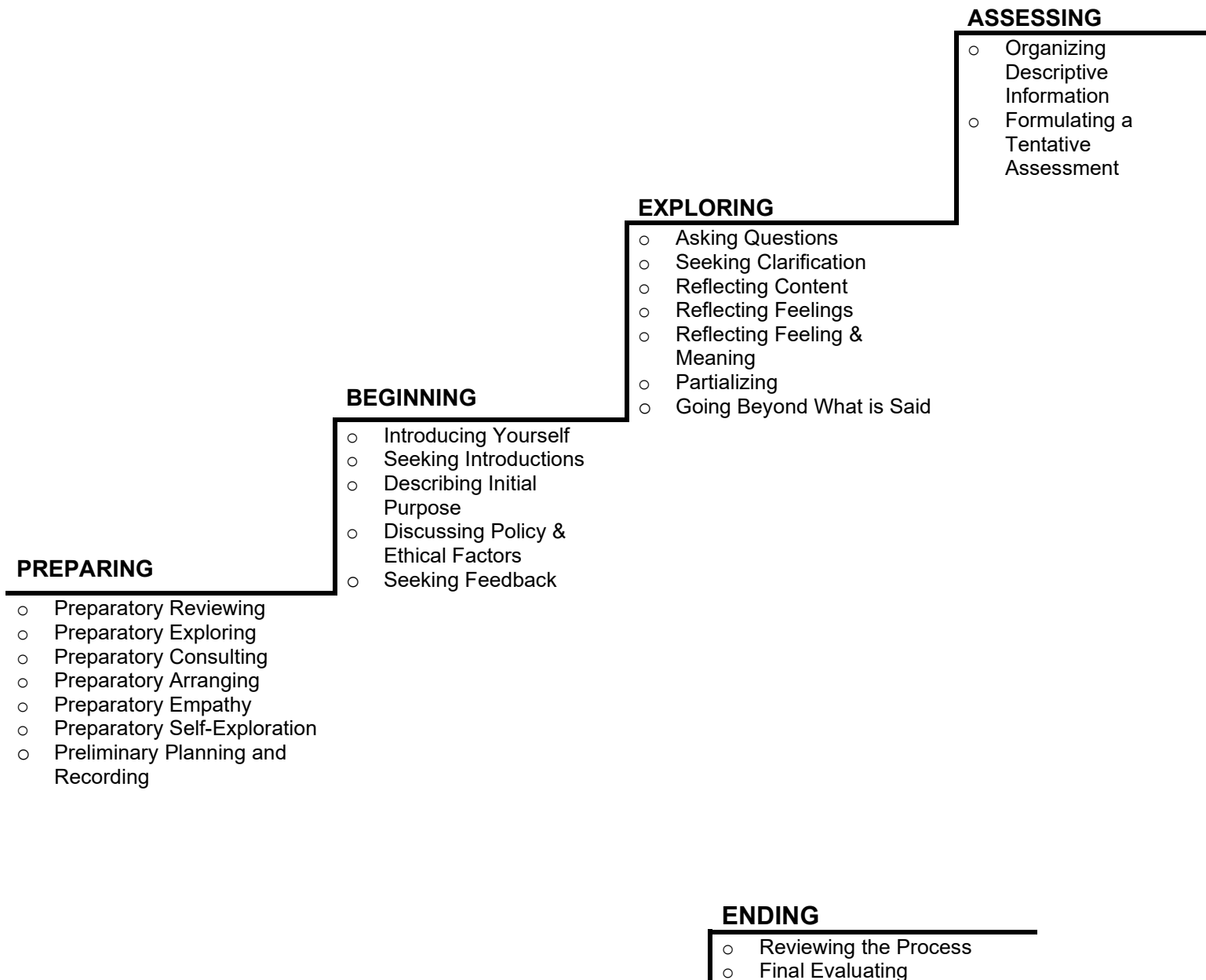
Liaison Comments: The Faculty Practicum Liaison usually provides comments after the practicum instructor has provided comments.

The Social Work Skills

Cournoyer, B. (2000). *The Social Work Skills Workbook*, Third Edition.
Belmont: Wadsworth Publishing Company

PHASE—SPECIFIC SKILLS

(most applicable during specific phases or processes)



WORKING & EVALUATING

- Sharing Ending Feelings and Saying Goodbye
- Recording the Closing Summary

- Rehearsing Action Steps
- Reviewing Action Steps
- Evaluating
- Focusing
- Educating
- Advising
- Representing
- Responding with Immediacy
- Reframing
- Confronting
- Pointing Out Endings
- Progress Recording

CONTRACTING

- Reflecting on an Issue
- Identifying an Issue
- Clarifying Issues for Work
- Establishing Goals
- Developing an Action Plan
- Identifying Action Steps
- Planning for Evaluation
- Summarizing the Contract

GENERIC SOCIAL WORK SKILLS

(apply throughout all phases and processes)

