UNIVERSITY *of* **MARYLAND**
SCHOOL OF SOCIAL WORK

2023-2024
Handouts to Accompany the LIVE Webinar Student Field Education Orientation

Live Webinar is Part 2 of the Student Field Education Orientation

Office of Field Education

Dear Social Work Student,

CONGRATULATIONS on your acceptance for a field placement for the 2023-2024 academic year! Field Education 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 Field Education has prepared the Student Field Education Orientation to provide you with all the information you need to begin your field practicum experience. The Student Field Education Orientation is mandatory and includes information required as a condition of agency affiliation agreements.

The Student Field Education Orientation is comprised of two parts. **Part 1** is a series of short videos, and **Part 2** a "live zoom meeting" / Student Field Education Orientation either on August 15 OR August 17.

PART 1: Prior to August 15, you will need to watch a series of short videos posted on the SSW website. You may access the videos by going to the *Field Education* page on the SSW website. There are separate handouts that accompany the videos you are required to complete. The five video topics students are required to view prior to August 15th are identified below. Upon completion of viewing all the videos, students will need to upload their *Certificate of Completion* into their electronic field notebook.

FIELD EDUCATION ORIENTATION VIDEOS
> **Video 1:** Field Practicum is a Course: Assignments, Expectations, Social Work Competencies
> **Video 2:** Cultural Humility in Field Education
> **Video 3:** Ethical Responsibilities, Code of Conduct, and Safety
> **Video 4:** Being Prepared for Field Instruction and Supervision
> **Video 5:** Use of Self: Compassion Satisfaction and Compassion Fatigue

Below is a list of additional videos you will find on the Field Education page on our website which will be helpful to you when completing assignments concerning your field practicum. Note: All Field Practicum assignments are submitted in the EFN; not Blackboard. It is recommended you complete these within the first month of your field practicum.

Completing Assignments in the EFN Electronic Field Notebook
> **Video 6:** Navigating the EFN
> **Video 7:** Monthly Reports
> **Video 8:** Timesheets
> **Video 9:** Learning Agreements
> **Video 10:** Individual/Clinical Process Recordings
> **Video 11:** Macro Process Recordings
> **Video 12:** Student Evaluation/ Assessment of Progress

Connection Between the Classroom and Field Practicum
> **Video 13:** SOWK 610 Structural Oppression & its Implications for SW
> **Video 14:** SOWK 630 Social Work Practice with Individuals
> **Video 15:** SOWK 631 Social Work Practice with Organizations and Communities
> **Video 16:** SOWK 632 Social Work Practice with Groups and Families

PART 2: LIVE ZOOM MEETING/ Mandatory Student Field Education Orientation
Attendance in mandatory for one of the sessions of the Student Field Education Orientation, which will be a live webinar during the week of August 14. Register for one of the sessions offered below. There will be no in-person Student Field Education Orientations held at the SSW. During the live zoom webinar/ Student Field Education Orientation, you will meet the faculty of the Office of Field Education. You will also break into small groups with other students and SSW Field Education Faculty where you

will discuss the Code of Conduct and you can ask any questions. Students will be expected to participate with video and audio connection.

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

Tuesday, August 15:   1:00 pm to 4:00 pm
Thursday, August 17:   9:30 am to 12:30 pm

Note: The *Student Field Education Orientation* is different from the *SSW's New Student Orientation* being held in person on August 14 for students completing the MSW Program at the Baltimore location and on August 15 in the morning for student completing the MSW Program at Shady Grove.

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

The Office of Field Education extends best wishes for a successful field year!

