

Student Toolbox For

THE Social Work Field Placement

A Competency-Based Approach



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Home Visit Safety Checklist

Before the visit:

- Set up appointment by letter or phone.
- Arrange for an interpreter, if needed.
- Have forms semicompleted before you arrive at the appointment.
- Familiarize yourself with the person's illness or diagnosis—check for contagious diseases.
- Familiarize yourself with case. Review narrative notes from last home visit and any notes documenting phone calls to identify any potential issues that will need to be addressed during the home visit. Make notes to take with you or copy information, if necessary.
- Pay special attention to safety alerts, that is, dogs, illegal activity expected, and mental health issues.
- Make any contacts (i.e., APS, etc.) that you feel will help you do a thorough assessment or answer questions that you may have.
- If indicated, get input or discuss concerns with supervisor or peers.
- Prepare a map.

During the visit:

- Introduce yourself; show your ID.
- On entry into the home, be sure to inquire as to who is currently present in the home.
- Ask for permission to be seated. This gives the consumer control early on and helps build rapport.
- Explain the purpose of the visit.
- Observe consumer's abilities. This should begin with observing how the consumer greets you and continue until the interview is concluded.
- Observe environmental safety issues (i.e., throw rugs, lack of handrails, etc.).
- Conduct your interview paying special attention to signs of agitation and hostility.

Agency Safety Checklist

Procedures:

- Updated emergency contact information, regularly maintained
- Updated ID badges with emergency contact, mandated wearing
- Assigned and trained safety officer at each site, regular information sharing
- Facility safety review, every 3 months
- Vehicle safety review, every 3 months
- Annual review of safety practices, that is, escorts to parking, buddy systems, etc.
- Regular, mandatory tracking of safety incidents (including accidents, violence, worker's compensation, maintenance-related issues); address as part of Continuous Quality Improvement (CQI) plan, incidents reviewed quarterly by the Safety Committee with formal recommendations to CQI and administration
- Personal safety sirens

Policies:

- Revamped and retrained staff on check-in policy, annually
- Developed workplace violence policy
- Developed weapons policy
- Created safety assessment policy and procedure
- Required reporting of all safety-related incidents
- Developed intern manual with new safety section

Human Resources:

- *Orientation:*
 - Safety covered at all orientations
 - "Personal Safety Handbook"
- *Training:*
 - Developed basic training and trained all staff (1 day)
 - Developed follow-up course, trained all staff (annually)
 - Agency representatives at all available safety training offerings
 - Agency representatives on other state-wide training committees, such as National Association of Social Workers (NASW), or New England Consortium of Social Work Field Education Directors (NECON)

Administrative:

- Place safety on a high profile in the agency, and in recruiting.
- Assure that agency policies and practices are consistent with best practice and in keeping with contractual obligations.
- Activate safety committee and regular reports to staff.
- Activate safety review process and merge with CQI tracking and goals.
- Provide weekly "Safety Tips" on intranet.
- Create "SAFETY Info" e-library and bibliography for staff.
- Perform facility upgrades, that is, keypad entry, intercoms, and parking lot lighting.
- Share materials and lessons learned with public agency partners and other partners.

- With public agencies and universities, develop cross-training curricula, professional development opportunities, and white paper around safety.
- Advocate locally and nationally for policies and resources to address safety.
- KEEP THE ISSUE OF STAFF SAFETY ALIVE and an active part of the agency's culture.
- ***Remember the 10 lessons learned to create a safer culture:***
 1. Take care of first things first.
 2. Know the difference between “feeling” safe and “being” safe; foster both.
 3. Not everyone feels the same, not everyone knows what to feel.
 4. Help the staff deal with the fears of their family and loved ones.
 5. Find something optimistic to focus on.
 6. LEADERS HAVE TO LEAD.
 7. A culture of safety is not just training.
 8. Provide “cover” for your staff with funders and others.
 9. Do not let the issue of safety be forgotten once the initial pain of the tragedy fades.
 10. YOU CANNOT COMMUNICATE ENOUGH.
- ***What interns should look at as they think about safety in a field placement:***
 1. Did your graduate program provide safety training, or information prior to your placement?
 2. How does the agency culture view the clients? Is it a blaming culture? Do you see “us” versus “them” issues? Are clients viewed as assailants, or allies?
 3. How are clients involved in the life of the agency, advisory groups, and so on? Are they empowered?
 4. Is safety openly discussed? Is it okay to raise concerns? Are there opportunities for interns to provide feedback?
 5. Are people too confident or complacent? (i.e., “It could never happen here”)
 6. Conversely, are they too afraid?
 7. Does the agency collect information about safety? Is it evaluated? Does this result in a positive change?
 8. Does the agency offer safety training, or address it at orientation?
 9. Do supervisors or mentors address it in supervision?
 10. Is safety a visible priority for the organization's leadership?

