

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
<b>Competency 1: Demonstrate Ethical and Professional Behavior</b>					
		<i>Review the confidentiality policy and other relevant policy of the agency with the field Instructor.</i>	<i>Practice completing appropriate completion of Release of Information and other protocols.</i>	<b>Varies</b>	
		<i>Discuss cases in which vicarious trauma becomes present. Explore various mechanisms of support within agency.</i>	<i>Process in supervision</i>	<b>Varies</b>	
		<i>Meet with a professional from another discipline at the field agency and discuss similarities that exist between the two professions in working with clients.</i>	<i>Explore in supervision the ways in which the two professions work together with clients to help them meet their goals.</i>	<b>Varies</b>	
		<i>Recognizes and discusses with Field Instructor transference and countertransference in social work relationships.</i>	<i>Discuss in supervision/field seminar</i>	<b>Varies</b>	
		<i>Assess past experiences with supervisory styles.</i>	<i>Discuss with Field Instructor impact on employees and organizations of these different styles.</i>	<b>Varies</b>	
		Hemy, M., Hemy, M., Boddy, J., Chee, P., & Sauvage, D. (2016). Social work students 'juggling' field placement. <i>Social Work Education</i> , 35(2), 215-228. doi:10.1080/02615479.2015.1125878	Read article and write 1 -2 page response paper about how you will "juggle" field placement. Augment with additional research from 1 journal article.	<b>5</b>	
	Listen to recording of Q&A session COVID-19: Ethical Legal and Clinical Considerations for social workers. <a href="https://www.socialworkers.org/About/Ethics/Ethics-Education-and-Resources/COVID-19-Ethics-Resources">https://www.socialworkers.org/About/Ethics/Ethics-Education-and-Resources/COVID-19-Ethics-Resources</a>	Research other ethical implications of COVID-19	Using Q& A recording & own research, create COVID-19 Social Work Ethics Tip sheet	<b>5</b>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	<p>Listen to inSocialWork Podcast: "Dr. Frederic Reamer: Ethical Dilemmas in Contemporary Social Work: Trends and Challenges"  <i>inSocial Work Podcast Series</i>            Published: July 13, 2009  <a href="https://www.insocialwork.org/episode.asp?ep=24">https://www.insocialwork.org/episode.asp?ep=24</a></p>	<p>Read: 'Ethical Decision Making in Social Work Practice'            Published: 2015            Author: NLASW Professional Issues Committee  <a href="https://nlasw.ca/sites/default/files/inline-files/Ethical_Decision_Making_Frame_work.pdf">https://nlasw.ca/sites/default/files/inline-files/Ethical_Decision_Making_Frame_work.pdf</a></p>	<p>1) Connect NASW Values &amp; Principles to (4) core aspects of field agency (ex. agency guidelines/procedures, treatment models, workplace environment)</p>	<p><b>5-8</b></p>	
	<p>UMS Academy: School Social Worker: History, Trends, Ethics and Perspectives            Published: 01/30/2018            Author: Alexia Poppy, MSW  <a href="https://learnit.hoonuit.com/5847/learnit">https://learnit.hoonuit.com/5847/learnit</a></p>		<p>UMS Academy/ Quiz Certificate</p>	<p><b>3</b></p>	
		<p>Essential Steps for Ethical Problem-Solving            NASW Massachusetts Chapter            Author: Frederick Reamer &amp; Sr. Ann Patrick Conrad  <a href="https://www.naswma.org/page/100/Essential-Steps-for-Ethical-Problem-Solving.htm">https://www.naswma.org/page/100/Essential-Steps-for-Ethical-Problem-Solving.htm</a></p>	<p>Generate ethical dilemma focused on field placement agency/client population (if student is unable to generate ethical dilemma, student can meet with field instructor to discuss common ethical dilemmas faced by agency) then utilize ethical problem solving steps to solve issue</p>	<p><b>3-4</b></p>	
	<p>UMS Academy: School Social Workers: Making a Difference in Student Success            Published: 02/11/2018            Author: Patsy Ryan, LSW  <a href="https://learnit.hoonuit.com/5853/learnit">https://learnit.hoonuit.com/5853/learnit</a></p>		<p>UMS Academy/ Quiz Certificate</p>	<p><b>3</b></p>	
	<p>Listen to NASW Podcast: Ethics with Dawn Hobby  <i>NASW Social Work Talks</i>  <a href="https://www.socialworkers.org/news/social-work-talks-podcast/ep4-ethics">https://www.socialworkers.org/news/social-work-talks-podcast/ep4-ethics</a></p>		<p>Discuss in logs</p>	<p><b>1</b></p>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	<p>Explore Self Care Starter Kit  <i>UB School of Social Work</i>            Author: Lisa D. Butler, PhD  <a href="http://socialwork.buffalo.edu/resources/self-care-starter-kit.html">http://socialwork.buffalo.edu/resources/self-care-starter-kit.html</a></p>	<p>Read "Six Domains of Self Care: Attending to the whole person"            Published: 07 Jan 2019, <i>Journal of Human Behavior in the Social Environment</i>            Authors: Lisa D. Butler, Kelly A. Mercer, Katie McClain-Meeder, Dana M. Horne &amp; Melissa Dudley  <a href="https://www.tandfonline.com/doi/abs/10.1080/10911359.2018.1482483?casa_token=acieCcT4B6kAAAAA%3ATTPVnhpZLPVUqGsf6NiXMUK2XAmP-WlvRnicJZg2cJsiXxNDBWhYu9Qgk9xjihitzyNgBe78rUY&amp;journalCode=whum20">https://www.tandfonline.com/doi/abs/10.1080/10911359.2018.1482483?casa_token=acieCcT4B6kAAAAA%3ATTPVnhpZLPVUqGsf6NiXMUK2XAmP-WlvRnicJZg2cJsiXxNDBWhYu9Qgk9xjihitzyNgBe78rUY&amp;journalCode=whum20</a></p>	<p>1) Utilize associated materials within University of Buffalo self care kit and read additional readings to develop personalized self care plan over the course of field practicum sequence</p> <p>2) Create a weekly journal of thoughts, feelings, experiences, etc. within field placement</p>	6-8	
	<p>UMS Academy: Emotional Wellbeing &amp; Stress Reduction            Published: 12/05/2017            Author: Dr. Brad Goodell  <a href="https://learnit.hoonuit.com/5813/learnit">https://learnit.hoonuit.com/5813/learnit</a></p>		UMS Academy/ Quiz Certificate	3	
	<p>UMS Academy: Leadership Styles            Published: 06/18/2017            Author: Liz Van Kleeck  <a href="https://learnit.hoonuit.com/5698/learnit">https://learnit.hoonuit.com/5698/learnit</a></p>		UMS Academy/ Quiz Certificate	3	