Part 2: 2023 Live Webinar Orientation to Field Education - AGENDA

August 15 – Tuesday at 1:00 pm to 4:00 pm

August 17 – Thursday at 9:30 am to 12:30 pm

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

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Welcome
Laura Loessner, MSW, LICSW, LCSW-C
Clinical Assistant Professor, Acting Director of Field Education

Meet the Office of Field Education

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

What to Expect AT and FROM the Field Practicum Experience
Caron Cox-Branch, MSW, LCSW-C and Madge Henderson, MSW, LCSW-C

Resources & Instructions (Safety Checklist, Certificate of Completion, Code of Conduct)
Gisele Ferretto, MSW, LCSW-C

Small Groups:
- o Introduce yourself to faculty and other students
- o Open question session for questions after viewing the 5 On-line Field Education Videos
- o Review of Individual/Clinical Process Recording Outline
- o Review of Macro Process Recording Outline
- o Practice Activity: Process Recording
- o Review of Professional Code of Conduct
- o Practice Activity: Code of Conduct Field Education Scenarios

Small Group Assignments

Group 1: Denise Chop, MSW, LCSW-C
Group 2: Caron Cox-Branch, MSW, LCSW-C
Group 3: Gisele Ferretto, MSW, LCSW-C and Esther Carlson, MSW, LCSW-C
Group 4: Madge Henderson, MSW, LCSW-C
Group 5: Angela Jachelski, MSW, LMSW
Group 6: Laura Loessner, MSW, LICSW, LCSW-C
Group 7: Don Vince, MSW, LCSW-C

Wishing you a successful academic year in your field practicum!

Office of Field Education

https://www.ssw.umaryland.edu/field-education/

The Office of Field Education (OFE) is responsible for the development of field practicum placement sites, the placement of students, and for the ongoing monitoring of the field education program. The OFE provides orientations and workshops for students and field instructors, as well as ongoing support and assistance to faculty field liaisons and to students and field instructors as needed.

Contact us: fieldeducation@ssw.umaryland.edu; 410-706-7187; 5th floor of SSW

Our OFE personnel are dedicated social work professionals with a diverse range of expertise and professional social work experience.

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Caroline Long, LCSW-C, PhD Associate Professor Emerita Director of Global Engagement, Coordinator for International Placements clong@ssw.umaryland.edu	

Definitions of Frequently Used Field Education Terms

Types of Field Practicums: Foundation and Advanced (Advanced Clinical or Advanced Macro). Advanced students may select an *extended schedule* to remain in field practicum for an extended period of time, usually to the end of July; going 2 days per week instead of 3 days.

Field Education Coordinator: The person in the field education office who carefully assesses your field practicum application, educational course of study, and learning needs then assigns your specific field placement. You may contact your field education coordinator throughout the year with questions if your liaison or field instructor can't answer them.

Field Instructor: The Social Worker at your agency who will teach you throughout the year at your field placement. They provide you with regular feedback, weekly supervision, review and comment on all of your paperwork; assign tasks, complete an assessment/ evaluation of your progress at mid-semester and the end of each semester. All of your activities at the agency fall under their supervision and social work license.

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

Field Liaison: The person hired by UMB to monitor your progress at your field practicum. This person is the connection between the field instructor, student, and UMB. If issues arise, you and/or your field instructor may seek guidance from your field liaison. Their job is to support the placement. They review work submitted in the EFN and issue your grade for field.

EFN: Electronic Field Notebook: the online system through which students submit their field education assignments, receive feedback from their field 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, and cognitive and affective processes that comprise the competency.

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

Student Assessment: This is the "evaluation" your field instructor will complete at each mid-semester and at the end of each semester to provide you with written feedback on your progress on your development of the 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 core 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. It includes: social work's mission, core values, ethical principles, and specific ethical standards to guide social workers' conduct.

Council on Social Work Education (CSWE) 2015 EPAS:
9 Social Work Competencies with
31 Foundation Generalist Behaviors
16 Clinical Advanced Behaviors & 17 Macro Advanced Behaviors

The central goal of the field education practicum in the UMSSW Masters' Program is to prepare competent professional social workers. To that end, Field Education is guided by the Council on Social Work Education (CSWE) Competencies that MSW students develop in their Masters' program. Each Social Work Competency identifies the Behavior(s) students develop and practice at their Field Practicum. For more details concerning Field Education and the Social Work Competencies, you may refer to this handout and the field practicum syllabi (for foundation practicum, advanced clinical practicum, and advanced macro practicum.) NOTE: this handout on the CSWE Competencies may also be found as a separate handout on our SSW Website on the Field Education tab.