Student: _____ **Field Instructor:** _____

Competency Reflection Log

Completing your Competency Reflection Logs (CRLs) should be an ongoing and dynamic process of recording and reflecting upon your progress in mastering the nine social work competencies. To be an effective tool, it must be reviewed and updated as needed on at least a biweekly basis. We also recommend that you review you CRLs with your field instructor on a biweekly basis.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. They understand frameworks of ethical decision making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. They also understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure they are relevant and effective. They also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the National Association of Social Workers (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.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

Describe the Client Interaction or Field Experience and Provide a Brief Context for the Interaction (Include the Date of the Interaction)	Reflect Upon Your Substantive Competency Knowledge Related to the Client Interaction or Field Experience	Identify the Practice Behaviors You Used and Reflect Upon Your Affective Reaction and Effectiveness	Reflect Upon the Internal Processing (Critical Thinking and Affective Reaction) You Used to Make Your Practice Decisions During the Client Interaction or Field Experience

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. They also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Describe the Client Interaction or Field Experience and Provide a Brief Context for the Interaction (Include the Date of the Interaction)	Reflect Upon Your Substantive Competency Knowledge Related to the Client Interaction or Field Experience	Identify the Practice Behaviors You Used and Reflect Upon Your Affective Reaction and Effectiveness	Reflect Upon the Internal Processing (Critical Thinking and Affective Reaction) You Used to Make Your Practice Decisions During the Client Interaction or Field Experience

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, healthcare, and education. They understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

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Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. They know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Describe the Client Interaction or Field Experience and Provide a Brief Context for the Interaction (Include the Date of the Interaction)	Reflect Upon Your Substantive Competency Knowledge Related to the Client Interaction or Field Experience	Identify the Practice Behaviors You Used and Reflect Upon Your Affective Reaction and Effectiveness	Reflect Upon the Internal Processing (Critical Thinking and Affective Reaction) You Used to Make Your Practice Decisions During the Client Interaction or Field Experience

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Describe the Client Interaction or Field Experience and Provide a Brief Context for the Interaction (Include the Date of the Interaction)	Reflect Upon Your Substantive Competency Knowledge Related to the Client Interaction or Field Experience	Identify the Practice Behaviors You Used and Reflect Upon Your Affective Reaction and Effectiveness	Reflect Upon the Internal Processing (Critical Thinking and Affective Reaction) You Used to Make Your Practice Decisions During the Client Interaction or Field Experience

Competency 6: Engage With Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. They value principles of relationship building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Describe the Client Interaction or Field Experience and Provide a Brief Context for the Interaction (Include the Date of the Interaction)	Reflect Upon Your Substantive Competency Knowledge Related to the Client Interaction or Field Experience	Identify the Practice Behaviors You Used and Reflect Upon Your Affective Reaction and Effectiveness	Reflect Upon the Internal Processing (Critical Thinking and Affective Reaction) You Used to Make Your Practice Decisions During the Client Interaction or Field Experience

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. They recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision making. Social workers:

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.
- 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.
- Develop mutually agreed-on intervention goals and objectives on the basis of the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies on the basis of the assessment, research knowledge, and values and preferences of clients and constituencies.

Describe the Client Interaction or Field Experience and Provide a Brief Context for the Interaction (Include the Date of the Interaction)	Reflect Upon Your Substantive Competency Knowledge Related to the Client Interaction or Field Experience	Identify the Practice Behaviors You Used and Reflect Upon Your Affective Reaction and Effectiveness	Reflect Upon the Internal Processing (Critical Thinking and Affective Reaction) You Used to Make Your Practice Decisions During the Client Interaction or Field Experience

Competency 8: Intervene With Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. They understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Describe the Client Interaction or Field Experience and Provide a Brief Context for the Interaction (Include the Date of the Interaction)	Reflect Upon Your Substantive Competency Knowledge Related to the Client Interaction or Field Experience	Identify the Practice Behaviors You Used and Reflect Upon Your Affective Reaction and Effectiveness	Reflect Upon the Internal Processing (Critical Thinking and Affective Reaction) You Used to Make Your Practice Decisions During the Client Interaction or Field Experience

Competency 9: Evaluate Practice With Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. They understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Describe the Client Interaction or Field Experience and Provide a Brief Context for the Interaction (Include the Date of the Interaction)	Reflect Upon Your Substantive Competency Knowledge Related to the Client Interaction or Field Experience	Identify the Practice Behaviors You Used and Reflect Upon Your Affective Reaction and Effectiveness	Reflect Upon the Internal Processing (Critical Thinking and Affective Reaction) You Used to Make Your Practice Decisions During the Client Interaction or Field Experience

Field Supervision Inventory

The following questions are about what you and your supervisor do in your sessions together. Answer each question by circling the response that best describes your interactions with your field instructor using the following rating scale:

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
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Administration: To what extent