	<p>UMS Academy - Successful Time Management            Published: 06/04/2014            Author: Dr. Rob Cavanna <a href="https://learnit.hoonuit.com/5094/learnit">https://learnit.hoonuit.com/5094/learnit</a></p>		UMS Academy Quiz/Certificate	3	
	<p>Watch: Belkin-Martinez, D. (2016). Overcoming personal biases in social work. [Video/DVD] Alexander Street. Retrieved from <a href="https://video-alexanderstreet.com/wv-o-ursus-proxy02.ursus.maine.edu/watch/overcoming-personal-biases-in-social-work">https://video-alexanderstreet.com/wv-o-ursus-proxy02.ursus.maine.edu/watch/overcoming-personal-biases-in-social-work</a></p>		Discuss in supervision/Field Seminar	2	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	UMS Academy: Developing Healthy Relationship Skills Published: 03/14/2018 Author: Bryn Yahn <a href="https://learnit.hoonuit.com/5869/learnit">https://learnit.hoonuit.com/5869/learnit</a>		UMS Academy/ Quiz Certificate	3	
	UMS Academy: Professionalism in the Workplace Published: 03/26/2018 Author: Ron Farrow <a href="https://learnit.hoonuit.com/5876/learnit">https://learnit.hoonuit.com/5876/learnit</a>		UMS Academy/ Quiz Certificate	3	
	UMS Academy: Professional Etiquette Published: 02/26/2019 Author: Ron Farrow <a href="https://learnit.hoonuit.com/5924/learnit">https://learnit.hoonuit.com/5924/learnit</a>		UMS Academy/ Quiz Certificate	2	
	Complete" Protecting yourself from COVID-19 in the workplace online version": <a href="https://tools.niehs.nih.gov/wetp/covid19worker/">https://tools.niehs.nih.gov/wetp/covid19worker/</a>		Quiz/Certificate	2	
		Read "Applying the Strengths Perspective to Your Self-Reflection" Published: 2020 Author: Tarrell Clark, BSW <a href="https://www.socialworker.com/feature-articles/field-placement/applying-strengths-perspective-to-self-reflection/">https://www.socialworker.com/feature-articles/field-placement/applying-strengths-perspective-to-self-reflection/</a>	Discuss in logs	1	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	<p>Online Webinar: Faculty-Student Virtual Ethics Round Table: "Exploring Ethics and Technology in Academia" <i>NASW</i>, free registration (no CE credits)  <a href="https://www.socialworkers.org/About/Ethics/Ethics-Education-and-Resources/Workshops-and-Webinars">https://www.socialworkers.org/About/Ethics/Ethics-Education-and-Resources/Workshops-and-Webinars</a></p>	<p>1) Eye on Ethics: New NASW Code of Ethics Standards for the Digital Age  <i>Social Work Today</i>            Published: August 2017            Author: Frederic G. Reamer, PhD  <a href="https://www.socialworktoday.com/archive/081617.shtml">https://www.socialworktoday.com/archive/081617.shtml</a></p> <p>2) Ethical Standards for Social Workers' Use of Technology: Emerging Consensus  <i>Journal of Social Work Values and Ethics</i>, Volume 15, Number 2 (2018)            Published: 2018            Author: Frederic G. Reamer, PhD  <a href="https://search-proquest-com.wv-oursus-proxy02.ursus.maine.edu/socialservices/docview/2129522548/1263DAD68DCC4367PQ/1?accountid=14583">https://search-proquest-com.wv-oursus-proxy02.ursus.maine.edu/socialservices/docview/2129522548/1263DAD68DCC4367PQ/1?accountid=14583</a></p>	<p>Write 1-2 page write up of personal experiences using technology during COVID 19. Reflect upon the benefits/drawbacks of using technology to stay connected to friends, family, peers etc. Discuss use of technology in placement and develop understanding of potential issues in this format of services.</p>	4	
	<p>Listen to NASW Podcast: "Tips for Successfully Implementing Teletherapy"  <i>NASW Social Work Talks Podcast</i>            Published: May 12, 2020  <a href="https://www.socialworkers.org/News/Social-Work-Talks-Podcast/EP52-Tips-for-Successfully-Implementing-Teletherapy">https://www.socialworkers.org/News/Social-Work-Talks-Podcast/EP52-Tips-for-Successfully-Implementing-Teletherapy</a></p>		<p>Discuss in logs</p>	1	
	<p>Attend "Enhancing Health Care Access: Adding Telehealth to Your Toolkit"  <i>Free Webinar, Presented by UMaine &amp; Aging Geriatrics Workforce Enhancement Program</i>            Monday September 14,2020 11:00am-12:30 pm  <a href="https://us02web.zoom.us/webinar/register/WN_enuWJeWTGqlaiu2g3mt_A">https://us02web.zoom.us/webinar/register/WN_enuWJeWTGqlaiu2g3mt_A</a></p>		<p>1) If provided: Certificate of Attendance            or            2) 1-2 page reflection on webinar, discuss implementation of telehealth and its impact on delivery of services in field placement</p>	3-4	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	<p>Listen to inSocialWork Podcast: "Dr. Lawrence Shulman: Models of Supervision: Parallel Processes and Honest Relationships"  <i>inSocialWork Podcast Series</i>            Published: October 20, 2008  <a href="https://www.insocialwork.org/episode.asp?ep=5">https://www.insocialwork.org/episode.asp?ep=5</a></p>		Discuss in logs & supervision	1	
	<p>Online Powerpoint: An Introduction to Ethics in Child Welfare Supervision  <i>University of Minnesota School of Social Work</i>            Author: Elizabeth Lightfoot, Ph.D.  <a href="https://casw.umn.edu/wp-content/uploads/2013/10/IntroEthicsCW.pdf">https://casw.umn.edu/wp-content/uploads/2013/10/IntroEthicsCW.pdf</a></p>		Discuss in logs & supervision	3	
<b>Competency 2: Engage Diversity and Difference in Practice</b>					
		<i>Identify the unique cultural composition of the client population served by the agency.</i>	<i>Identify ways in which the agency meets the needs of the client population served and identify how this can be improved upon in response to the COVID-19 pandemic.</i>	<b>Varies</b>	
		<i>Prepare one process recording per term.</i>	<i>Discuss statements of values in Supervision</i>	<b>Varies</b>	
		<i>Conduct a literature review of trauma-informed community level care and then use this literature as a base to understand client issues.</i>	<i>Work with a local (group) population to develop and implement a capacity building plan in order to assist them with organizing, uniting and building the strengths of their community</i>	<b>Varies</b>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