Competencies: Nine Social Work Competencies identify the essential skills and behaviors that encompass 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	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
	1.3	Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication
	1.4	Use technology ethically and appropriately to facilitate practice behavior outcomes
	1.5	Use supervision and consultation to guide professional judgment and behavior
Advanced Clinical Behavior	1.1 CL	Apply professional social work ethics and laws to resolve ethical dilemmas arising in the context of clinical practice
Advanced Macro Behaviors	1.1 Macro	Conduct one's self professionally while engaging in a variety of macro professional roles (e.g., facilitator, leader, broker, organizer, negotiator, educator, researcher or manager) as appropriate for the practice setting
	1.2 Macro	Employ strategies of ethical reasoning and problem solving in assessment, intervention, and evaluation of organization, community, and policy practice
	1.3 Macro	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		
Engage Diversity and Difference in Practice		
Foundation Behaviors	2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
	2.2	Present themselves as learners and engage clients and constituencies as experts of their own experiences

	2.3	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies
Advanced Clinical Behavior	2.1 CL	Identify the impact of diversity factors (e.g., age, class, color, sex, sexual orientation, culture, ethnicity, gender, gender identity and expression, disability, immigration status, political ideology, race, and/or religion) upon practitioner-client transactions and apply this knowledge to practice
Advanced Macro Behavior	2.1 Macro	Establish effective and collaborative working relationships with people of various cultural backgrounds and identities, especially with marginalized populations

Competency #3		
Advance Human Rights and Social, Economic, and Environmental Justice		
Foundation Behaviors	3.1	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
	3.2	Engage in practices that advance social, economic, and environmental justice
Advanced Clinical Behavior	3.1 CL	Demonstrate an awareness of the effects of current and historical oppression, discrimination, and trauma on client and client systems
Advanced Macro Behavior	3.1 Macro	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	Use practice experience and theory to inform scientific inquiry and research
	4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
	4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery
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 (*same as 4.2 Macro*)
	4.3 CL	Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice (*same as 4.3 Macro*)
Advanced Macro Behaviors	4.1 Macro	Construct and utilize best practices and evidence to develop and implement community, organizational, or policy interventions
	4.2 Marco	Develop a research question that can inform policy, programs, or practice (*same as 4.2 CL*)
	4.3 Macro	Conduct quantitative and/or qualitative data analysis and use findings to inform policy, program, or practice (*same as 4.3 CL*)

Competency #5		
Engage in Policy Practice		
Foundation Behaviors	5.1	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
	5.2	Assess how social welfare and economic policies impact the delivery of and/or access to social services
	5.3	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice
Advanced	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

Clinical Behaviors		public policy on client services and/or programming in an area of practice *(same as 5.1 Macro)*
	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 *(same as 5. 2 Macro)*
Advanced Macro Behaviors	5.1 Macro	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 *(same as 5.1 CL)*
	5.2 Macro	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 *(same as 5.2 CL)*

Competency #6		
Engage with Individuals, Families, Groups, Organizations, and Communities		
Foundation Behaviors	6.1	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
	6.2	Use empathy, reflection, and interpersonal skills
Advanced Clinical Behaviors	6.1 CL	Establish a therapeutic contract with a client and modify the contract based on on-going clinical assessment and client feedback
	6.2 CL	Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients' wellbeing
Advanced Macro Behaviors	6.1 Macro	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	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
	7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
	7.3	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
	7.4	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies
Advanced Clinical Behaviors	7.1 CL	Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice
	7.2 CL	Evaluate the strengths and weaknesses of theoretical perspectives and differentially apply them to client situations
	7.3 CL	Formulate culturally informed client assessments that integrate information from all relevant sources

| Advanced Macro Behaviors | 7.1 Macro | Assess and analyze social systems (e.g., communities, organizations, political systems) using multiple frameworks and synthesis to inform intervention |
| | 7.2 Macro | Synthesize and differentially apply theories, constructs, frameworks and models of human behavior and the social environment to guide assessments and planning macro practice |