A1. Have you and your supervisor discussed his or her expectations for your field placement?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
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A2. Do your supervisory sessions focus on documentation and required paperwork?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
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A3. Do your supervisory sessions focus on administrative issues and agency policies?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
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A4. Do your supervisory sessions focus on tasks you need to accomplish?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
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A5. Have you and your supervisor discussed how your progress is going to be assessed?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
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Education: To what extent

E1. Have you and your supervisor reviewed your progress on the learning goal(s) identified in your learning contract?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
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E2. Do your supervisory sessions focus on clinical/case issues?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
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E3. Have you and your supervisor discussed your work and progress on the nine social work competencies?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
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E4. Does your supervisor help you reflect upon your feelings, reactions, and use of self in working with your clients?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
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E5. Does your supervisor help you think more clearly about your clients/cases?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
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Support: To what extent

S1. Do you feel your supervisor cares about you?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
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S2. Does talking with your supervisor have a calming, soothing effect on you?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
-----------------	---------------	-----------	------------	-------------------

S3. Do you feel that your supervisor provides you with emotional support?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
-----------------	---------------	------------------	------------	-------------------

S4. Does talking with your supervisor give you confidence in your abilities?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
-----------------	---------------	------------------	------------	-------------------

S5. Are you willing to take risks and talk about your mistakes and struggles with your supervisor?

1 Not at all	2 A little	3 Some	4 A lot	5 A great deal
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Scoring	Score
Administration = sum of items A1–A5	
Education = sum of items E1–E5	
Support = sum of items S1–S5	
Total = sum of A, E, and S items	

COMPONENTS FOR A HOLISTIC BIOPSYCHOSOCIAL ASSESSMENT

Biological	Psychological	Social	Spiritual	Environment
<ul style="list-style-type: none"> • Physical illnesses and disease • Exercise • Use of pharmaceuticals • Nutrition 	<ul style="list-style-type: none"> • Mental health (depression, anxiety, mood disorders, etc.) • Developmental stage • Intellectual functioning 	<ul style="list-style-type: none"> • Friends • Family • Formal supports • Group membership • Culture 	<ul style="list-style-type: none"> • Connection to a higher power • Participation with a faith community • Sense of meaning • Hope 	<ul style="list-style-type: none"> • Community • School • Agency

BIOPSYCHOSOCIAL ASSESSMENT FORM

Biopsychosocial Assessment

Client: _____ Worker: _____ Date: ____/____/____

(Indicate NA if problem does not exist or apply)

Identifying information

Presenting problem

Mental status and mental health history

BIOPSYCHOSOCIAL ASSESSMENT FORM (Continued)

Biological determinants

Psychological determinants

Social determinants

Spiritual determinants

BIOPSYCHOSOCIAL ASSESSMENT FORM (Continued)

Spiritual determinants

Environmental determinants

Employment history

Impressions

Client Logs

Having clients prepare narrative accounts of their activities, thoughts, and feelings is an effective method of monitoring progress. Client logs or journals help clarify the nature of client problems and the circumstances that contribute to the problem situation. Clients often find that keeping a log helps them increase their understanding and awareness of the factors that contribute to the identified problem situation. Client logs allow a client to systematically take notes on the occurrence of a target problem and the events surrounding each occurrence.

Client logs also are an excellent source of baseline data on the frequency of the target problem. Baseline data obtained from logs serve as clinical measurements of client thoughts, feelings, and behaviors. Client logs are easy to construct. Most are divided into columns, with the types of information the client should record listed at the top of each column. At a minimum, it involves recording whether some incident occurred, when it occurred, and how the client responded to it. Information about circumstances just prior to and just after the problem event may also be included in client logs.

In addition to specifying when the recording will take place, you also need to clarify in advance what will be recorded. By design, client logs give the client control over the content. Clients choose which of the many thoughts, feelings, and behaviors they experience daily to include and exclude. They use a great deal of subjective judgment in completing logs. Thus, you and the client need to be clear about what constitutes a critical incident. Discuss with the client the types of events that would be appropriate for inclusion in the log. In the beginning, encourage clients to be inclusive rather than exclusive in their recordings. Review the first logs together with an eye toward the appropriateness of the entries as well as events that the client did not record but should have.

Name: _____

Client Log				
Date and Time	Event (Thoughts, Feelings, or Behavior)	Circumstances Before Event	Circumstances After Event	Reflection on Event

Behavioral Observations

Behavioral observations are direct and effective measures of client behavior. The frequency and duration of specific client behaviors are observed and recorded. Behavioral observation can provide detailed information about the occurrence of client behaviors and the context of those behaviors. It represents one of the most reliable and valid methods of measuring client change.

Typically, the first step in using behavioral observation is to operationally define the target behavior. An example would be specifying the types of disruptive behavior a child displays in the classroom, such as getting out of his or her seat or talking with classmates while the teacher is talking. The target problem must be clearly defined in behavioral terms and must be observable. Observation cannot be used to measure target problems that focus on feelings or thoughts. It is limited to measuring the frequency, duration, and context of behaviors.

