



FIELD SAFETY SEMINAR

OUR PRIORITIES



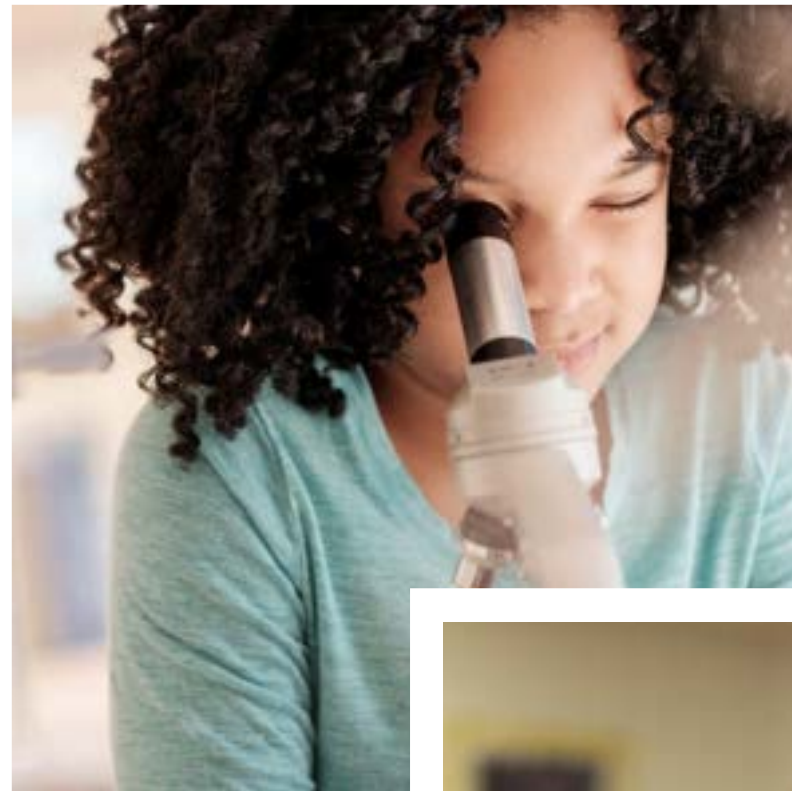
Learning



Communication



Safety

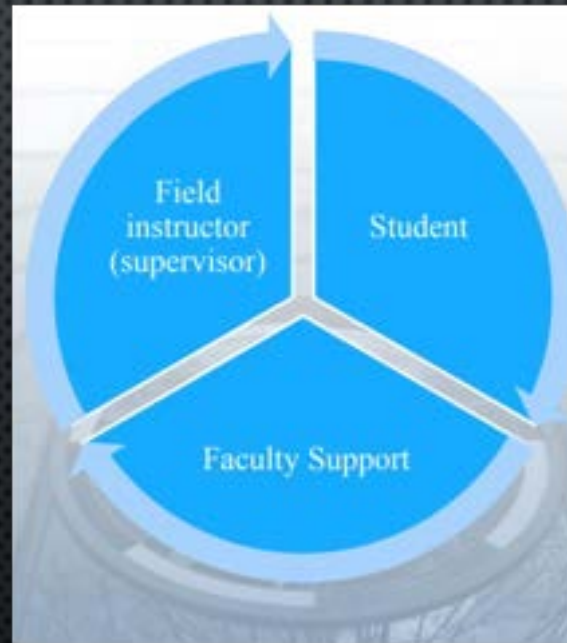


LEARNING



- THE 2015 EDUCATIONAL POLICY AND ACCREDITATION STANDARDS OF THE COUNCIL ON SOCIAL WORK EDUCATION (CSWE) STATES, “FIELD EDUCATION IS THE SIGNATURE PEDAGOGY FOR SOCIAL WORK. THE INTENT OF FIELD EDUCATION IS TO INTEGRATE THE THEORETICAL AND CONCEPTUAL CONTRIBUTION OF THE CLASSROOM WITH THE PRACTICAL WORLD OF THE PRACTICE SETTING” (CSWE 2015, P. 12).
- WE VALUE FIELD EDUCATION, WHICH IS WHY REQUIRE INTERNSHIPS FOR OUR STUDENTS BEYOND WHAT CSWE REQUIRES US TO HAVE. STUDENTS HAVE A 40 HOUR FIELD PLACEMENT SOPHOMORE YEAR, A 60 HOUR FIELD PLACEMENT JUNIOR YEAR, AND A 450 HOUR FIELD PLACEMENT SENIOR YEAR (WHICH CAN BE DONE AS A BLOCK PLACEMENT IN ONE SEMESTER OR COMPLETED AS OVER TWO SEMESTERS OF 225 HOURS EACH).