Competency #8		
Intervene with Individuals, Families, Groups, Organizations, and Communities		
Foundation Behaviors	8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
	8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
	8.3	Use intra and/or inter-professional collaboration as appropriate to achieve beneficial practice outcomes
	8.4	Negotiate, mediate, or advocate with and on behalf of diverse clients and constituencies
	8.5	Facilitate effective transitions and endings that advance mutually agreed on goals
Advanced Clinical Behaviors	8.1 CL	Evaluate, select, and apply best practices and evidence-based interventions
	8.2 CL	Demonstrate the use of appropriate clinical techniques for a range of concerns identified in the assessment
Advanced Macro Behaviors	8.1 Macro	Identify appropriate intervention and how it is relevant to client/constituent system
	8.2 Macro	Implement a problem-solving sequence when intervening in an organizational, community, or policy practice setting
	8.3 Macro	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 appropriate methods for evaluation of outcomes
	9.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
	9.3	Critically analyze, monitor, and evaluate intervention and program processes and outcomes
	9.4	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels
Advanced Clinical Behavior	9.1 CL	Assess the effectiveness of interventions with clients
Advanced Macro Behavior	9.1 Macro	Evaluate the effectiveness of interventions or best practice with programs, organizations, communities, or policy

Field Education Requirements

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

Field Education Practicum is a COURSE
> SOWK 635 (fall)/ SOWK 636 (spring) – Foundation Field
> SWCL 794 (fall)/ SWCL 795 (spring) – Advanced Field CLINICAL
> SWOA 794 (fall) /SWOA 795 (spring) – Advanced Field MACRO

Field Assignments include:
- Process Recordings:
  - THREE Process Recordings due EACH Semester (minimum) for a total of SIX per field 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 Macro.)
- Monthly Reports and Monthly Timesheets (submitted in the EFN; due 5th of month.)
- Submission of Learning Agreement.
- Participation in Field Education Seminars for their Foundation Practicum Year.

Required Days for Field Education
In general: See Field Education Manual for more details.
- Students are expected to follow the Field Education Calendar posted at https://www.ssw.umaryland.edu/field-education/field-calendar--manual/. The minimum number of days for Foundation students is 55 days and the minimum number of days for Advanced students (either on a *regular* or *extended schedule*) is 85 days. Students have available three (3) leave days per academic year. Leave days must be taken during the academic year; they cannot be held and applied all at once to extend a break or to end field practicum early. Leave days do not count towards a student's accumulated field practicum days. Students do not need to make up missed days if they are using one of the three leave days. Any absences planned or unplanned over three days must be made up for the student to meet the minimum requirement for completed field practicum days.
- All Students are required to keep accounting for their days in field practicum and complete monthly *Field Education Timesheets* which will be approved by their Field Instructor and reviewed by their Field Liaison. The field education timesheet may be found on the EFN.
- Once a field practicum schedule is established, any modifications must be approved by the Field Instructor and the Faculty Field Liaison.

Foundation Students: are in *Monday/Wednesday* **OR** *Tuesday/Thursday* field placement.
Advanced Students: are in a *Tuesday/Wednesday/Thursday* field placement
Advanced students on an extended schedule: are in a field placement two days a week for a longer period of time.

FIELD EDUCATION EXPECTATIONS

What to Expect from Your Field 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 etc.;

- Help developing greater self-awareness in your work;

- Support with the client-worker relationship e.g., recognizing 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 field instructor;

- Ongoing close collaboration and communication with you and your field instructor;

- Additional clarification of general agency expectations.