The second step is to select the observer or observers. Often, the observers are significant others, family members, or other professionals who have access to the client's person-in-environment interactions. For example, a young child having a problem controlling his or her temper can be observed at home by a parent and at school by a teacher or teacher's aide.

The third step is to train the observer(s). Observers must know in advance exactly what behavior to look for and how to recognize the behavior when it occurs. You must decide whether to record all instances of the behavior or a sample. Continuous recording involves recording every occurrence of a target behavior. This requires the observer to be willing and available, and it works best when the target behavior does not occur with great frequency. Often, these conditions cannot be satisfied, and a sampling strategy is used.

Time sampling involves selecting specific time periods and recording all instances of the target behavior that occur during the selected periods. The key issue in this type of recording is to select periods that are representative in terms of the target behavior. If the behaviors occur often and regularly, you would need fewer periods to obtain a representative sample of them. If the behaviors occur during certain time periods, for example, during meals, then the selected periods must correspond to the behavioral patterns of the client.

BEHAVIORAL OBSERVATION FORM

Client's Name _____ Recorder's Name _____

Target Behavior _____

Location _____

Date and Time	Description of Behavior and Context

INDIVIDUAL AND FAMILY STRENGTHS AND OBSTACLES WORKSHEET

Client: _____ Worker: _____ Date: _____

Instructions: Briefly describe to the best of your knowledge as many items on the worksheet as possible. Base your assessment on information you have obtained directly from your client, and indirectly by your observations, case records, contacts with collaterals, and any other sources of information. The first page focuses on a description of the clients' concerns/problem situation. The remaining pages comprise an assessment of personal, family, and environmental factors. For each relevant factor, describe potential obstacles, strengths, and its impact on the problem situation.

Concerns/Problem Situation

Briefly summarize client's concerns and/or problems that the client wants to address.

List concerns or problems in order of priority from highest to lowest.

INDIVIDUAL FACTORS

Subsystem	Obstacles	Strengths	Impact Problem
Motivation and commitment			
Coping and resourcefulness			
Values and beliefs			
Developmental life stage			
Mental health status			
Health status			
Employment/economic status			
Interpersonal relationships			

FAMILY FACTORS

Subsystem	Obstacles	Strengths	Impact Problem
Family structure			
Power and authority			
Family life-cycle stage			
Family values and beliefs			
Family rules and myths			
Emotional climate			
Communication patterns			
Boundaries			

ENVIRONMENTAL FACTORS

Subsystem	Obstacles	Strengths	Impact Problem
Work/school			
Clubs, churches, and associations			
Community/neighborhood			
Service organizations			
Other factors and considerations			

MENTAL STATUS FORM

Client: _____ Worker: _____ Date: ____/____/____

(Be specific; if no problem exists in an area, indicate NA)

Appearance (dress, posture, body movement, attitude)

Speech (speed, volume, pattern, tone)

Emotions (affect, mood)

Thought process (content, perception, associations)

Sensory perceptions (hearing, sight, hallucinations)

Orientation (person, place, time)

Intellectual functioning (intelligence, concentration, insight, judgment, memory)

GROUP FUNCTIONING ASSESSMENT WORKSHEET

Group Name: _____ **Worker:** _____ **Date:** _____

Instructions: Briefly describe to the best of your knowledge as many items on the worksheet as possible. Base your assessment on information you have obtained by your observations, case records, contacts with collaterals, and any other sources of information. For each dimension of group functioning, describe your observations, assess the impact on group functioning, and identify potential interventions or solutions.

Dimension	Observations	Assessment	Possible Interventions
Group purpose			
Structure (composition, duration, size, open/closed)			
Life stage (forming, storming, norming, performing, adjourning)			
Culture (traditions, values, norms)			
Alliances (communication patterns, interpersonal attraction, power, leadership)			

ORGANIZATIONAL CAPACITY ASSESSMENT FORM

Agency Name: _____ **Assessor:** _____

Location of Agency	Address 1	Address 2	
	State	Zip	Phone
	Email	Fax	
	Contact person		

Is the agency for-profit or nonprofit?	For profit	Nonprofit	
Is the agency governmental or nongovernmental?	Governmental	Nongovernmental	Level of government
Is the agency faith-based?	Faith-based	Non-faith-based	Religious affiliation (type or denomination)

ORGANIZATIONAL CAPACITY ASSESSMENT FORM (Continued)

Programs (Name of Program)	Description	Number of Staff	Number of Clients	Year Service Started	Annual Budget
1					
2					
3					

Groups Interviewed for Assessment	Number of Persons Interviewed	Primary Expressed Concerns
Administration		
Supervisors		
Direct care staff, type I		
Direct care staff, type II		
Support staff		
Clients		
Community members		
Others (describe)		

Part I: Record in the Score column as strong strength, weak strength, neutral, weak challenge, or strong challenge. Provide comments where relevant. The grade (C = 1, B = 2, B+ = 3, A- = 4, A = 5) that best describes the paper’s coverage of each component (1–7)