Professional Integrity

Honesty

Professional Knowledge

Lifelong Learning

Critical Thinking

Ethical Decision Making

Self-Understanding

Acceptance of Others

Self-Control

Ethical Decision Making

Understanding the Legal Duties of Professional Helpers

Understanding the Fundamental Values and Ethics of Social Work

Identifying Ethical and Legal Implications of Ethical Decision Making

Talking and Listening—The Basic Interpersonal Skills

Talking: Using Speech, Language, and Body Language

Listening: Hearing, Observing, Encouraging, and Remembering

Active Listening: Combining Talking and Listening to Promote Understanding

Appendix 6

Alphabetized List of Feeling Words

abandoned	affected	ameliorate	ardent
abased	affectionate	amicable	ardor
abashed	affinity	amused	arduous
abdicated	afraid	anemic	argumentative
abducted	aggravated	angelic	arresting
abhor	aggressive	angry	arrogant
abominable	aggrieved	angst	artificial
abrasive	aghost	anguish	ashamed
abrupt	agile	animosity	assailed
accepted	agitate	annoyed	assaulted
acclaimed	aglow	anomie	assertive
accused	agony	anonymous	assuaged
accustomed	agonized	antagonistic	assured
achieved	agreeable	antagonized	astonished
acknowledged	aimless	anticipation	astounding
acquiesced	alarmed	antsy	attuned
acrimonious	alarming	anxious	attached
adamant	alienated	apathetic	attentive
adapted	alive	apocalyptic	attracted
adept	alleviate	apologetic	audacious
adjusted	alluring	appalling	auspicious
admired	alone	appetizing	aversive
admonished	aloof	apprehensive	awarded
adored	altruistic	approachable	awful
adrift	amazed	approving	back-sided
adventurous	ambiguous	arbitrary	backstabbed
adverse	ambitious	arcane	bad
advocated	ambivalent	archaic	balanced

balked
 bamboozled
 banking
 barrage
 bashful
 basic
 battered
 bawdy
 beaming
 beaten
 beautiful
 beckoning
 becoming
 bedazzled
 bedeviled
 bedraggled
 befuddled
 begrudging
 beguiling
 beholden
 belittled
 bellicose
 belligerent
 belonging
 bemoan
 beneficent
 benign
 berated
 bereaved
 bereft
 bested
 betrayed
 beware
 bewildered
 bewitched
 biased
 bidden
 bigoted
 bitter
 blah
 blamed
 bleary
 blessed
 blissful
 blocked
 blue
 blunted
 blushed
 bogged-down
 boggled
 bolstered
 bonded
 bored
 botched
 bothered
 boundless
 bountiful

boxed-in
 braced
 branded
 brave
 brazen
 breached
 bright
 brilliant
 brisk
 broached
 broken
 browbeaten
 bruised
 brushed-off
 brutalized
 bucking
 buck-passing
 bugged
 bulldozed
 bullied
 buoyant
 burdened
 burned
 burned out
 busted
 butchered
 cakewalk
 calculating
 calling
 callous
 callow
 calm
 cancerous
 candid
 canned
 capitulated
 capricious
 capsulated
 captivated
 captive
 care
 carefree
 careful
 careless
 caring
 caretaking
 caroused
 carping
 cast-off
 cataclysmic
 catalyst
 catapulted
 catastrophic
 catharsis
 caught
 caustic
 cautious

celibate
 cemented
 censored
 censured
 certain
 challenged
 chancy
 changeable
 charismatic
 charitable
 charmed
 charming
 chased
 chaste
 cheap
 cheapened
 cheeky
 cheered
 cheerful
 cheesy
 cherished
 chivalrous
 chummy
 chump
 civil
 clammy
 clandestine
 clean
 cocksure
 coherent
 cohesive
 coincidental
 cold
 cold-blooded
 cold-shouldered
 collared
 collusive
 combative
 combustible
 comfortable
 come-on
 coming-out
 commanded
 committed
 compartmentalized
 compassionate
 compelling
 compensated
 competent
 complacent
 complete
 compliant
 complicated
 complementary
 complimented
 composed
 comprehensible

comprehensive
 compressed
 compromised
 concentrating
 concerned
 conciliatory
 conclusive
 concocted
 condemned
 condescending
 condoned
 conducive
 confident
 confined
 conflicted
 congenial
 congratulated
 congruent
 connected
 conquered
 conscientious
 considerate
 considered
 consoled
 consoling
 conspiratorial
 constant
 consternation
 constrained
 constricted
 constructive
 contaminated
 contemplative
 contented
 contentious
 contributory
 convenient
 convinced
 convincing
 cool
 corrected
 corroborate
 corrosive
 cosmetic
 counted
 countered
 courageous
 courteous
 covered
 cowardly
 cozy
 crabby
 crafty
 craggy
 crappy
 credible
 creepy