		<i>Visit two other agencies serving the same population as placement agency.</i>	<i>Discuss with Field Instructor observed similarities and differences.</i>	<b>Varies</b>	
		<i>Spend time in the waiting area of a service agency.</i>	<i>Discuss in supervision their learning related to presenting problems and available services.</i>	<b>Varies</b>	
		<i>Raise awareness of trauma and it's impact on health, mental health and social well-being.</i>	<i>Create social media messaging that agency can use to inform multiple stakeholders</i>	<b>Varies</b>	
		<i>Understand and adapt practice to the needs of population, identifying dynamics within communities that create, foster and promote racism, sexism, ageism and homophobia.</i>	<i>Discuss in supervision.</i>	<b>Varies</b>	
		<i>Research the geography, diversity, politics as well as social and cultural grouping in county of field agency, exploring the extent to which aspects of culture can oppress, alienate or create privilege and power.</i>	<i>Reflect on his/her own personal privilege and power in supervision.</i>	<b>Varies</b>	
	UMS Academy: Strategies for Communicating with Teens Published: 05/29/2017 Author: Heather Slee <a href="https://learnit.hoonuit.com/5691/learnit">https://learnit.hoonuit.com/5691/learnit</a>		UMS Academy Quiz/Certificate	<b>3</b>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	Attend The 15th Annual University of Maine Clinical Geriatrics Colloquium <i>Virtual Event, free for UMaine students</i> Tuesday, October 27th, 2020 8:30 am- 3:30 pm <a href="https://mainecenteronaging.umaine.edu/geriatricscolloquium/">https://mainecenteronaging.umaine.edu/geriatricscolloquium/</a>		1) If provided: Certificate of Attendance or 2) Reflect on experience in logs or informal 1-2 page discussion	<b>6</b>	
	Explore over 25 Modules from: Center for Advanced Studies in Child Welfare <i>University of Minnesota</i> <a href="https://cascw.umn.edu/portfolio_category/online-modules/">https://cascw.umn.edu/portfolio_category/online-modules/</a>		Module Quiz/Certificate	<b>Varies</b>	
	UMS Academy: It Takes a Village: Partnering with Parents Published: 05/07/2017 Author: Dr. Therese Kiley <a href="https://learnit.hoonuit.com/5683/learnit">https://learnit.hoonuit.com/5683/learnit</a>		UMS Academy Quiz/Certificate	<b>4</b>	
	UMS Academy: The Importance of Understanding Children's Mental Health Disorders: Anxiety and Depression Published: 09/10/2017 Author: Ellen Teelucksingh Swanson, PhD <a href="https://learnit.hoonuit.com/5746/learnit">https://learnit.hoonuit.com/5746/learnit</a>		UMS Academy Quiz/Certificate	<b>3</b>	



Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
		<p>1) Read: "Mental health and psychosocial considerations during the COVID-19 outbreak"  <i>World Health Organization</i>            Published: March 18 2020  <a href="https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf">https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf</a></p> <p>2) Read: Worker Safety &amp; Health During COVID-19 Pandemic: Rights &amp; Resources            Published: April 9 2020            Author: Deborah Berkowitz <i>National Employment Law Project</i>  <a href="https://www.nelp.org/publication/worker-safety-health-during-covid-19-pandemic-rights-resources/">https://www.nelp.org/publication/worker-safety-health-during-covid-19-pandemic-rights-resources/</a></p>	<p>1) Create COVID 19 Resource Fact sheet for:            a) Clients            or            b) Staff</p>	<p><b>5-8</b></p>	
		<p>1) Read: Fisher-Borne, M., Cain, J. M., &amp; Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. <i>Social Work Education</i>, 34(2), 165-181.  <a href="https://search-proquest-com.wv-oursus-proxy02.ursus.maine.edu/socialservices/docview/2207368235/1AB8F2F2545F44E8PQ/1?accountid=14583">https://search-proquest-com.wv-oursus-proxy02.ursus.maine.edu/socialservices/docview/2207368235/1AB8F2F2545F44E8PQ/1?accountid=14583</a>            &amp;</p> <p>2) Read: "Exploring Cultural Tensions in Cross-Cultural Social Work Practice"            Published: November 2008            Author: Miu Chung Yan            doi: 10.1093/sw/53.4.317  <a href="https://www.researchgate.net/publication/23318354_Exploring_Cultural_Tensions_in_Cross-Cultural_Social_Work_Practice">https://www.researchgate.net/publication/23318354_Exploring_Cultural_Tensions_in_Cross-Cultural_Social_Work_Practice</a></p>	<p>Present lessons learned in group supervision or field seminar</p>	<p><b>4</b></p>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	<p>Explore over 50 free Webinars/Trainings Organized by Agency Focus/Population  <i>University of North Carolina-Wilmington Social Work</i>  <a href="https://uncw.edu/chhs/swk/academic/remote/online-trainings.html">https://uncw.edu/chhs/swk/academic/remote/online-trainings.html</a></p>		<p>1) If provided: Quiz/ Module or Training Certificate</p> <p>2) Utilize webinar information &amp; additional readings to create fact sheet of agency population            Include info:            - Background, statistics            - Barriers/Challenges            - Treatment Approaches            -Relevant information</p>	<b>2-30</b>	
	<p>Maine Native Studies Resources (collection of videos, websites, and other resources to learn about different Maine tribes): <a href="https://www.maine.gov/dae/learning/content/socialstudies/resources/mainenativestudies/resources">https://www.maine.gov/dae/learning/content/socialstudies/resources/mainenativestudies/resources</a></p>		<p>Select 2 resources. Discuss materials in supervision. Discuss: field agency's provision of services to Native Americans; ways in which agency is culturally aware; ways in which agency could improve delivery of services to native americans</p>	<b>5</b>	
	<p>UMS Academy: Connecting Through Vulnerability            Published: 01/03/2017            Author: Dr. Matthew Arau  <a href="https://learnit.hoonuit.com/5642/learnit">https://learnit.hoonuit.com/5642/learnit</a></p>	<p>Read: "Standards and Indicators for Cultural Competence in Social Work Practice"            Author: NASW            Published: 2015  <a href="https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&amp;portalid=0">https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&amp;portalid=0</a></p>	<p>UMS Academy Quiz/Certificate</p>	<b>8-10</b>	