Internal Organizational Considerations	<i>Strong Strength</i>	<i>Weak Strength</i>	<i>Neutral</i>	<i>Weak Challenge</i>	<i>Strong Challenge</i>
Foundation policies					
Vision					
Mission					
Goals					
Objectives					
Constitutions and by-laws					
Strategic plans					

Internal Organizational Considerations	<i>Strong Strength</i>	<i>Weak Strength</i>	<i>Neutral</i>	<i>Weak Challenge</i>	<i>Strong Challenge</i>	
Internal structure and processes						
<i>Administration—board of trustees</i>						

Quality of policy development, planning tasks						
Quality of resource development and acquisition tasks						
Quality of compliance with external (and legal) requirements tasks						
Quality of networking tasks						
Attention to long-term sustainability						
<i>Administration— Executive Director</i>						
Quality of policy development, planning tasks						
Quality of resource development and acquisition tasks						
Quality of compliance with external (and legal) requirements tasks						
Quality of networking tasks						
Quality of support for subordinate staff						

Appropriateness of use of authority						
Quality of leadership tasks						

Internal Structure and Processes (Cont.)	<i>Strong Strength</i>	<i>Weak Strength</i>	<i>Neutral</i>	<i>Weak Challenge</i>	<i>Strong Challenge</i>	
<i>Supervisors</i>						
Quality of policy translation tasks						
Quality of communication tasks						
Quality of support for frontline						
Quality of guidance/education to the frontline worker						
<i>Frontline staff</i>						
Perception of workload size						
Level of training and skills						
Perception of work-task clarity						
Quality of primary work-task outcomes						
<i>Level of conflict</i>						

<i>Adequacy of resources to complete work tasks</i>						
External Organizational Considerations	<i>Strong Strength</i>	<i>Weak Strength</i>	<i>Neutral</i>	<i>Weak Challenge</i>	<i>Strong Challenge</i>	
Level of support from community, community groups						
Perception of legal and policy environment						

Comments on areas of concern. Identification of source of problem.

Comments on conflict (if relevant)

- What are the causes of conflict?
 - Is there a history, or is this a new event? _____
 - Are the causes concrete or are they ideological? _____
 - Are there motivations that support the conflict? _____
 - What forces sustain/reduce the conflict? _____
- Who are the participants?
 - Is it between individuals or groups? _____
 - What are the power differences between participants? _____
- What possible solutions exist?
 - Are there common points of agreement among the participants? _____
 - Are there individuals or groups that both sides trust, and who may be called upon to help reduce the conflict? _____

Websites and Video Links From Chapters

Chapter 1: The Social Work Field Placement

Website Links

NASW Guidelines for Social Worker Safety

<https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid=0>

NASW *Code of Ethics* (electronic download—English or Spanish)

<https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english>

Time management materials

https://www.mindtools.com/pages/main/newMN_HTE.htm

Time management tips for social workers struggling to maintain control

<http://www.communitycare.co.uk/2014/01/10/time-management-tips-social-workers-struggling-maintain-control>

Why I'm so busy

<http://www.socialworker.com/extras/social-work-month-2015/why-so-busy>

Video Links

Short lecture on NASW *Code of Ethics*

<https://www.youtube.com/watch?v=26N6p9O9HcU>

The Placement Experience (3-minute clip of a student discussing field)

<https://www.youtube.com/watch?v=XYr1scwc2ZI>

Professional Ethics and Values in Contemporary Social Work Practice

<https://www.youtube.com/watch?v=IlmSqcEDOGs>

Social Work Ethical Dilemmas

<https://www.youtube.com/watch?v=xnLvGuHv9zk>

Chapter 2: Evaluating Your Professional Competencies

Website Link

- Council on Social Work Education—Educational Policy and Accreditation Standards (EPAS 2015)
<https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>

Video Links

- Developing Learning Contracts—UBSSW Field Department
<https://www.youtube.com/watch?v=XbHQ8JpyOak>

- Developing Goals and Objectives—APIAHF
<https://www.youtube.com/watch?v=MAhs-m6cNzY>
- Evaluating your Social Work Practice—Michael Vimont
https://www.youtube.com/watch?v=ZYt4SWD_uM
- Critical Thinking—Macat
<https://www.youtube.com/watch?v=HnJ1bqXUnIM>
- Reflective Practice—Elevate Training & Development
<https://www.youtube.com/watch?v=1W8pqWU35BQ>