crestfallen	fantastic	handicapped	ill at ease
cried	fearful	handy	indifferent
cringe	fearless	hang-dogged	impatient
critical	ferocious	hapless	impersonal
criticize	flighty	happy	impetuous
crooked	flustered	hard	impotent
cross	fondness	hardboiled	impressive
crossed	forgiveness	hardheaded	impulsive
crucified	forgotten	hard-edged	inadequate
cruddy	forsaken	hardy	incoherent
crummy	frazzled	harmful	incompetent
crushed	friendly	harmless	incomplete
crystallized	frightened	harried	inconsiderate
curative	frustrated	harassed	indebted
curious	gagged	hate	indecisive
cursed	galvanized	hated	independent
cutoff	gamy	haunting	indestructible
dangerous	garrulous	hazardous	indifferent
debased	gawky	hazy	indignant
dejected	generous	healthful	indiscreet
demeaned	genial	healthy	indispensable
demure	gentle	heartache	indulgent
denigrated	genuine	heartbroken	inept
depressed	glad	heartless	infantile
detached	glee	heartsick	infatuated
determined	glib	heartwarming	inferior
devoted	gloomy	helpful	inhibited
disappointed	glow	helpless	injurious
disapproval	glum	hesitant	innocent
disbelief	golden	high-spirited	insane
disgust	good	hoggish	insatiable
dismal	graceful	hog-tied	insolent
dismayed	graceless	homesick	inspirational
displeased	gracious	honorable	intense
distant	grand	hope	interested
distasteful	great	hopeful	intimate
distrust	greedy	hopeless	intolerable
disturbed	green	horny	intolerant
doubtful	gregarious	horrendous	intoxicated
dubious	grief	horrible	intrusive
ecstatic	grim	horrified	invincible
elated	gross	hostile	irate
elevated	gruesome	hot	irritable
embarrassed	gruff	hot-blooded	irritated
empty	grubby	hotheaded	itchy
enamored	grumpy	huffy	jaded
energetic	grungy	humble	jagged
enervated	guarded	hungry	jaundiced
enraged	gullible	hung up	jaunty
enriched	guilty	hurried	jealous
enthusiastic	guiltless	hurt	jerky
entrusted	gutsy	hyped	jolly
envious	guttled	hysterical	joyful
euphoric	haggard	ice-cold	joyless
exasperated	hammered	idiotic	joyous
excited	hamstrung	idyllic	jubilant
exhausted	handcuffed	ignominious	judged

judgmental	mindful	passionate	rash
just	mindless	passive	raucous
keen	mischievous	patchy	raunchy
kind	miserable	patient	rebellious
kindhearted	mistrust	peaceful	rebuffed
kinky	misty	penalized	recalcitrant
kooky	misunderstood	permissive	reckless
laborious	monotonous	perplexed	recluse
lenient	monstrous	persecuted	refreshed
lightheaded	monumental	persistent	regretful
lighthearted	moody	personable	reinvigorate
limited	mortified	pessimistic	rejected
lonely	motivated	petty	rejoice
lonesome	mournful	petulant	rejuvenated
loss	muddled	phobic	relaxed
lost	murky	phony	released
lousy	mushy	picky	relentless
lovable	mysterious	pitiful	relieved
love	nasty	pivotal	relish
lovely	natural	pleasing	reluctant
lovesick	naughty	pleasurable	remorse
lovestruck	nauseous	plentiful	remorseful
low	necessary	poetic	remorseless
loyal	needful	poignant	remote
luckless	needy	poisonous	renewed
lucky	negative	polluted	repellent
ludicrous	neglected	pout	repentant
lukewarm	neglectful	praised	reprehensible
mad	nervous	praiseworthy	reprimanded
maddening	nice	prejudicial	reproached
magical	noble	pressure	repugnant
magnanimous	normal	presumptuous	repulsive
magnetic	nostalgic	prickly	resentful
magnificent	nosey	pride	resentment
majestic	noteworthy	prideful	reserved
maladjusted	notorious	protective	resigned
malaise	oafish	proud	resilient
malicious	obdurate	prudish	resistant
malignant	obedient	pulled	resolute
manic	object	pushed	resolved
manipulated	obligated	put-off	resourceful
manipulative	obnoxious	puzzled	respectful
martyred	obscene	quake	responsible
masterful	obstinate	qualified	responsive
mature	obstructionist	qualm	restful
mean	odd	quandary	restless
meaningful	odious	quarrelsome	restricted
meaningless	offensive	queasy	reticent
mean-spirited	onerous	quizzical	retiring
mediocre	optimistic	radiant	revolting
meditative	ornery	radiate	revulsion
melancholy	outrage	radical	rewarding
mellow	outrageous	rage	ridiculed
melodramatic	pained	ragged	risky
mercurial	panic	rancor	rosy
methodical	panic-stricken	raped	rotten
mind-boggling	paranoid	rapture	rough