WE BELIEVE THAT FIELD EXPERIENCE LEARNING
SHOULD BE A COLLABORATIVE EXPERIENCE!





OUR EXPECTATIONS OF STUDENTS IN FIELD EXPERIENCE:

1. TO PRESENT YOURSELF AS A LEARNER AND READY TO FOLLOW THE EXPECTATIONS GIVEN TO YOU.
2. TO KNOW WHAT PAPERWORK AND FIELD-RELATED ASSIGNMENTS/DEADLINES ARE UPCOMING AND COMMUNICATE WITH YOUR FIELD SUPERVISOR ABOUT GATHERING THE PAPERWORK OR NEEDED INFORMATION TO MEET THOSE DEADLINES.
3. TO COMMUNICATE WITH FIELD LIAISON (USUALLY, YOUR SWK 222 INSTRUCTOR) AND FIELD DIRECTOR (PROF. RUSSELL) ABOUT ANY PROBLEMS IN FIELD TO TRY TO RESOLVE THEM QUICKLY AND EFFICIENTLY.

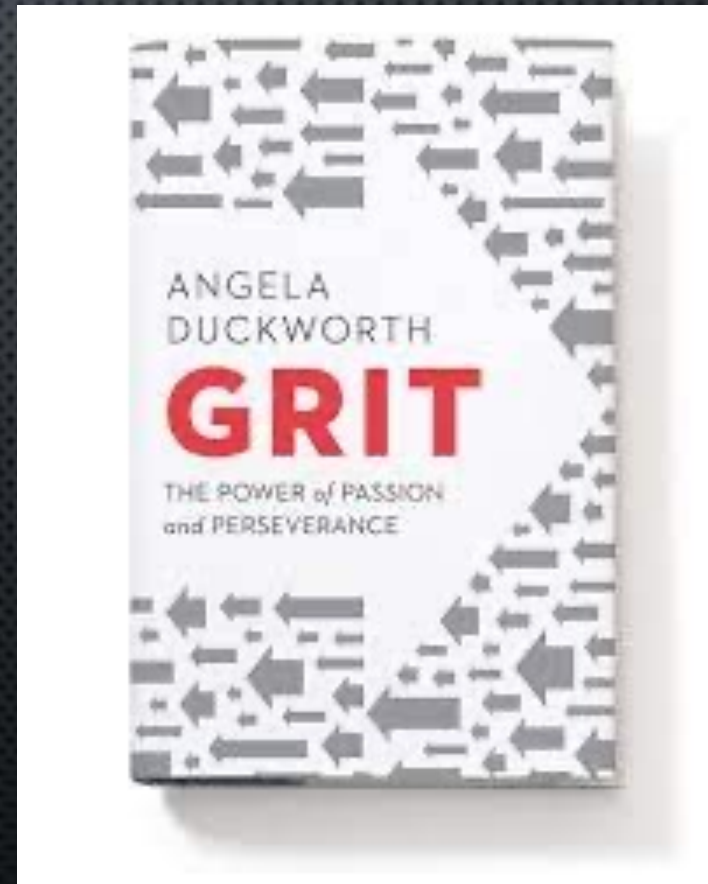


OUR EXPECTATIONS OF FIELD SUPERVISORS IN FIELD EXPERIENCE:

1. TO GIVE YOU CLEAR EXPECTATIONS.
2. TO HELP YOU MOVE FROM CLASSROOM-BASED THEORIES TO IN-PERSON PRACTICE REALITIES.
3. TO GIVE YOU FEEDBACK/EVALUATION FROM THE BEGINNING OF TIME IN FIELD UNTIL THE END OF TIME IN FIELD.
4. TO PROVIDE A NURTURING ENVIRONMENT THAT WILL ENCOURAGE THE STUDENT TO GROW.
5. TO BUILD A COLLABORATIVE RELATIONSHIP BETWEEN SUPERVISOR AND STUDENT.

WE ALSO EXPECT OUR STUDENTS TO BE “GRITTY”

- BASED ON THE BOOK GRIT: THE POWER OF PASSION AND PERSEVERANCE BY DR. ANGELA DUCKWORTH.
- TO SUMMARIZE, “GRIT IS PASSION AND PERSEVERANCE FOR LONG-TERM GOALS.” IT IS ALSO “...A GOAL YOU CARE ABOUT SO MUCH THAT IT ORGANIZES AND GIVES MEANING TO ALMOST EVERYTHING YOU DO. AND GRIT IS HOLDING STEADFAST TO THAT GOAL. EVEN WHEN YOU FALL DOWN. EVEN WHEN YOU SCREW UP. EVEN WHEN PROGRESS TOWARD THAT GOAL IS HALTING OR SLOW” (DUCKWORTH, 2021).
- WE PLAN TO INCORPORATE THESE CONCEPTS, ESPECIALLY THE CONCEPT OF A “GROWTH MINDSET,” INTO CONVERSATIONS WITH STUDENTS.




GRIT VIDEO

- [HTTPS://YOUTU.BE/SWctLEdIgi4](https://youtu.be/SWctLEdIgi4)

Talent x **Effort** = Skill

Skill x **Effort** = Achievement

A person is standing in a field of tall grass and wildflowers, with their arms outstretched. The background is a bright, sunny sky. A white box with a black border is overlaid on the image, containing a quote.

“Without **EFFORT**, your talent is nothing more than unmet potential. Without **EFFORT**, your skill is nothing more than what you could have done, but didn't. With **EFFORT**, talent becomes skill and, at the very same time, **EFFORT** makes skill productive.”

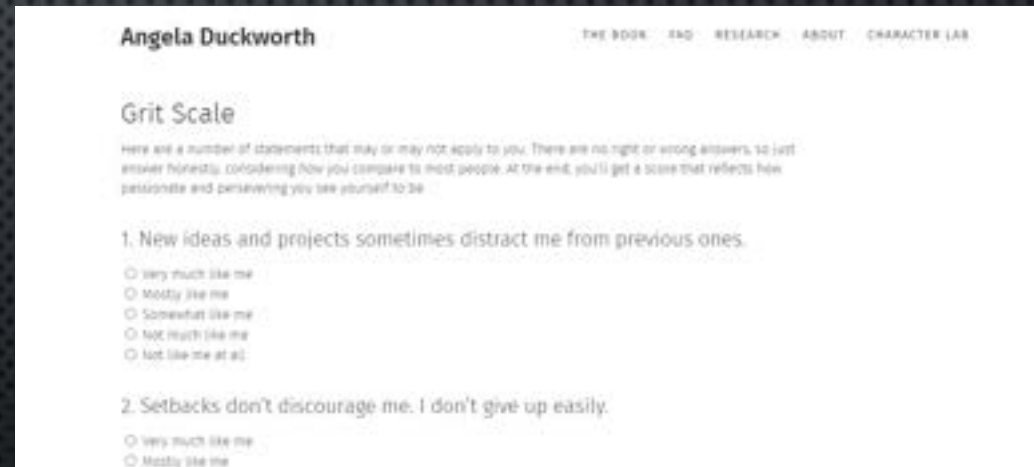
- Angela Duckworth, **GRIT**

WE WANT YOU TO BECOME PASSIONATE SOCIAL WORKERS!