	<p>UMS Academy: Warning! Sinking Ship: Helping Those Around Us            Published: 09/19/2017            Author: Brad Williams  <a href="https://learnit.hoonuit.com/5752/learnit">https://learnit.hoonuit.com/5752/learnit</a></p>		<p>UMS Academy Quiz/Certificate</p>	<b>5</b>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	<p>1) Watch: "The Importance of Cultural Humility <i>UB School of Social Work</i> <a href="https://www.youtube.com/watch?v=cVmOXVIF8wc&amp;feature=youtu.be">https://www.youtube.com/watch?v=cVmOXVIF8wc&amp;feature=youtu.be</a></p> <p>&amp;</p> <p>2) Watch "Cultural Humility (complete)" <a href="https://www.youtube.com/watch?v=SaSHLbS1V4w">https://www.youtube.com/watch?v=SaSHLbS1V4w</a></p>		<p>(Cited from University of Buffalo School of Social Work Field Assignments)</p> <p>1) Write 2-3 self reflection paper covering following prompts:</p> <ul style="list-style-type: none"> <li>-Define the concept of cultural humility;</li> <li>-Discuss the difference between cultural competence and cultural humility;</li> <li>-Highlight the role cultural humility plays in social work practice;</li> <li>-Explore the dynamics of difference;</li> <li>-Reflect on the knowledge, skills, and attitudes which are associated with becoming culturally self-aware and valuing diversity;</li> <li>-Increase awareness of unconscious cultural stereotypes, and the impact of these on service recipients</li> </ul> <p>Retrieved from <a href="http://socialwork.buffalo.edu/field-educators-">http://socialwork.buffalo.edu/field-educators-</a></p>	5-7	
	<p>3) Watch "Implicit Bias -- how it effects us and how we push through" <i>Tedx Talk- Melanie Funchess</i> Published: October 16, 2014 <a href="https://www.youtube.com/watch?v=Fr8G7MtrNIk">https://www.youtube.com/watch?v=Fr8G7MtrNIk</a></p>		Discuss in journal or logs	1	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	Take the self-paced online training: Improving Cultural Competency for Behavioral Health Professionals. <a href="https://thinkculturalhealth.hhs.gov/education/behavioral-health">https://thinkculturalhealth.hhs.gov/education/behavioral-health</a>		Certificate & create a list in ways this information could help students better advocate for human rights at the individual and systems level	6	
<b>Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice</b>					
		<i>Demonstrate the ability to use policy, research, theory and practice to redress social injustice and human rights violations.</i>	<i>Research &amp; pick social justice issue connected to field placement/agency population, Create and develop graphic, flyer, piece of media etc. on infoc/advocacy</i>	<b>Varies</b>	
		<i>Research topics of oppression, human rights and social justice.</i>	<i>Present in individual and/or group supervision on the relevance of these for social work practice on micro (self awareness and client interaction) meso and macro levels.</i>	<b>Varies</b>	
		<i>Review advocacy agency's website the student/agency would like to learn more about</i>	<i>Write a summary of how their work could impact the work completed by the agency.</i>	<b>Varies</b>	
		<i>Work on crisis response policies, procedures, notifications, and education (e.g., handouts, PowerPoints, webinars, public service announcements) in regards to the COVID-19 pandemic</i>	<i>Completed products</i>	<b>Varies</b>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	Take the self-paced online training: Adolescent Trauma and Substance Abuse Online. <a href="https://learn.nctsn.org/">https://learn.nctsn.org/</a>		Certificate	<b>6</b>	
	Attend UMaine Climate Change Forum: Presented by Climate Change Institute <i>Virtual Event, Free to Public</i> September 28th, 2020 6:00-7:00 pm <a href="https://umaine.edu/impactweek/event/your-chance-to-ask-questions-about-climate-change/">https://umaine.edu/impactweek/event/your-chance-to-ask-questions-about-climate-change/</a>		1) If provided: Certificate of Attendance or 2) 1-2 reflection paper on event/discuss in logs or 3) Discuss impact of environmental justice on field placement	<b>1</b>	
	Explore NASW Critical Conversations on Racism/Racial Equality <a href="https://www.socialworkers.org/Practice/Ethnicity-Race/Racial-Equity/Critical-Conversations">https://www.socialworkers.org/Practice/Ethnicity-Race/Racial-Equity/Critical-Conversations</a>		Have conversation about racism/equality in field	<b>2-3</b>	
	Online Module: Supporting Addiction Recovery during COVID-19 Author: Amy R. Krentzman, MSW, PhD Published: June 2020 <a href="https://casw.umn.edu/portfolio-items/supporting-addiction-recovery-during-covid-19/">https://casw.umn.edu/portfolio-items/supporting-addiction-recovery-during-covid-19/</a>		Discuss in Supervision	<b>1</b>	
	Listen to NASW Podcast: Supporting LGBTQ Youth" <i>NASW Social Work Talks</i> Published: June 4, 2019 <a href="https://www.socialworkers.org/News/Social-Work-Talks-Podcast/EP33-Supporting-LGBTQ-Youth">https://www.socialworkers.org/News/Social-Work-Talks-Podcast/EP33-Supporting-LGBTQ-Youth</a>		Discuss in logs	<b>1</b>	
	Listen to NASW Podcast: Disability Awareness with Paula Allen-Meares <i>NASW Social Work Talks</i> Published: November 20, 2018 <a href="https://www.socialworkers.org/News/Social-Work-Talks-Podcast/EP18-Disability-Awareness">https://www.socialworkers.org/News/Social-Work-Talks-Podcast/EP18-Disability-Awareness</a>		Discuss in Field Seminar	<b>1</b>	
	Watch a variety of webinars and videos from the National Resource Center on Domestic Violence: <a href="https://nrcdv.org/videos">https://nrcdv.org/videos</a>		Discuss in Supervision/Logs/Field Seminar	<b>Varies</b>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	Watch a variety of recorded Webinars and Join Live Health Connections Chats about COVID-19. Many focus on the needs of older adults: <a href="https://mainecenteronaging.umaine.edu/home/stayhealthy/">https://mainecenteronaging.umaine.edu/home/stayhealthy/</a>		Discuss in Supervision; make connections to agency	<b>Varies</b>	