rude	sickening	teased	troubling
rueful	sincere	tedious	trust
rugged	sinful	teed-off	tuckered
ruined	singled-out	tempted	turbulent
rundown	sinister	tempting	turned-off
rush	skeptical	tenacious	turned-on
rushed	sleazy	tender	twinkling
sacked	sleepless	tension	tyrannized
sacred	sleepy	tenuous	ubiquitous
sacrificial	slick	terminal	ugly
sacrilegious	smug	terrible	umbrage
sacrosanct	soiled	terrific	unabashed
sad	solemn	terrified	unaccepted
saddled	solid	terrorized	unaccustomed
safe	sordid	testy	unacknowledged
sanctimonious	sorrow	thankful	unappealing
sanctified	spacey	therapeutic	unappreciated
sanguine	spellbound	thick-skinned	unashamed
satisfied	spiritual	thin-skinned	unbearable
scandalized	spiteful	thoughtful	uncared-for
scandalous	splendid	thoughtless	uncertain
scapegoated	split	thrashed	unclean
scarce	spoiled	threatened	uncomfortable
scared	spooky	threatening	undaunted
scarred	squeamish	thrifty	undecided
scattered	stable	thrilled	understood
scrambled	stalked	thrilling	undesirable
scrapped	steady	thunderstruck	undisturbed
scrawny	stern	ticked	unequal
searching	stilted	ticked-off	unfaithful
seasoned	stodgy	timid	unfavorable
secure	stressed	tingle	unglued
sedated	stretched	tingling	unimportant
seductive	strong	tired	unified
seedy	strung-out	tireless	united
seeking	stuck	tiresome	unjust
sensational	stumped	tolerate	unkind
sensitive	stunned	torture	unlucky
sensual	sullen	torpid	unpleasant
sentimental	sunk	touched	unproductive
serious	super	tough	unreasonable
settled	supported	toxic	unrelenting
severe	supportive	tragic	unrelentless
sexual	surly	tranquil	unrepentant
shady	surprised	transcendent	unresponsive
shaggy	suspicious	transformed	unsafe
shaken	sympathetic	trapped	unselfconscious
shaky	taboo	trashed	unselfish
shame	taciturn	traumatic	unstable
shameful	tacky	treacherous	upbeat
shameless	tactful	tricked	uprooted
sheepish	tactless	tricky	upstaged
shifty	tainted	triggered	uptight
shocked	taken	tripped	urgent
shortchanged	taken-in	triumphant	vacant
shunned	tangled	trivial	vain
sick	tattered	troubled	valiant

valued
vandalized
vengeful
victimized
victorious
vigilant
vigorous
vindicated
virtuous
violated
violent
vital
vitriolic
vituperative

vulnerable
wacky
wane
wanted
wanting
washed-out
washed-up
wasted
weak
weakened
well-adjusted
well-balanced
well-intentioned
well-meaning

well-rounded
wicked
wide-awake
wide-eyed
wild
wild-eyed
wily
winced
winded
wiped-out
wired
wishful
withdrawn
wobbly

wonderful
wondrous
worried
worthless
worthwhile
worthy
wounded
wretched
wrought-up
xenophobic
yielded
yielding
zealous
zestful

PROCESS RECORDING HANDOUT: Macro System

NOTE: It is important that the student has the active role in the macro intervention so they can

PROCESS their activity and choices—rather than observing someone else.	
Student:	Date: date of macro intervention/event
Agency: (Full) Name of Practicum Agency	Describe the Macro System: (Examples: Committee, Coalition, Unit, Community) Include length of time this group has been gathering or if it is a onetime intervention/ event.
Presenting Issue/Goal: Describe the target goal/ presenting issue. What is the issue or problem being addressed by the macro system?	
Identify and describe the event/practice moment: Include purpose, specific reason for THIS event or intervention. Identify the goal or expected outcome of this intervention and how it is connected to the overall target goal. Was there an agenda? Time and length, specific location, who called or led the event, number in attendance and agencies/organizations represented. How were participants notified of event? Identify the individuals present and their role/title. If you do not know everyone then identify their organization or role. Discuss the composition /diversity of the group (including gender, race, socioeconomic status, age, religion/spirituality, culture.)	
Role of student. Describe your role and assigned tasks at this event and relationship to group. Self-assessment of your performance at event. Content learned about your macro practice from this event.	
Content of the Event: Including: (1) Discussion Points made at the event and by whom. (2) Identify any action(s) taken or decisions made. (3) Action(s) Planned, and persons identified as responsible to complete the task and date identified for the completion of task.	
Feelings: Identify (your) feelings and emotions generated by the event, participants, or the issues discussed, or your role.	
Power: Commentary on and reactions to dynamics of power and influence (who has it, how displayed). Comment on issues of multiculturalism and oppression as related to this event.	
Student Assessment Narrative: Analyzes the overall effectiveness of the event - what went well and what could have been improved and how. Patterns, Dynamics, Types of Skills used and observed. Assess the formal and informal leadership.	
Next Steps: Identify the “next steps” to continue moving toward the goals identified above. Self-reflect and identify personal insights on how to improve skills and knowledge.	