HOW “GRITTY” ARE YOU? WHY DO YOU THINK IT’S GOOD TO LEARN TO BECOME A “GRITTY” SOCIAL WORKER?

- [HTTPS://ANGELADUCKWORTH.COM/GRIT-SCALE/](https://angeladuckworth.com/grit-scale/)
- TAKE A FEW MINUTES TO COMPLETE THE GRIT SCALE.
- “I ALSO THINK THIS QUESTIONNAIRE IS USEFUL AS A PROMPT FOR SELF-REFLECTION. FOR EXAMPLE, SOME OF THE MOST EFFECTIVE COACHES AND TEACHERS I KNOW GIVE THIS QUESTIONNAIRE TO THEIR PLAYERS AND STUDENTS IN ORDER TO PROMPT A CONVERSATION ABOUT THEIR EVOLVING PASSION AND PERSEVERANCE” (DUCKWORTH, 2021).



The screenshot shows the 'Grit Scale' questionnaire by Angela Duckworth. The page header includes 'Angela Duckworth' and navigation links for 'THE BOOK', 'FAQ', 'RESEARCH', 'ABOUT', and 'CHARACTER LAB'. The title 'Grit Scale' is followed by an introductory paragraph: 'Here are a number of statements that may or may not apply to you. There are no right or wrong answers, so just answer honestly, considering how you compare to most people. At the end, you'll get a score that reflects how passionate and persevering you see yourself to be.' The first item is '1. New ideas and projects sometimes distract me from previous ones.' with five radio button options: 'very much like me', 'Mostly like me', 'Somewhat like me', 'Not much like me', and 'Not like me at all'. The second item is '2. Setbacks don't discourage me. I don't give up easily.' with two radio button options: 'very much like me' and 'Mostly like me'.

OUR ULTIMATE GOAL:

- WE WANT YOU TO GRADUATE “GRITTY” ABOUT THE HEART OF SOCIAL WORK, WHICH IS SOCIAL JUSTICE!
- THEREFORE, THROUGHOUT YOUR FIELD EXPERIENCES, WE WILL BE CHALLENGING YOU TO DEVELOP A FASCINATION, SEEK OUT DAILY IMPROVEMENT, GRADUATE FEELING CALLED TO A GREATER PURPOSE, AND ENTERING THE SOCIAL WORK FIELD WITH A GROWTH MINDSET.



COMMUNICATION



- ENVIRONMENTAL SAFETY PROCEDURES:
 - BEFORE COMPLETING A HOME VISIT, WE ASK STUDENT INTERNS TO KNOW/DO THE FOLLOWING:
 - HAVE CLEAR COMMUNICATION WITH CLIENTS, ESPECIALLY PRIOR TO HOME VISIT
 - KNOW THE AGENCY'S MISSION AND PROCEDURES
 - KNOW THE EXPECTATIONS OF STAFF AND CLIENT CONDUCT
 - ATTEMPT TO REDUCE SAFETY HAZARDS (ASK ABOUT PETS, WEAPONS, ETC.)
 - KNOW AGENCY'S LIMITS/RULES
 - KNOW AGENCY'S CONSEQUENCES FOR FAILURE TO ADHERE TO RULES

COMMUNICATION



- PERSONAL SAFETY ASSESSMENT (WHAT WE EXPECT STUDENTS IN FIELD EXPERIENCE TO DO **BEFORE** THEY ARRIVE):
 - WEAR SENSIBLE SHOES THAT ALLOW FOR QUICK MOVEMENTS/ESCAPE
 - WEAR CONSERVATIVE JEWELRY (LONG NECKLACES AND HOOP EARRINGS CAN BE A LIABILITY)
 - AVOID WEARING RELIGIOUS, POLITICAL, OR PERSONALIZED CLOTHING
 - INFORM CO-WORKERS AND SUPERVISOR OF YOUR SCHEDULE, ESPECIALLY THE TIME YOU EXPECT TO RETURN TO OFFICE IF YOU WILL BE OUT IN THE COMMUNITY.
 - CARRY CELL PHONE (PRE-PROGRAM YOUR ICE CONTACTS), IF POSSIBLE
 - FOR COMMUNITY/HOME-BASED WORK, MAINTAIN CAR PROPERLY, OBTAIN DIRECTIONS, FIND OUT WHERE PARKING IS AVAILABLE, AND ALWAYS PARK ON THE STREET (NOT IN THE DRIVEWAYS OF CLIENTS) UNLESS ABSOLUTELY UNAVOIDABLE
 - DISCUSS SAFETY WITH FIELD SUPERVISOR EARLY IN PLACEMENT