<b>Competency 4: Engage In Practice-informed Research and Research-informed Practice</b>					
		<i>Develop research-informed focus group question or survey instruments related to a need in the agency</i>	<i>Completed instrument</i>	<b>Varies</b>	
		<i>Develop a "Quick Reference" Tool featuring the agencies names, numbers and summary of services student would most commonly refer their clients to for their most frequent needs</i>	<i>Develop quick reference tool</i>	<b>Varies</b>	
		<i>Utilize the existing evaluation tools used in the field agency/setting.</i>	<i>Discuss with supervisor how to use and interpret results of the evaluation tools.</i>	<b>Varies</b>	
		<i>Identify research articles related to advanced practice and utilize practice informed methodologies in assigned cases or projects</i>	<i>Create a brief handout about research informed practices selected. Discuss use of practices with clients in supervision.</i>	<b>Varies</b>	
		<i>Student will engage in action research to gather data.</i>	<i>Work with agency constituents to gather their stories (applicable to research purposes)</i>	<b>Varies</b>	
	UMS Academy: Research Essentials Published: 03/04/2018 Author: Heather Slee <a href="https://learnit.hoonuit.com/5863/learnit">https://learnit.hoonuit.com/5863/learnit</a>		UMS Academy Quiz/Certificate	<b>3</b>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	<p>Online Module- Crossover Youth: Implications for Research and Practice            Authors: Minhae Cho &amp; Wendy Haight            Published: August 2018  <a href="https://casw.umn.edu/portfolio-items/crossover-youth-implications-for-research-and-practice-1-0-hr/">https://casw.umn.edu/portfolio-items/crossover-youth-implications-for-research-and-practice-1-0-hr/</a></p>		Module Quiz/Certificate	3	
	<p>Listen to inSocialWork: "Dr. Jeane Anastas and Dr. Cynthia Franklin: The Science of Social Work"  <i>inSocialWork Podcast Series</i>            Published: August 29, 2016  <a href="https://www.insocialwork.org/episode.asp?ep=198">https://www.insocialwork.org/episode.asp?ep=198</a></p>		Discuss in logs	1	
	<p>Listen to inSocialWork: "Dr. Michael Reisch: How Did Social Work Get Here?: The Historical Narratives That Shape Social Work Research and Practice (part 1 of 2)"  <i>inSocialWork Podcast Series</i>            Published: March 07, 2011  <a href="https://www.insocialwork.org/episode.asp?ep=66">https://www.insocialwork.org/episode.asp?ep=66</a>            &amp;            Listen to inSocialWork: "Dr. Michael Reisch: How Did Social Work Get Here?: The Historical Narratives That Shape Social Work Research and Practice (part 2 of 2)"  <i>inSocialWork Podcast Series</i>            Published: April 04, 2011  <a href="https://www.insocialwork.org/episode.asp?ep=68">https://www.insocialwork.org/episode.asp?ep=68</a></p>		1) Find and analyze two research studies related to field placement agency/population. Generate 2 page literature review.	5-6	
	<p>Listen to inSocialWork: "Dr. Caitlin Ryan: Commitment, Intentionality, and Hard Work: What It Takes To Do Culturally Competent, Ground-Breaking Research"  <i>inSocialWork Podcast Series</i>            Published: June 01, 2010  <a href="https://www.insocialwork.org/episode.asp?ep=47">https://www.insocialwork.org/episode.asp?ep=47</a></p>		Discuss in logs	1	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	Explore: "Evidence Based Practice" Published: June 16, 2010 Author: Social Work Policy Institute <a href="http://www.socialworkpolicy.org/research/evidence-based-practice-2.html">http://www.socialworkpolicy.org/research/evidence-based-practice-2.html</a>		Discuss in logs	1	
<b>Competency 5: Engage in Policy Practice</b>					
		<i>Write advocacy communications to elected officials about issues and legislation the agency is connected to, or populations it serves.</i>	<i>Completed communication</i>	<b>Varies</b>	
		<i>Explore local, state and federal policies that impact organization and/or the affected community</i>	<i>Write summary or policy brief</i>	<b>Varies</b>	
		<i>Write a letter to the editor about a policy issue impacting your agency</i>	<i>Completed letter</i>	<b>Varies</b>	
		<i>Review and analyze mission statement and service objectives from the perspective of social justice and human rights oriented service.</i>	<i>Create list of ways mission statement informs social justice in practice setting. Review in Supervision.</i>	<b>Varies</b>	
		<i>Describe the relation of the field placement to the organizations in the community</i>	<i>Identify the range of relevant services (formal and informal) available in the community. Create a resource guide.</i>	<b>Varies</b>	
		<i>Review agency handbook, focusing on philosophy statement, administrative and treatment policies.</i>	<i>Explore their relevance for service delivery in supervision</i>	<b>Varies</b>	
		<i>Participate on organizational committee charged with policy setting</i>	<i>Assist in development of policies, strategic plan, etc.</i>	<b>Varies</b>	



Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	<p>Listen to NASW Podcast: Social Work Speaks and NASW's Policy Statements  <i>NASW Social Work Talks</i>  <a href="https://www.socialworkers.org/News/Social-Work-Talks-Podcast/EP11-Social-Work-Speaks">https://www.socialworkers.org/News/Social-Work-Talks-Podcast/EP11-Social-Work-Speaks</a></p>	<p>Read "Maximizing Social Work's Policy Impact in a Changing Political Landscape"            Social Work Policy Institute 2017  <a href="https://www.socialworkers.org/LinkClick.aspx?fileticket=wcmBfKpf1Lw%3D&amp;portalid=0">https://www.socialworkers.org/LinkClick.aspx?fileticket=wcmBfKpf1Lw%3D&amp;portalid=0</a></p>	<p>Identify 1 or 2 social policies at state or federal level that impact field placement.            Create fact sheet of polices            - Discuss key information            -How it connects to agency services            - Benefits &amp; limitations to policy</p>	<b>6-8</b>	
