

**Fall Semester/2<sup>ND</sup> Year Graduate Field Placement**  
**MHSA Stipend Field Placement Addendum**

**Student Information:**

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FIRST NAME

LAST NAME

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STREET ADDRESS

CITY

ZIP CODE

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HOME PHONE

CELL PHONE

WORK PHONE

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CAMPUS E MAIL ADDRESS

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ACADEMIC ADVISOR

PHONE

E MAIL ADDRESS

**Agency Information:**

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AGENCY NAME

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STREET ADDRESS

CITY

ZIP CODE

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FIELD INSTRUCTOR (M.S.W.)

PHONE

E MAIL ADDRESS

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AGENCY SUPERVISOR (non-M.S.W.)

PHONE

E MAIL ADDRESS

## Identify as a professional social worker and conduct oneself accordingly

<p><b>1. Student is knowledgeable about principles of wellness and recovery and the Mental Health Services Act, and integrates this knowledge into his/her professional practice both ethically and without bias , and advocates for access to integrated service -delivery systems.</b></p>	<p><b>Date Completed</b></p>
<p>a. Demonstrates respectful and effective relationships with colleagues, including those with lived experience as consumers and/or family members; via field instructor observation or student report in supervision.</p>	
<p><b>2. Student is able to self-correct against personal bias in his/her professional activities and attend to continuing professional growth.</b></p>	<p><b>Date Completed</b></p>
<p>a. Demonstrates in supervision and practice an awareness of professional and personal skills for social work practice and those required to manage workload assignments, and develops self-care and organizational strategies to reduce work-related stress.</p>	
<p><b>3. Student is knowledgeable about ethical and boundary issues, utilizes this knowledge in practice, and seeks supervision or consultation when needed.</b></p>	<p><b>Date Completed</b></p>
<p>a. Demonstrates in supervision and in practice awareness of professional boundary issues, including ambiguities often encountered in multiple roles (i.e., professional and interpersonal) in recovery-oriented practice.</p>	
<p><b>4. Student takes responsibility for professional development and growth, and is able to utilize supervision, consultation and training effectively.</b></p>	<p><b>Date Completed</b></p>
<p>a. Discussion in supervision demonstrates the development of objectives and strategies for continued professional development and growth and utilizes ongoing supervision, consultation and mentoring opportunities within the agency and in cross- agency collaborations.</p>	

## Apply social work ethical principles to guide professional practice

<p><b>5. Student critically evaluates personal and cultural values and norms in all practice situations, applying social work ethics and MHSA principles to make decisions and resolve conflicts among different viewpoints.</b></p>	<p><b>Date Completed</b></p>
<p>a. Practice and supervision discussion demonstrates adherence to legal and ethical standards in practice to ensure consumer/client and family member engagement in decision-making in relation to the NASW Code of Ethics.</p>	
<p>b. Practice and discussion in supervision demonstrates student ensures confidentiality of protected behavioral health information in accordance with all state and Federal regulations.</p>	
<p>c. Student’s performance demonstrates use of social work knowledge, supervision and learning opportunities that arise in a diverse contextual framework (e.g. individual, family, community, and/or organizational factors), to resolve or acknowledge ambiguities and conflicts in making principled decisions.</p>	

## Apply critical thinking to inform and communicate professional judgments

<b>6. Student demonstrates sound critical thinking and professional judgments in all oral and written communications.</b>	<b>Date Completed</b>
a. Demonstrates skillful written and oral communication that is clear, focused and relevant to meet behavioral health record <b>and</b> funding stream documentation requirements (e.g., . supervision, case presentation, Medi-cal, agency software)	

## Advance human rights and social and economic justice. Engage in policy practice to advance social and economic well-being and to deliver effective social services.

<b>7. Student advocates for social justice and demonstrates ability to proactively identify and implement interventions addressing the causes as well as impacts of discrimination, stigma and injustice.</b>	<b>Date Completed</b>
a. Supervision discussion demonstrates that student articulates the effects of stigma, discrimination and oppression on individuals, families, groups and communities.	
b. Supervision discussion demonstrates student identifies and confronts stigma and disparities that exist between diverse cultural and disability groups, such as persons living with mental illness and addictions, through advocacy and outreach.	
<b>1. Student can formulate and advocate for actual or proposed policies that effectively advance recovery principles and practices, and apply strength based concepts to engage stakeholders in wellness/recovery policy development and implementation.</b>	<b>Date Completed</b>
a. Applies research and practice experience to assess public policies and agency practice for their impacts on recovery-oriented service delivery.	
<b>2. Student demonstrates capacity to take a leadership role in policy action/development activities.</b>	<b>Date Completed</b>