Chapter 3: Using Supervision to Guide Professional Development and Behavior

Website Links

- Guidelines for social work practice supervision and consultation by NASW-Colorado
<http://www.naswco.org/page/43/Guidelines-for-Social-Work-Practice-Supervision-and-Consultation>
- Social Work Podcast titled “Supervision for Social Workers” (2008)
<http://socialworkpodcast.blogspot.com/2008/01/supervision-for-social-workers.html>
- Article: “Supervisor, Beware: Ethical Dangers in Supervision” by Claudia J. Dewane, LCSW, DEd, BCD (2007)
<http://www.socialworktoday.com/archive/julyaug2007p34.shtml>
- Article “Ethics Alive! Ethical Concerns in Social Work Field Supervision” by Allan Barsky (2013)
<http://www.socialworker.com/feature-articles/ethics-articles/ethics-alive-ethics-in-social-work-field-supervision>
- Article “Your First Supervisor—Finding Your Alice” by Nancy White-Gibson (2015)
<http://www.socialworker.com/feature-articles/practice/your-first-supervisor-finding-your-alice>

Video Links

- NASW presentation on supervision (2011)
<https://www.youtube.com/watch?v=HQmRpV0xXgc>
- Brené Brown, social work researcher, discusses “The Power of Vulnerability”
https://www.ted.com/talks/brene_brown_on_vulnerability
- Tips on preparing for clinical supervision
<https://www.youtube.com/watch?v=UJa2CDiQYT8>
- TED talk on how good leaders make you feel safe (discusses the importance of trust)
https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe?share=18bcab0a22

Chapter 4: Using Reflection and Self-Regulation to Promote Well-Being Through Self-Care

Website Links

<http://socialwork.buffalo.edu/resources/self-care-starter-kit.html>
<http://www.stress.org>
<http://www.mindful.org>
<http://www.compassionfatigue.org/index.html>— includes links to self-assessments (PROQOL, compassion fatigue self-test, life stress self-test) that can be done online or PDF versions

Video Links

<https://www.youtube.com/watch?v=sUKKJapwUXc>— TED talk featuring Megan McCormick discussing her own self-care journey (7:41)
<https://www.youtube.com/watch?v=vJ5fqsWskkE>— posted by NASW, member Lisa Wessan shares her “Top 10 List” of self-care practices for social workers based on her article in NASW Massachusetts Chapter Newsletter (8:18)
<https://www.youtube.com/watch?v=GWwwPb6akqA>— an example of a self-care plan (2:28)
http://www.huffingtonpost.com/2014/02/25/brene-brown-self-criticism-compassion_n_4848895.html— article and links to several Brené Brown video clips (through OWN)
<https://www.youtube.com/watch?v=CoLupPSmmoU&index=3&list=PLoqWbfSB28TspN27SF9DVdufULmyvj39E>— trauma workers discuss burnout, vicarious trauma, and self-care (12:19)
<https://www.youtube.com/watch?v=VubmnyCl9sk>— “What is compassion fatigue” video discussed by Dr. Frank Ochberg (discusses both compassion fatigue and burnout) (6:24)
<https://www.youtube.com/watch?v=7kBHNpUMo0g>— compassion fatigue and social workers webinar presented by Murette Monson, LCSW (30:22)

Chapter 5: Building Relationships and Interprofessional Collaboration

Website Links

Inter-Professional Collaboration: A Social Work Ethic— Shelley Cohen Konrad
<https://www.slideshare.net/CEIPE/social-work-leadership-in-ethics>
Communication Skills in the Client–Social Worker Relationship— Rebecca Davis
<https://www.youtube.com/watch?v=mJoZG7jfolk>

Video Link

Social Work & Models of Interprofessional Education— CHAS UChicago
www.youtube.com/watch?v=HDvd9_sgdOg

Chapter 6: Demonstrating Professional Behavior in Oral, Written, and Electronic Communication

Website Links

- <http://www.communitycare.co.uk/2011/01/28/what-makes-a-professional/>— essay “What Makes a Professional” by Daniel Lombard (2011)
- <http://www.socialworker.com/feature-articles/career-jobs/5-ways-to-ace-your-social-work-job-interview/>— article “5 Ways to Ace Your Social Work Job Interview” by Valerie Arendt
- <https://money.usnews.com/money/blogs/outside-voices-careers/2013/07/22/what-does-it-mean-to-be-professional-at-work>— article “What Does It Mean to Be a Professional at Work?” by Alison Green (2013)
- <https://www.thebalance.com/professionalism-526248>— article “Professionalism in the Workplace: How to Conduct Yourself on the Job” by Dawn Rosenberg McKay (2017)
- https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf— NASW, ASWB, CSWE, and CSWA Standards for Technology in Social Work Practice (2017)
- <http://socialworkpodcast.blogspot.com/2007/02/bio-psychosocial-spiritual-bpss.html>— the Social Work Podcast discusses biopsychosocial–spiritual assessments
- http://www.socialworker.com/feature-articles/ethics-articles/Must_I_Un-Friend_Facebook%3F_Exploring_the_Ethics_of_Social_Media/— ethics and social media article
- <https://socialwork.buffalo.edu/resources/social-media-guide.html>— infographic by University at Buffalo School of Social Work. (n.d.). Social worker’s guide to social media
- <https://www.carthage.edu/social-work/student-resources/vocabulary/>— common social work terms (vocabulary list)
- <http://www.state.nj.us/humanservices/resources/acronyms.html>— DHS list of acronyms and abbreviations