What Your Field Instructor Expects of You:

- Be prepared for and actively participate in supervision;

- Interest, enthusiasm, & energy;

- Curiosity 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 SW;

- Participate in the evaluation process.

MSW Program Foundation Field Education Seminar Student Information Sheet

The integrated field seminar is an opportunity for MSW students to meet in small groups to discuss their field education experiences. During their foundation field placement at UMSSW, 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 field 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 field.
5. Discuss experiences and troubleshoot issues in field practicum.

Field Education Seminar Details:

- Field liaison seminar instructors will lead mandatory online seminars each month (four in the fall and four in the spring semester). Students may be in field practicum and are expected to be released from field education duties to attend seminar.

- Seminar follows the pacing of the student field 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 field 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 field practicum grade. Student attendance and participation in seminar will be part of their Fall and Spring semester field education assessments.

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

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

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: 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
Agency: (Full) Name of Field 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	FI Comment
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), 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 on the content the student entered in columns to left. (Overall comments from the Field 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?"

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

Liaison Comments: The Faculty Field Liaison usually provides comments after the field 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)

ASSESSING
- Organizing Descriptive Information
- Formulating a Tentative Assessment

EXPLORING
- Asking Questions
- Seeking Clarification
- Reflecting Content
- Reflecting Feelings
- Reflecting Feeling & Meaning
- Partializing
- Going Beyond What is Said

BEGINNING
- Introducing Yourself
- Seeking Introductions
- Describing Initial Purpose
- Discussing Policy & Ethical Factors
- Seeking Feedback

PREPARING
- Preparatory Reviewing
- Preparatory Exploring
- Preparatory Consulting
- Preparatory Arranging
- Preparatory Empathy
- Preparatory Self-Exploration
- Preliminary Planning and Recording

ENDING
- o Reviewing the Process
- o Final Evaluating
- o Sharing Ending Feelings and Saying Goodbye
- o Recording the Closing Summary

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

CONTRACTING
- o Reflecting on an Issue
- o Identifying an Issue
- o Clarifying Issues for Work
- o Establishing Goals
- o Developing an Action Plan
- o Identifying Action Steps
- o Planning for Evaluation
- o 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

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PROCESS RECORDING: 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 Field 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.

	Content	**Skills**	**Gut Reaction** (YOUR feelings)	**Analysis** (YOUR effectiveness...)
Client	Are you the social work intern? The principal told me to come talk to you. I need some help.			
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	You look so young. Do you think you will be able to help me?			
Worker	It sounds like you are concerned that maybe I won't be able to help you because of my age?			
Client	Well, you just look like you could be my daughter. But, I really need the help….(sigh)			

Worker	How about you tell me what you need help with and we can see what we can accomplish together?			
Client	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.			
Worker	Ahh, sounds like you have a lot going on right now…			
Client	You got that right! And, I'm tired! I already raised my kids and I'm still struggling.			

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 field instructor to ensure that all important material has been discussed.

I.   Environmental Safety   **DISCUSSED**
    Fire Procedures   _____
    Disaster Procedures   _____
    Severe Weather Procedures   _____
    Universal Precautions   _____
    COVID-19 Safety Protocols   _____

II. Agency and Surrounding Area
    Parking   _____
    After-hour Security   _____
        o Office Set-Up/Exits
        o Panic Buttons
        o Personal Belongings
        o Sign-in & Sign-out Logs
    First Aid Procedures   _____
    Neighborhood Issues   _____
        o Isolate/Vulnerable Areas
    Equipment Issued   _____
        o Cell Phone/Pager/Computer
        o 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   _____
        o Physical Restraint
    Staff Incident Procedures   _____

IV. Transportation
    Vehicle Procedures   _____
        o Personal Vehicle
        o 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 Field Education Orientation. Students complete this form on your Electronic Field Notebook (EFN).