## Apply knowledge of human behavior and the social environment

<b>8. Student demonstrates skill in applying a strengths based and systems approaches to assessment and interventions to address the effects of interactions between the client and the social environment (e.g. trauma, poverty, oppression).</b>	<b>Date Completed</b>
a. Student demonstrates skill in incorporating an understanding and knowledge of human development across life span (children, adolescents, adults, older adults) in practice with individuals and families.	
b. Student demonstrates skill and understanding in applying knowledge of gender/sexual orientation (heterosexual male or female, gay, lesbian, bisexual, gender non- conforming) in practice with individuals and families	
c. Student demonstrates skill in applying understanding and knowledge of unique behavioral health needs of special populations ( e.g. people living with severe/prolonged mental illness, have co- occurring substance use, and are homeless, incarcerated or have al challenges (acute or chronic) in practice with individuals and families,	
d. Student demonstrates awareness of their own perceptions regarding individuals with mental illness and understands how their perceptions may affect help- seeking behaviors and generate stigma and discrimination	
e. Student demonstrates an understanding of the role of natural community supports and community based resources in their practice and/or discussion in supervision.	

## Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

<b>10. Student demonstrates skilled use of self in engaging individuals, families, groups, and communities in collaborative working relationships.</b>	<b>Date Completed</b>
a. Discussion in supervision reflects establishment of effective and collaborative working relationships with individuals, families, groups and communities.	
b. Discussion in supervision demonstrates conscious utilization of empathy, respect, understanding and other interpersonal skills in establishing effective working relationships grounded in recovery, resilience and wellness.	
c. Student demonstrates adherence to the principles of consumer and family directed services in the development of mutually agreed upon service goals.	

## Assessment

<p><b>10. Student is able to a) use relevant skills in gathering and interpreting data from a variety of sources to develop a consumer driven assessment and plan. b utilize a strength based perspective &amp; recovery model, c) utilize multiple resources, including community-based resources and natural supports, in developing consumer and family driven assessment and plans. d) utilize knowledge of major theories, models and treatment interventions relating to behavioral health conditions in developing strategic and client driven assessments and plans.</b></p>	<p style="text-align: center;"><b>Date Completed</b></p>
<p>a. Completes critical analysis of assessment data and consumer capacities in developing a multidimensional behavioral health assessment, diagnosis and plan which reflects a consumer-driven perspective (i.e., mutually agreed upon service goals) and principles of recovery, including the impacts on individuals, families, and communities of <i>trauma</i>.</p>	
<p>b. Completes critical analysis of assessment data and consumer capacities in developing a multidimensional behavioral health assessment, diagnosis and plan which reflects a consumer-driven perspective (i.e., mutually agreed upon service goals) and principles of recovery, including the impacts on individuals, families, and communities of <i>co-occurring</i> (mental disorder and substance abuse) behavioral health conditions.</p>	
<p>c. Completes critical analysis of assessment data and consumer capacities in developing a multidimensional behavioral health assessment, diagnosis and plan which reflects a consumer-driven perspective (i.e., mutually agreed upon service goals) and principles of recovery, including the impacts on individuals, families, and communities of <i>adverse health conditions</i>.</p>	
<p>d. Able to diagnose the major mental health disorders using the DSM IV or other currently accepted diagnostic tools, and can identify the challenges and limitations of diagnosis in relationship to diverse racial, ethnic, sexual orientation, cultural and lifestyle factors.</p>	
<p>a. Student engages the individual and his/her family in the development of a consumer-driven assessment, treatment and discharge plan, and revises treatment plans as needed.</p>	
<p>a. Demonstrates understanding of issues related to the use of medication, and psychiatric consultation in social work practice and in supervision.</p>	
<p>b. Supervision discussion demonstrates student applies knowledge of efficacy of treatment models (i.e., evidence-based, practice wisdom) in development of multidimensional treatment plans</p>	
<p>a. Demonstrates understanding of the roles of consumers, family members, practitioners, the agency and the community, in shaping policy and in the development and implementation of relevant behavioral health services.</p>	

<p>b. Recognizes the variety of client strengths and applies interactions and interventions that promote wellness and resilience in relation to the client's unique strengths</p>	
<p>c. Demonstrates the ability to apply interventions with consumers, families and groups based on recovery principles including prevention, early intervention, and crisis intervention.</p>	
<p>d. Demonstrates the ability to partner with consumers and families to identify and utilize natural community supports.</p>	
<p>e. Utilizes clinical care coordination principles (case management) in assisting consumers and family members by linking and coordinating needed services and resources to achieve mutually identified goals.</p>	
<p>F. Applies advanced social work practice skills to engage client in transition to the termination process.</p>	

**Signatures:**

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STUDENT SIGNATURE

DATE

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M.S.W. FIELD INSTRUCTOR SIGNATURE

DATE

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FACULTY LIAISON SIGNATURE

DATE