Video Links

- <https://www.youtube.com/watch?v=sLv7sdGJWPI>— TED talk by Dale Atkins “Being a Professional” (2013)
- <https://www.youtube.com/watch?v=HANw168hugA>— Stanford Graduate School of Business presentation “Think Fast, Talk Smart: Communication Techniques” (2014). This presentation provides tips and techniques to improve oral communication in spontaneous conversations
- <https://www.youtube.com/watch?v=sEr13d2E4P4>— a short video on composing professional emails (by Forbes, 2015)

Chapter 7: Engaging Diversity and Difference in Practice

Website Links

Standard and Indicators for Cultural Competence in Social Work Practice—National Association of Social Workers

<https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0>

Cultural Humility, Part I—What Is ‘Cultural Humility’?—The Social Work Practitioner

<https://thesocialworkpractitioner.com/2013/08/19/cultural-humility-part-i-what-is-cultural-humility>

Intersection Theory—Dustin Kidd

<https://www.slideshare.net/dustinkidd1/intersectional-theory>

Video Links

Race and Racism—Camera Jones

<https://www.youtube.com/watch?v=GNhcY6fTyBM>

Power of Vulnerability—Brené Brown

https://www.ted.com/talks/brene_brown_on_vulnerability

Unconscious Bias—J. Renee Navarro

<https://diversity.ucsf.edu/resources/unconscious-bias>

Social Inequalities in Health—Ann Morning

<https://www.youtube.com/watch?v=roAQHn5rEoQ>

It Gets Better

https://www.youtube.com/watch?v=3lYv1_mSpE

The Urgency of Intersectionality—Kimberlé Crenshaw

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality

Chapter 8: Advancing Human Rights and Social Justice in Your Field Placement

Website Links

Defining Economic Justice and Social Justice—Center for Economic and Social Justice

<http://www.cesj.org/learn/definitions/defining-economic-justice-and-social-justice>

Community Voices Heard: Engaging Constituents for Social, Economic and Racial Justice—Emerging Practitioners in Philanthropy

https://www.slideshare.net/EIPNational/community-voices-heard-engaging-constituents-for-social-economic-and-racial-justice?qid=c6ee9dc7-4ff1-44f2-a19e-b38286c6d6e3&v=&b=&from_search=31

Environmental Social Work: A Call to Action—Claudia Dewane

<https://www.socialworkhelper.com/2017/10/09/environmental-social-work-call-action>

Video Links

- Who Am I? Think Again—Hetain Patel & Yuyu Rau
https://www.ted.com/talks/hetain_patel_who_am_i_think_again?language=en
- Developing a Human Rights Approach to Strengthen Practice—Jane McPherson
<https://www.youtube.com/watch?v=2PHTaqYeB1M>
- Social Work Education: Environmental Justice—Sondra Fogel
https://www.youtube.com/watch?v=TB_9fVGQNdl
- Social Constructionism—Sydney Brown
<https://www.youtube.com/watch?v=gVCKJ7jLnz0>

Chapter 9: Engaging in Research to Inform and Improve Practice, Policy, and Service Delivery in Your Field Placement

Website Links

- <https://www.childwelfare.gov/>—public website with the mission of “connecting child welfare and related professionals to comprehensive resources to help protect children and strengthen families”
- http://www.socialworker.com/feature-articles/practice/The_Evolution_of_a_Social_Work_Researcher/—article
- <https://cyfar.org/what-logic-model>—website with a variety of information on creating a logic model (video included)
- <https://www.forbes.com/sites/work-in-progress/2013/07/25/5-ways-to-share-your-professional-expertise-and-4-reasons-you-should/#17ca3ed31cfa>—article on how to share professional knowledge and why you should

Video Links

- <https://www.youtube.com/watch?v=yoJH75DCxEc>—video on how to find social work research
- <https://www.youtube.com/watch?v=7If3Q5BINWo>—how to review a research paper (article)
- <https://www.youtube.com/watch?v=Q5Se7IxSANM>—evaluating journal articles with the CAARP test
- https://www.youtube.com/watch?v=iH_8EWbHpAU—short video about the importance of needs assessments
- <https://www.youtube.com/watch?v=uF5CXAgBPGM>—short video on using Google Scholar

Chapter 10: Engaging in Policy Practice in Your Field Placement

Website Links

- Advocacy—National Association of Social Workers
<https://www.socialworkers.org/Advocacy>

Education Resources—Council on Social Work Education
<https://www.cswe.org/Education-Resources.aspx>

Advocacy Handbook for Social Workers—Dan Beerman, ACSW, LCSW
<http://c.ymcdn.com/sites/naswnc.site-ym.com/resource/resmgr/Advocacy/Advocacyhandbook.pdf>

Video Links

Labor Movement Leader—Delores Huerta
<https://www.youtube.com/watch?v=eyEkOzYFf20>