	<p>Explore: "Voter Awareness &amp; Engagement during a National Pandemic – A Field Education Activity"            Published: 2020            Author: <i>Katharina Werner, LCSW Director of Field Education/ Clinical Assistant Professor</i>  <i>University of Montana School of Social Work</i>  <a href="https://votingissocialwork.org/wp-content/uploads/sites/2468/2020/08/Voter-Awareness-Activity-2020.pdf">https://votingissocialwork.org/wp-content/uploads/sites/2468/2020/08/Voter-Awareness-Activity-2020.pdf</a></p>	<p>Read social work voting toolkit: <a href="https://votingissocialwork.org/#">https://votingissocialwork.org/#</a></p>	<p>Develop a plan for implementation within the agency</p>	<b>50-75 in total</b>	
	<p>Listen to NASW Podcast: Social Work &amp; Public Policy  <i>NASW Social Work Talks</i>  <a href="https://www.socialworkers.org/news/social-work-talks-podcast/social-work-public-policy">https://www.socialworkers.org/news/social-work-talks-podcast/social-work-public-policy</a></p>		<p>Discuss in Supervision</p>	<b>1</b>	
	<p>Watch: "The Social Work Profession's Contributions to Social Policy Development and Practice"  <i>University of Chicago</i>            Published: April 30, 2018  <a href="https://www.youtube.com/watch?v=KeG0aQ8KARA">https://www.youtube.com/watch?v=KeG0aQ8KARA</a></p>		<p>Research (1) local, state, or federal proposed piece of legislation. Discuss the stance of NASW on bill and how it will impact services related to field agency population. How will it impact client population?</p>	<b>4-5</b>	
	<p>Watch Webinar: "Social Work Ethics and Advocacy: Standing at the Forefront of Change"            Published: May 8, 2018  <a href="https://www.youtube.com/watch?v=iOSzffaYulk">https://www.youtube.com/watch?v=iOSzffaYulk</a></p>		<p>1-2 page reflection on advocacy efforts of field agency. Discuss ways in which agency can be involved in macro level change</p>	<b>3</b>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities					
		<i>Contact clients to inform them of changes to regularly scheduled services, new policies and supportive services available in community</i>	<i>Completed calls</i>	<b>Varies</b>	
		<i>Plan and participate in remote meeting, support group, or other intervention</i>	<i>Completed meetings/ groups/ interventions</i>	<b>Varies</b>	
		<i>Create fliers with information about local services for basic needs and support groups offered to help with healing after traumatic experiences.</i>	<i>Completed fliers</i>	<b>Varies</b>	
		<i>Identify with field educator specific interagency/coalition/task force/etc. meetings to attend with specified meeting dates.</i>	<i>Student will report back about these meetings in supervision &amp; review written notes taken during meetings</i>	<b>Varies</b>	
		<i>Interview staff from at least two other community agencies to learn about the services they provide and how they interface with student field site.</i>	<i>Create a poster of findings to share with agency</i>	<b>Varies</b>	
		<i>In role play (with another student or FI) practice the following skills: listening and attending; reflection and acceptance of feelings; paraphrasing and summarizing content; confrontation; recognition of strengths; incorporating cultural and/or ideological perspectives of clients and reinforcing functional behavior</i>	<i>Discuss and debrief what went well, what to improve.</i>	<b>Varies</b>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
		<i>Interview a community member to learn about the culture, economic, political and historical influences on the community. Work with Field Instructor to identify appropriate community member(s) to interview.</i>	<i>Create a summary of interview. Discuss findings in Supervision/field seminar</i>	<b>Varies</b>	
		<i>Effectively prepare for interaction with individuals by reviewing their treatment plan and observe staff interactions with individuals.</i>	<i>Discuss techniques and interventions to reach client goals during supervision</i>	<b>Varies</b>	
		<i>Process record or video/audio tape (identify which method will be used) at least 3 interactions with relevant client/target system(s) (Must have permission of client/target system). Student will critique their own communication skills.</i>	<i>Discuss with field educator successes and concerns</i>	<b>Varies</b>	
		<i>Demonstrate micro engagement skills with at least 3 clients upon intake.</i>	<i>Field Educator will directly observe student and provide feedback during supervision</i>	<b>Varies</b>	
	<p>Read "Evidence-Based Best Practices in the Engagement of Families"  Published: 2001  Authors: Kari Dawson &amp; Marianne Berry  <a href="http://www.pacwrc.pitt.edu/Curriculum/301EngggClntsFrmAnSBSFPrspctv/Cnt/Cntnt0410.pdf">http://www.pacwrc.pitt.edu/Curriculum/301EngggClntsFrmAnSBSFPrspctv/Cnt/Cntnt0410.pdf</a></p>		<p>Apply your knowledge of theoretical frameworks to determine the most effective way to engage with the clients at your placement. Write a 1-2 page response on which schools of thought have been most relevant to your field experience thus far.</p>	<b>3.5</b>	
	<p><a href="https://learn.nctsn.org/">Watch the recorded webinar series: Alternatives for families - A Cognitive Behavioral Therapy (AF-CBT).</a>  <a href="https://learn.nctsn.org/">https://learn.nctsn.org/</a> (Must create a free login).</p>		<p>Discuss how to apply knowledge learned in Supervision.</p>	<b>4</b>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	Watch "Want to help someone? Shut up and Listen!" TED Talk, Ernesto Sirolli <a href="https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en">https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en</a>	Read " <a href="https://www.tandfonline.com/wv-oursus-proxy02.ursus.maine.edu/doi/full/10.1080/02615479.2019.1619683">Social media, empathy, and interpersonal skills: social work students' reflections in the digital era</a> " Published: May 27, 2019 Authors: Tamara Blakemore & Kylie Agillas <a href="https://www.tandfonline.com/wv-oursus-proxy02.ursus.maine.edu/doi/full/10.1080/02615479.2019.1619683">https://www.tandfonline.com/wv-oursus-proxy02.ursus.maine.edu/doi/full/10.1080/02615479.2019.1619683</a>	Take the Interpersonal Skills Self-Assessment and provide your results with a reflection on how to improve your skills, citing the resources from this practice descriptor. <a href="https://www.skillsyouneed.com/quiz/343479/lang/en/newtest/Y">https://www.skillsyouneed.com/quiz/343479/lang/en/newtest/Y</a>	4	