Student: Franki Foundation		Date: October 3, 2026 Agency: Elementary School		
Client: individual, white female, adult 67 years old		Presenting Issue: Financial stress and possible eviction.		
Purpose: first meeting with parent, to understand the issues and begin to build a therapeutic relationship.				
	Content	Skills	Gut Reaction (YOUR feelings)	Analysis (YOUR effectiveness...)
Client	<i>Are you the social work intern? The principal told me to come talk to you. I need some help.</i>			
Worker (intern)	Yes, my name is ____ and I'm the Social Work intern. What is your name? It's nice to meet you. Please have a seat.			
Client	<i>You look so young. Do you think you will be able to help me?</i>			
Worker	It sounds like you are concerned that maybe I won't be able to help you because of my age?			
Client	<i>Well, you just look like you could be my daughter. But I really need the help.... (sigh)</i>			

Worker	How about you tell me what you need help with and we can see what we can accomplish together?			
Client	<i>Well, I'm taking care of my granddaughter and I also have my mom living with me. I don't have any money left and I don't get another check until the first of the month. I'm worried my landlord is going to put us out and we are running out of food.</i>			
Worker	Ahh, sounds like you have a lot going on right now...			
Client	<i>You got that right! And, I'm tired! I already raised my kids and I'm still struggling.</i>			

Safety Checklist

The Safety Checklist includes agency procedures, guidelines, and policies related to safety and precautionary measures. Students should consider giving a copy to their practicum instructor to ensure that all important material has been discussed.

	DISCUSSED
I. Environmental Safety	
Fire Procedures	_____
Disaster Procedures	_____
Severe Weather Procedures	_____
Universal Precautions	_____
COVID-19 Safety Protocols	_____
II. Agency and Surrounding Area	
Parking	_____
After-hour Security	_____
○ Office Set-Up/Exits	
○ Panic Buttons	
○ Personal Belongings	
○ Sign-in & Sign-out Logs	
First Aid Procedures	_____
Neighborhood Issues	_____
○ Isolate/Vulnerable Areas	
Equipment Issued	_____
○ Cell Phone/Pager/Computer	
○ Computer	
Trainings Required	_____
Vaccinations Required	_____
III. Agency Client Population and Services Provided	
Common Client Issues	_____
Common Psychiatric & Substance Abuse Issues	_____
Boundary Issues	_____
Confidentiality	_____
Client Incident Procedures (e.g.: Physical Restraint)	_____
Staff Incident Procedures	_____
IV. Transportation	
Vehicle Procedures	_____
○ Personal Vehicle	
○ Agency Vehicle	
Vehicle Safety Protocols	_____
Unscheduled Stops	_____
V. Emergency Protocol	
Definition of an Agency Emergency	_____
Chain-of-Command Procedures	_____
Documentation Required	_____

Social Work Professional Code of Conduct

This is a copy for your reference; it will be further explained at the LIVE Practicum Education Orientation. Students complete this form in their Electronic Practicum Notebook (EPN).

The purpose of this Professional Code of Conduct is to identify expectations of student behavior as it relates to their practicum placement experience. If the student has any questions concerning its content, clarify with your Practicum Instructor, your Liaison, or Faculty in the Office of Practicum Education.

1	The student agrees to carefully read, in entirety, the SSW Practicum Education Manual and the NASW Code of Ethics to become fully familiar with and abide by the content in each.	
2	The student is committed to demonstrating Ethical and Professional Behavior (<i>Council on Social Work Education CSWE Competency #1</i>) at all times, both in person and/or remotely as well as during any practicum seminar, including behavior with regard to: • Attendance and participation • Attire and presentation at agency or seminar settings • Use of cell phone • Confidentiality • Use of social media • Interaction with agency staff, administration, and clients • Respect of agency policies and procedures	
3	The student agrees to maintain a careful and accurate written record of time in practicum on their timesheet, which will serve as an official record.	
4	The student agrees to be an active participant in the practicum experience with their practicum instructor, including reporting on time, being prepared to learn, and being an active participant in supervision.	
5	The student recognizes the importance of early contact (within 48 hours) with their faculty liaison if any problems or concerns occur during practicum.	
6	The student understands that they are to be fully present and engaged during practicum education activities. If they are engaged in remote activities for any portion of their experience, the student is expected to minimize distractions during this time, including avoiding accumulation of practicum time during other committed activities. The student may not engage in remote practicum education while at work, unless they are in an approved employment-based placement.	
7.	The student acknowledges that they completed the required practicum orientation videos prior to their first day at the agency.	

By signing this document, I indicate that I have read this Professional Code of Conduct and understand its purpose.