The Role of the Social Worker—Steve Perry
<https://www.c-span.org/video/?320179-1/discussion-role-social-workers>

David Sant Testimony in Support of HB 2307—NASW Oregon
https://www.youtube.com/watch?v=mg_Zcb27tR8

Community Organizers Share Experiences—Silberman School of Social Work at Hunter College
<https://www.youtube.com/watch?v=fmKFSjp9CI0>

Environmental Justice—Peggy Shepard at TEDxHarlem
https://www.youtube.com/watch?v=zJX_MXaXbJA

A Brief History of Social Work—Maria Beatriz Alvarez, LCSW-R, & Michael Bettencourt, MFA
<https://www.youtube.com/watch?v=CxctzJg-p-g>

Chapter 11: Micro Assessment: Individuals, Families, and Groups

Website Links

Strengths-based assessment in social work—Social Care Institute for Excellence
<https://www.scie.org.uk/care-act-2014/assessment-and-eligibility/practice-examples/strengths-based-approach-in-assessment.asp>

Family assessment tools slideshow—Aileen Pascual
<https://www.slideshare.net/abpascual/tools-in-family-assessment>

Group work process slideshow—Bimal Antony
<https://www.slideshare.net/BimalAntony/group-work-process-23990034>

Video Links

Assessment process video—ORGovDHS
<https://www.youtube.com/watch?v=kagGlylgAnw>

Social work assessment video—Rebecca French
https://www.youtube.com/watch?v=N-h83Ev_s5w

Family assessment video—Austen Riggs
<https://www.youtube.com/watch?v=khWzUzfvTLg>

Stages of Group Development Video—Analyze Grabowski
https://www.youtube.com/watch?v=T_gptRmpFyk

Group dynamics and the initial phase in social group work slideshow—JFM Lohith Shetty
https://www.slideshare.net/Lohith_hrd/group-work-practice-iii?qid=2d473104-ce2b-4aa9-87ef-dd8f368189c8&v=&b=&from_search=15

Chapter 12: Mezzo Assessment: Organizations and Communities

Website Links

Organizational Assessment Tool—Adelphi University, Center for Non Profit Leadership
<http://nonprofit.adelphi.edu/resources/organizational-assessment>

Community Needs Assessments—Child Welfare Information Gateway
<https://www.childwelfare.gov/topics/systemwide/assessment/community>

Asset Mapping—Vista Campus
<https://www.vistacampus.gov/what-asset-mapping>

Resource Mapping—National Center on Secondary Education and Transition
<http://www.ncset.org/publications/essentialtools/mapping/overview.asp>

Video Links

Organizational Assessment—methodcorp
<https://www.youtube.com/watch?v=SfSiYDID888>

Organizational Culture—Denison Consulting
<https://www.youtube.com/watch?v=Rd0kf3wd120>

Creating Organizational Culture—TEDx Talks
<https://www.youtube.com/watch?v=BlhM7vALtUM>

Community Needs Assessment Part 1—CHOP Program Planning & Evaluation
<https://www.youtube.com/watch?v=624PSIIFWsA>

Community Needs Assessment Part 2—CHOP Program Planning & Evaluation
https://www.youtube.com/watch?v=CziB8X_4T7U

Asset Mapping—Service Resources
<https://www.youtube.com/watch?v=mJ7pSoJ25Hc>

Chapter 13: Micro Interventions: Individuals, Families, and Groups

Website Links

International Association for Social Work With Groups
<http://www.iaswg.org>

American Association for Marriage and Family Therapy
<https://www.aamft.org/iMIS15/AAMFT>

Clinical Social Work Association
<https://www.clinicalsocialworkassociation.org>

Video Links

- Developing Treatment Plans—Social Work Podcast
<http://socialworkpodcast.blogspot.com/2007/03/developing-treatment-plans-basics.html>
- Evidence-Based Practice—USC Suzanne Dworak-Peck School of Social Work
<https://www.youtube.com/watch?v=BPqv9K-IZUI>
- Ben Furman—Solution-Focused Therapy
<https://www.youtube.com/watch?v=OIGQDq2j6Gw>
- George Kalarritis—Functional Family Therapy
<https://www.youtube.com/watch?v=72YRyNIYNfw>

Chapter 14: Mezzo Interventions: Organizations and Communities

Website Links

- Association for Community Organization and Social Administration
<http://www.acosa.org/joomla/about-acosa/acosapurpose>
- Network for Social Work Management
<https://socialworkmanager.org>

Video Links

- Community Organizing for Social Change—TEDx Talks, Dara Frimmer
<https://www.youtube.com/watch?v=-DtILpmsCcA>
- UIHlatSIHB—Webinar on CDC's Logic Models for Evaluation
<https://www.youtube.com/watch?v=0Vfc2uX6cil>
- Will Fanene—How to Write a Grant Proposal: Step by Step
https://www.youtube.com/watch?v=ByQRri_LTU