	Take one of over 20+ Clinical trainings at the National Child Traumatic Stress Network Learning Center. <a href="https://learn.nctsn.org/">https://learn.nctsn.org/</a>		Certificate	Varies	
<b>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</b>					
		<i>Research assessment instruments used by agencies who offer similar services.</i>	<i>Summarize research instruments, critical findings, population specific information</i>	<b>varies</b>	
		<i>Create an assessment instrument (survey, focus group questions, interview questions) to better understand community/client needs regarding the COVID-19 pandemic</i>	<i>Creation of instrument</i>	<b>varies</b>	
		<i>Review/Develop Case study for strengths, challenges and systemic factors impacting clients and/or client group</i>	<i>Discuss in supervision</i>	<b>varies</b>	
		<i>Make assessment of situation and prioritize interventions at the appropriate level and target group.</i>	<i>Create a written or graphic assessment tool (ex. ecomap, genogram)</i>	<b>varies</b>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
		<i>Complete remote assessments with client systems following agency procedures</i>	<i>Completed assessment tools/processes</i>	<b>varies</b>	
		<i>Select the appropriate method, modality and level of care based on the problem severity, client's strengths and deficits and environmental resources</i>	<i>Completed treatment plan, plan of care, action plan, etc.</i>	<b>varies</b>	
		<i>Formulate differential diagnosis of family systems and/or groups where/when appropriate</i>	<i>Discuss in supervision</i>	<b>varies</b>	
		<i>Complete written assessments, plans of care, planned action, safety plans and progress notes on a monthly, weekly and daily basis</i>	<i>Electronic or paper records keeping system</i>	<b>varies</b>	
	Review "Analyzing Data and Identifying Bias" chapter <a href="http://www.phschool.com/atschool/new_york/phmath07_intalg/IANYSENY01">http://www.phschool.com/atschool/new_york/phmath07_intalg/IANYSENY01</a>		Submit exercises 1-28 at the end of the chapter.	<b>2</b>	
	Take one of the self-paced courses on suicide (Micro or Macro) <a href="https://training.sprc.org/">https://training.sprc.org/</a>		Certificate	<b>2</b>	
	Watch: Recognizing and Responding to Human Trafficking in a Healthcare Context <a href="https://humantraffickinghotline.org/resources/recognizing-and-responding-human-trafficking-healthcare-context">https://humantraffickinghotline.org/resources/recognizing-and-responding-human-trafficking-healthcare-context</a>		Discuss in Supervision and Field Seminar	<b>2</b>	
		Read "Client System Assessment Tools for Social Work Practice" Published: November 2014 Author: Jane Wenger Clemons <a href="https://www.nacsw.org/Convention/WengerClemons.JClientFINAL.pdf">https://www.nacsw.org/Convention/WengerClemons.JClientFINAL.pdf</a>	Compare to assessments used at agency	<b>3</b>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	Listen to: Singer, J. B. (Producer). (2008, March 1). #11 - Developing treatment plans: The basics [Audio podcast]. Social Work Podcast. <a href="http://socialworkpodcast.blogspot.com/2007/03/developing-treatment-plans-basics.html">http://socialworkpodcast.blogspot.com/2007/03/developing-treatment-plans-basics.html</a>		Compare to written plans made at your agency. What is similar? What is different? Create a side by side list	1	
		<a href="https://ursus.maine.edu/record=b5821528~S16">Read part 1 &amp; case studies 1-1, 1-2 &amp; 1-3 in LeCroy, C. W. (Ed.). (2014). Case studies in social work practice. https://ursus.maine.edu/record=b5821528~S16</a>	Write brief answers to questions 1-4 at beginning of each case study. Craft 1 long term goal, and 3 objectives for each case study using the SMART format.	10	
	Take a wide variety of clinical trainings at the Center of Excellence for Integrated Health Solutions Funded by Substance Abuse and Mental Health Services Administration Operated by the National Council for Behavioral Health <a href="https://www.thenationalcouncil.org/integrated-health-coe/">https://www.thenationalcouncil.org/integrated-health-coe/</a>		Certificates	VARIES	
<b>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities</b>					
		<i>Identify commonly used referral agencies. Become familiar with services of these agencies and appropriate referral policies and procedures.</i>	<i>Create manual/shared drive of agencies</i>	<b>Varies</b>	
		<i>Provide ongoing case management for # of clients per term.</i>	<i>Per agency requirements</i>	<b>Varies</b>	
		<i>Act as a social broker to locate and match appropriate community resources with client needs.</i>	<i>Discuss progress in supervision</i>	<b>Varies</b>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
		<i>Provide supportive counseling on a short-term basis (6-8 weeks) for one client.</i>	<i>Discuss progress in supervision/field logs/field seminar. Field Instructor will review progress notes, observe session, etc. Student will elicit feedback from client.</i>	<b>Varies</b>	
		<i>Co-lead a weekly support group with field instructor.</i>	<i>Observation</i>	<b>Varies</b>	
		<i>Staff agency crisis line # of times each month.</i>	<i>Per agency policy</i>	<b>Varies</b>	
		<i>Student will apply appropriate intervention strategies based on the client assessment.</i>	<i>Field Instructor will evaluate the student via direct observation, case presentation, audio/videotaping or process recording (identify which method will be used).</i>	<b>Varies</b>	
		<i>Develop an intervention plan that reflects a differential assessment of the client/target system's presenting problem.</i>	<i>Field educator will review student's written intervention plan</i>	<b>Varies</b>	
		<i>Attain proficiency in program specific treatment models (Ex: DBT, CPT, Trauma Ed) in group work and individual work.</i>	<i>Per agency policy</i>	<b>Varies</b>	
		<i>Plan and implement group, researching and incorporating relevant styles, strategies and technique</i>	<i>Group session plans</i>	<b>Varies</b>	