PROFESSIONAL CODE OF CONDUCT - SCENARIOS

- A. It is the middle of October and *Student A* has missed two days of practicum. In supervision, they request another couple of days off at the end of the month and ask to "just make up the time later."
1. How might this action reflect on *Student A*'s professional self?
 2. What impact might this action have on clients?
 3. What impact might this action have on colleagues and the agency?
 4. What alternatives did *Student A* have to achieve their goals in a more professional way?
- B. *Student B* has been in their foundation placement for three weeks. They have completed an agency orientation and are learning more about the services provided by the agency. The client population served by the agency is not the population of interest in *Student B*'s future career plan. *Student B* explains to their practicum instructor that they "did not want to be assigned to anyone who was homeless and on drugs because (they) have no interest in helping those people."
1. How might this action reflect on *Student B*'s professional self?
 2. What impact might this action have on clients?
 3. What impact might this action have on colleagues and the agency?
 4. What alternatives did *Student B* have to achieve their goals in a more professional way?
- C. *Student C*'s practicum instructor walked by their desk and noticed that they were typing a document with text books spread out on the desk. When asked what they were doing, *Student C* reported that they were working on a class paper that is due the next day.
1. How might this action reflect on *Student C*'s professional self?
 2. What impact might this action have on clients?
 3. What impact might this action have on colleagues and the agency?
 4. What alternatives did *Student C* have to achieve their goals in a more professional way?
- D. *Student D* shared an experience they had with a client during an intake interview during supervision with their practicum instructor. They mention that their client stated that they did not want to complete the intake process with them because the student does not identify as the client does (Afro Latino transgender male). The student shared that they told their client, "Your race and gender does not matter." "We are here to help everyone; we do not discriminate." The student then continued to share the agency's anti-discrimination policy with the client.
1. How might this action reflect on *Student D*'s professional self?
 2. What impact might this action have on clients?
 3. What impact might this action have on colleagues and the agency?
 4. What alternatives did *Student D* have to achieve their goals in a more professional way?
- E. *Student E* is given a class assignment to write an Op Ed in the local newspaper. They choose to write the Op Ed about concerns they have about their placement agency. They

do not inform their practicum instructor of their intention to write the Op Ed nor do they seek any input or approval from anyone in the agency prior to submitting the Op Ed for publishing in the local newspaper.

1. How might this action reflect on *Student E*'s professional self?
2. What impact might this action have on clients?
3. What impact might this action have on colleagues and the agency?
4. What alternatives did *Student E* have to achieve their goals in a more professional way?

F. *Student F* is concerned for one of the clients at their practicum agency who has a terminal illness and is in need of financial support. The client is unable to maintain their home and pay outstanding bills. Because of the client's illness, they lost their job. The client was declined several times for disability benefits and had applied for social services benefits as well, but was not eligible. *Student E* thought it would be a good idea to set up a "Go Fund Me" account and assisted the client to set up an account and shared it with classmates, Facebook friends, and others in campus organizations.

1. How might this action reflect on *Student F*'s professional self?
2. What impact might this action have on clients?
3. What impact might this action have on colleagues and the agency?
4. What alternatives did *Student F* have to achieve their goals in a more professional way?

Know Your Reporting Responsibilities 2026

Developed by Gisele Ferretto, MSW, LCSW-C

	Language from Statute	Other Notes	Legal Citation
Reporting Child Maltreatment	Reason to believe All persons are required to report suspected child abuse and neglect and may report anonymously. Reporting required when occur in-state AND out-of-state FL 5-705.1 (c)	Statewide listing of numbers to report on website of Department of Human Services (DHS): https://dhs.maryland.gov/child-protective-services/reporting-suspected-child-abuse-or-neglect/local-offices/ or call 1-800-91Prevent (1-800-917-7383) DHS Policy Directive: SSA-CW 21-10 Screening Reports of Child Abuse/Neglect	Civil law: Family Law § 5-705
	EACH health practitioner, police officer, educator, or human service worker are mandated to report directly to the Local Department of Social Services and must notify the head of their institution; Required to report orally – “immediately after contact or event” <u>and</u> also in writing no later than 48 hours after the suspicion,	Educator or Human Service worker is defined as: “any professional employee of any correctional, public, parochial or private educational, health, juvenile service, social or social service agency, institution or licensed facility.” FL§ 5-701 (g)	Civil law: Family Law § 5-704
Failing to Report Suspected Child Maltreatment or Maltreatment of a Vulnerable Adult	Professional licensing boards may deny a license to any applicant, fine a licensee, reprimand, place licensee on probation, or suspend or revoke any license if the applicant or licensee fails to report. It is also a crime for a mandated reporter to “knowingly fail to provide the required notice or make the required written report if the person has actual knowledge of the abuse or neglect.” The statute only applies to failures to report during the time the alleged victim was a minor. It is a misdemeanor with up to a 3-year sentence/fine of \$10,000.	All persons are mandated to report, however, there are licensing sanctions for failing to report for licensed professionals. Examples listed below: Health practitioners fall under Health Occupations: Nurses HO§8-316; Physicians: HO§14-404; Social Workers HO§19-311; Counselors & Therapists HO§17-509, Psychologists; HO§ 18-313. Additional sanctions include: Police officers: Public Safety §3-212, Educators: Education Article §6-202. The criminal law for failing to report: Criminal Law § 3-602.2 Crimes-Child Abuse & Neglect-Failure to Report	
Child Physical Abuse	Child abuse is: ▪ Sustaining of physical injury ▪ of a child under age 18 ▪ under circumstances that indicate child's health or welfare is harmed or at substantial risk of being harmed ▪ by a parent; household member or family member; person who has permanent or temporary care or custody; a person who has responsibility for supervision of a child; OR a person who, because of their position or occupation, exercises authority over the child	Injury does not have to be visible. Abuse does not include injury by accidental means (if resulted from accidental and unintended contact and was not reckless 07.02.07.11 C (2)) Criminal law defines child abuse (differently than civil law) as physical injury as a result of cruel or inhumane treatment or as a result of a malicious act. Range from up to 15yrs to 40 years (depending on circumstances including if the child dies as a result.)	Civil law: Family Law § 5-701 (b) Criminal law: Criminal Law §3-601
Child Sexual	Child sexual abuse is: 1. Any act involving sexual molestation or exploitation	Does NOT require a physical injury. <i>Sexual molestation or exploitation</i> means sexual contact or conduct with a	Civil law: Family Law § 5-701