The purpose of this Professional Code of Conduct is to identify expectations of student behavior as it relates to their field placement experience. If the student has any questions concerning its content, clarify with your Field Instructor, your Faculty Field Liaison, or Faculty in the Office of Field Education. Please note: this Professional Code of Conduct is to be implemented at each placement site for both your Foundation and Advanced years of your Field Education.

		Initial
1	The student agrees to carefully read, in entirety, the SSW Field 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 (*Council on Social Work Education* CSWE Competency #1) at all times, both in person and/or remotely as well as during any field education 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 field practicum on the Field Education Timesheet, which will serve as an official record.	
4	The student agrees to be an active participant in the field education experience with their field instructor including reporting to field practicum 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 the Faculty Field Liaison if any problem or concerns occur in the field practicum.	
6	The student understands that they are to be fully present and engaged during field education activities. If they are engaged in remote activities for any portion of their field education experience, the student is expected to minimize distractions during this time, including avoiding accumulation of field practicum time during other committed activities. The student may not engage in remote field education while at work, unless they are in an approved employment-based field placement.	

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

Student Signature: _____Date:_____

PROFESSIONAL CODE OF CONDUCT - SCENARIOS

A. It is the middle of October and *Student A* has missed two days of field 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 and impact their professional future?
    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 field 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 field 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 and impact their professional future?
    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* field 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 and impact their professional future?
    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 field 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 and impact their professional future?
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 field placement agency. They do not inform their field 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 city newspaper.

1. How might this action reflect on *Student E's* professional self and impact their professional future?
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 field 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 on campus organizations.

1. How might this action reflect on *Student F's* professional self and impact their professional future?
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 2023
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 maltreatment and may report anonymously. Reporting required when occur in-state AND out-of-state FL 5-705.1	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,	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 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. 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. There is also a 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 07.02.07.11C) Criminal law: defines child abuse 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 if child dies)	Civil law: Family Law § 5-701 (a) Criminal law: Criminal Law §3-601

Child Sexual Abuse	Child sexual abuse is: 1. Any act involving sexual molestation or exploitation ▪ 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	Does NOT require a physical injury. *Sexual molestation or exploitation* means sexual contact or conduct with a 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, or sex trafficking; or 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)	Civil law: Family Law § 5-701 (y) (z) Criminal laws: Criminal Law §3-602; §11-203; §11-207; §11-208; §3-303; §3-312
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 *Confinement in dwelling, building, enclosure, or motor vehicle*" 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. Policy provides examples of mental injury that are covered by statute.	Civil law: Family Law § 5-701 (a) 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 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 the incident ▪ under circumstances that indicate mental injury to the child or a substantial risk of mental injury	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. Policy provides examples of mental injury that are covered by statute.	Civil law: Family Law §5 -701 (r) and (s)(2) 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 maltreator 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.	All human service workers are mandated to report; however, any person 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, §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
Immunity When Disclosing Information to LDSS	Immunity from civil liability & criminal penalty are provided for health care providers who disclose information to LDSS personnel or multidisciplinary team for the purposes of investigation or treatment in a case of suspected abuse or neglect of a child.	When the report is made in "good faith."	Health General § 4-308

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 statues go to http://www.lexisnexis.com/hottopics/mdcode/

To look up specific Maryland Regulations (COMAR) go to http://www.dsd.state.md.us/COMAR/ComarHome.html

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 240-448-4568.

UMB (Baltimore) Student Resources

SSW Office of Student Services
Henriette Taylor, MSW, LMSW
Assistant Dean for Student Services
Office for Student Services
University of Maryland School of Social Work
525 W. Redwood St.
Baltimore, MD 21201
443-571-4386
HTaylor@ssw.umaryland.edu

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

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

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

Career and Internship Services Center, USG
Biomedical Sciences and Engineering Building, Suite 1318
shadygrove.umd.edu/careerservices
https://shadygrove.umd.edu/student-services/CISC
301-738-6338

Center for Counseling and Consultation (CCC)
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