	Watch the Overview and Mental Health Provider module training from the CDC's "Preventing Adverse Child Experiences" course. <a href="https://vetoviolence.cdc.gov/apps/aces-training/#/">https://vetoviolence.cdc.gov/apps/aces-training/#/</a>		Take brief notes (bulleted list, etc) on each lesson and apply to population served in field practicum. Discuss in supervision	<b>3</b>	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
		Read the CSWE's pdf titled "Advanced Social Work Practice in Trauma" <a href="https://www.cswe.org/getattachment/Accreditation/Other/EPAS-Implementation/TraumabrochurefinalforWeb.pdf.aspx">https://www.cswe.org/getattachment/Accreditation/Other/EPAS-Implementation/TraumabrochurefinalforWeb.pdf.aspx</a>	Write a response on your understanding of trauma-informed frameworks. Include a scenario where you would use trauma-informed practice with a client.	4	
	COMPLETE Psychological First aid: <a href="https://learn.nctsn.org/">https://learn.nctsn.org/</a>		NCTSN Quiz/Certificate	6	
	Watch "Medical Culture for BH Clinicians" from Westfield State University Published August 28, 2019 <a href="https://www.youtube.com/watch?v=u1vIFYWuiXg">https://www.youtube.com/watch?v=u1vIFYWuiXg</a>	Read "Challenges Faced by Social Workers as Members of Interprofessional Collaborative Health Care Teams" Published: May 2016 Authors: Wayne Ambrose-Miller & Rachele Ashcroft <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4888092/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4888092/</a>	Write a 2-page response on challenges you have experienced/may experience in your field placement and your plan to combat these challenges.	4	
	Explore the NASW's "Advocacy" Site <a href="https://www.socialworkers.org/Advocacy">https://www.socialworkers.org/Advocacy</a>	Watch the NASW's Facebook Live Town Hall, titled "The Other Pandemic: Racial Injustice" Filmed: June 19, 2020 <a href="https://www.facebook.com/16695101734/videos/308145893681344/">https://www.facebook.com/16695101734/videos/308145893681344/</a>	Have a conversation about race with your class, friends, family, etc. and provide a brief (bulleted list, script, etc) description and reflection.	3.5	
		Read "Practice Matters" from the Newfoundland & Labrador Association of Social Workers <a href="https://nlasw.ca/sites/default/files/inline-files/Termination%20of%20the%20Social-Worker%20Client%20Relationship_1.pdf">https://nlasw.ca/sites/default/files/inline-files/Termination%20of%20the%20Social-Worker%20Client%20Relationship_1.pdf</a>	Respond to the three scenarios in the reading (1-2 paragraphs each).	2	



Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
	<p><a href="https://umaine.kanopy.com/video/legal-and-ethical-issues-mental-health-professionals-volume-ii-dual-relationships-boundaries-0">Watch Video "Legal and Ethical Issues for Mental Health Professionals VII - Dual Relationships, Standards of Care and Termination"</a>  <a href="https://umaine.kanopy.com/video/legal-and-ethical-issues-mental-health-professionals-volume-ii-dual-relationships-boundaries-0">https://umaine.kanopy.com/video/legal-and-ethical-issues-mental-health-professionals-volume-ii-dual-relationships-boundaries-0</a></p>		Reflect about transitions, termination, and endings in supervision	2	
	<p>Watch a variety of pre-recorded webinars at Mental Health Technology Transfer Center Network <a href="https://mhrtcnetwork.org/centers/global-mhrtc/products-resources-catalog">https://mhrtcnetwork.org/centers/global-mhrtc/products-resources-catalog</a></p>		Discuss in supervision/logs/field seminars	Varies	
	<p>Watch a variety of Webinars from the VA's PTSD CENTER: <a href="https://www.ptsd.va.gov/professional/continuing_ed/all_offerings.asp">https://www.ptsd.va.gov/professional/continuing_ed/all_offerings.asp</a></p>		Discuss in supervision/logs/field seminars	Varies	
<p><b>Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</b></p>					
		<p><i>Review literature on termination of relationships within the workplace setting (with agency staff, community partners, clients, etc.)</i></p>	<p><i>Think about and plan discussions for terminations with task groups, community members/clients, and agency staff</i></p>	Varies	
		<p><i>Assist client systems in evaluating their own progress toward attaining goals</i></p>	<p><i>Program specific - could include a variety of reports</i></p>	Varies	
		<p><i>Identify specific evaluation method(s) to be used to determine the effectiveness of intervention(s) with clients/target systems (i.e. Pre/Post tests, client survey, etc.).</i></p>	<p><i>Use methods. Discuss effectiveness in supervision</i></p>	Varies	

Competency	Video or Self-Paced Content	Readings or Assignments	Deliverables	Hours of Content	
		<i>Identify an appropriate tool to collect data on the effectiveness of intervention strategies.</i>	<i>Review results with the field educator. Revise strategies for future intervention</i>	<b>Varies</b>	
		<i>Identify and apply outcome indicators to measure the effects of service delivery on desired outcomes.</i>	<i>Program specific - could include a variety of reports</i>	<b>Varies</b>	
		<i>Debrief one of the groups that (the student) facilitated with supervisor</i>	<i>Discuss what engagement and communication skills worked and which ones did not</i>	<b>Varies</b>	
	<p>Read "The evaluation of a professional development program in social work. Using swot analysis as an evaluation method"</p> <p>Published: 2016</p> <p>Authors: D.C. Bodi &amp; M. Gotea</p> <p><a href="https://doaj.org/article/847cba05deed44eda54bd1e885a0ea05">https://doaj.org/article/847cba05deed44eda54bd1e885a0ea05</a></p>		<p>Create a self-SWOT analysis using Creately</p> <p><a href="https://creately.com/blog/diagrams/social-work-assessment-tools-templates/">https://creately.com/blog/diagrams/social-work-assessment-tools-templates/</a></p>	<b>Varies</b>	
<b>References:</b>		<p>Ideas in italics derived from: McClain-Meeder, K., Lewis, L. (2020). Virtual Field Placement Toolkit. Located at <a href="http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/virtual-field-placement-toolkit.html">http://socialwork.buffalo.edu/field-educators-liaisons/field-educator-resources/virtual-field-placement-toolkit.html</a></p>			