Abuse	- of a child under age 18 - by a parent; household member or family member; person who has permanent or temporary care or custody; a person who has responsibility for supervision of a child; OR a person who, because of their position or occupation, exercises authority over the child 2. OR Any act involving sex trafficking of a child under age 18	child and includes but is not limited to: Engaging in exposure or voyeurism; Making sexual advances; Kissing or fondling; Grooming for sexual activity; Committing a sexual crime in any degree including rape, sodomy, sex trafficking; Allowing, encouraging, or engaging in obscene or pornographic display, photographing, filming, or depiction of a child in a manner prohibited by law.” COMAR 07.02.07.02 (53). Criminal laws also define sexual abuse crimes/ penalties	(b)(1)(ii), (y), and (z) Criminal laws: Criminal Law §3-602; § 3-1102; §3-303 through §3-312; §11-102-107; §11-203; §11-207; §11-208 and 209
Substantial Risk of Sexual Abuse	MAY report when, reason to believe that a parent, guardian or caregiver of a child allows the child to reside with or be in the regular presence of an individual who is registered for the commission of a sexual offense against a child AND based on additional information, poses a substantial risk of sexual abuse	Reporting is permissible / NOT mandatory. “Offender” includes individual other than the child’s parent or guardian.	Civil law: Family Law § 5-704.1
Child Neglect	Child neglect is: - Failure to give proper care attention, including leaving of a child unattended - Child under age 18 - by parent, other person who has permanent or temporary care or custody or responsibility for supervision of the child - under circumstances that indicate child's health or welfare is harmed or placed at substantial risk of being harmed.	Civil law provides more protection than FL §5-801 (the criminal law) entitled <i>Confinement in dwelling, building, enclosure, or motor vehicle</i>” Fine of up to \$500 and/or imprisonment < 30 days. Criminal law defines neglect: “the intentional failure to provide necessary assistance/resources for the physical needs or mental health of a minor that creates a substantial risk of harm to the minor's physical health or substantial risk of mental injury to the minor.” \$5000 fine and/or 5 yrs. includes household and family members	Civil law: Family Law § 5-701 (s) Criminal law: Criminal Law § 3-602.1
Mental Injury -Abuse	Mental injury- abuse is - Observable, identifiable, and substantial impairment of a child's mental or psychological ability to function - caused by an intentional act or series of acts, regardless of whether there was an intent to harm the child - of a parent, or other person who has permanent or temporary care or custody or responsibility for supervision of the child or household or family member - child under age 18 - under circumstances that indicate child's health or welfare is harmed or at substantial risk of being harmed	Need information that clearly links substantially impaired functioning of a child to behavior of the parent/caretaker. Law requires CPS investigation to include an assessment by two licensed mental health providers.	Civil law: Family Law § 5-701 (b) and (r) COMAR 07.02.07.08 C
Mental Injury - Neglect	Mental injury – neglect is - Observable, identifiable, and substantial impairment of a child's mental or psychological ability to function - caused by an intentional act or series of	Need information that clearly links substantially impaired functioning of a child to behavior of the parent/caretaker.	Civil law: Family Law §5 -701 (r) and (s)(2)

	acts, regardless of whether there was an intent to harm/failure to provide proper care and attention ▪ of a parent, or other person who has permanent or temporary care or custody or responsibility for supervision of the child ▪ child under age 18 at the time of incident ▪ under circumstances that indicate mental injury to the child or a substantial risk of mental injury	Law requires CPS investigation to include an assessment by two licensed mental health providers.	COMAR 07.02.07.08 C
Adult Discloses They were Maltreated as a Child	AG Opinion: “FL §§ 5-704 and 5-705 require reporting whenever there is reason to believe that child abuse or neglect occurred in the past, even if the alleged victim is an adult when the incident comes to light.... even if the alleged abuser is believed to be deceased.”	SSA Policy: Circular Letter 95-14, written for LDSS staff as guidance. The focus of the CPS investigation is to determine whether children in the household or care of alleged maltreater are currently in need of protection; not to validate abuse or neglect of the individual who is now an adult. Reporter MAY protect the source of their information when making the reporting.	Opinion of Attorney General No. 93-049 December 3, 1993 COMAR 07.02.07.06 H
Vulnerable Adult	Every health practitioner, police officer, and human service worker who has reason to believe that a vulnerable adult has been subject to abuse, neglect, self-neglect or exploitation has a duty to report the suspected maltreatment to: the local department of social services and if the reporter is a staff member of a hospital or public health agency, to the head of the institution or the designee of the head. Vulnerable adult: persons aged 18 or over who lack the physical or mental capacity to provide for their daily needs.	Each health practitioner, police officer, or human service worker is required to report and any other individual may report. All suspected cases of Adult Abuse and Neglect should be reported to your local DSS Office or by calling 1-800-91Prevent (1-800-917-7383). DHS Policy Directive: SSA-CW 21-10 Screening Reports of Child and Vulnerable Adult Abuse/Neglect and Requests for Services	Civil law: Family Law §14-302 Criminal law: Criminal Law § 3-604 and § 3-605
Duty to Warn	If a mental health care provider knows about a patient’s propensity for violence, and the patient has indicated to the mental health care provider by speech, conduct or writing, of an intent to inflict imminent physical injury upon a specified victim or group of victims, the mental health care provider may discharge his duty to warn by informing the appropriate law enforcement agency and, if feasible, the specific victim or victims of: the nature of the threat; the identity of the patient making the threat; the identity of the specified victim or victims.	There is no statute entitled “duty to warn.” The statute in Maryland that covers this issue is entitled “Subtitle 6 Immunities and Prohibited Actions- Health and Public Safety / Mental Health Care Providers or Administrators.”	Courts and Judicial Proceedings §5-609
Immunity of Person Making Report	Immunity from civil liability or criminal penalty ▪ Any person who makes a report, ▪ participates in making a report, or ▪ participates in an investigation or resulting judicial proceeding	Immunity applies to reporters who make reports concerning children and vulnerable adults.	Family Law § 5-708 and Family Law §14-309

To best understand your responsibilities, refer to the exact language in the law/statute and regulations (COMAR), consult your supervisor/ attorney. When questions involve a specific child or vulnerable adult you could also call the Local Department of Social Services (LDSS) in your area for consultation and guidance.

To look up specific Maryland statutes go to <http://www.lexisnexis.com/hottopics/mdcode/>

To look up specific Maryland Regulations (COMAR) go to <https://dsd.maryland.gov/Pages/COMARHome.aspx>

Statewide listing of numbers to report to the Local Department of Social Services: <https://dhs.maryland.gov/child-protective-services/reporting-suspected-child-abuse-or-neglect/local-offices/> and if experiencing difficulties reaching a LDSS to report abuse or neglect should immediately call 1-800-91Prevent (1-800-917-7383)

UMB (Baltimore) Student Resources

SSW Office for Student Affairs
University of Maryland School of Social Work
525 W. Redwood St.
Baltimore, MD 21201
Phone: 410-706-3525
Email: sswadvising@ssw.umaryland.edu
<https://www.ssw.umaryland.edu/current-students/student-affairs/>

Writing Center
SMC Campus Center
621 W. Lombard St. Room 307
Baltimore, MD 21201
Phone: 410-706-7725
<http://www.umaryland.edu/writing/>

URecFit and Wellness Center
SMC Campus Center
621 W. Lombard St. Suite 302
Baltimore, MD 21201
Phone: 410-706-7505
<http://www.umaryland.edu/wellness/>

Student Counseling Center
HS/HSL 601 W. Lombard St, Suite 440
Baltimore, MD 21201
Phone: 410-328-8404
Hours: 8:30 a.m.–5 p.m. Monday–Friday
Some evening hours available by appointment only <http://www.umaryland.edu/counseling/>

UMB (USG Shady Grove) Student Resources

Henriette Taylor, LMSW
Director of the MSW Program at Shady Grove
HTaylor@ssw.umaryland.edu
Office location: III-5131
240-665-6479

Division of Student Affairs and Career Readiness, USG
Biomedical Sciences and Engineering Building, Suite 1318
<https://shadygrove.umd.edu/student-affairs>
301-738-6338

Center for Counseling & Well-being
Building IV, Suite 3139, Biological Sciences and Engineering (BSE) 01-738-6273
<https://shadygrove.umd.edu/student-services/center-for-counseling-and-consultation>
301-738-6273