ADAPTED FROM SIBERSKI, J. (2003). HOME VISIT SAFETY ASSESSMENT. **SOCIAL WORK TODAY**. **3(14), 19-20.**

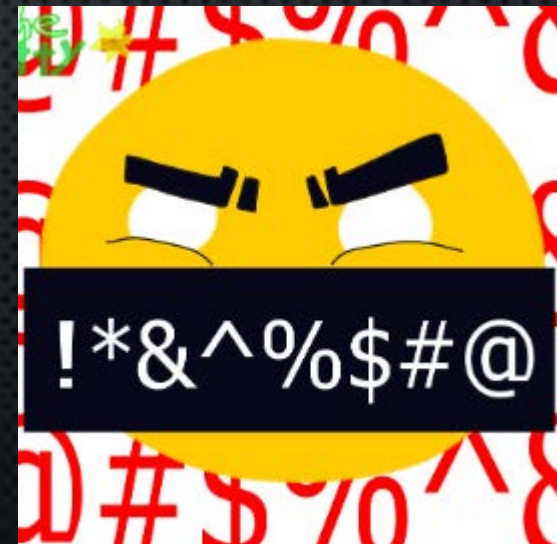
SAFETY AT FIELD EXPERIENCE



- MORE THAN ANYTHING IN FIELD EXPERIENCE, WE WANT YOU TO BE **SAFE**.
- THE NEXT SEVERAL SLIDES WILL DISCUSS POSSIBLE SCENARIOS THAT ADDRESS SAFETY CONCERNS. PLEASE DON'T BE INTIMIDATED BY READING THROUGH THEM! OUR INTENT IS NOT TO SCARE, BUT TO INFORM. IF YOUR SAFETY IS EVER IN JEOPARDY, WE WANT YOU TO KNOW HOW TO ACT. WITH THAT SAID, THE BIGGEST POTENTIAL THREATS TO STUDENTS IN FIELD EXPERIENCE ARE:
 1. INAPPROPRIATE CONDUCT WITHIN THE HOST AGENCY (HOSTILE WORK ENVIRONMENT, SEXUAL HARASSMENT, OR OTHER TYPES OF HARASSMENT)
 2. DANGEROUS WORK ENVIRONMENT
 3. AGGRESSIVE OR VIOLENT CLIENTS

INAPPROPRIATE CONDUCT WITH THE HOST AGENCY: A HOSTILE WORK ENVIRONMENT

- INAPPROPRIATE COMMENTS OR ACTIONS REGARDING RACE, GENDER, SEXUALITY, ETC.
- MAY OR MAY NOT BE DIRECTED TOWARD STUDENT, BUT STILL CONSTITUTES HOSTILE ENVIRONMENT



INAPPROPRIATE CONDUCT WITHIN THE HOST AGENCY: SEXUAL HARASSMENT

- STUDENT IS SUBJECTED TO UNWANTED SEXUAL ADVANCES, SUGGESTIVE SPEECH, TOUCHING, PORNOGRAPHIC MATERIALS, OR OTHER VERBAL OR PHYSICAL CONDUCT OF A SEXUAL NATURE.
- SEXUAL HARASSMENT TYPICALLY INVOLVES A POWER DIFFERENTIAL BETWEEN THE PERPETRATOR AND THE PERSON BEING HARASSED.
 - EXAMPLES OF POWER DIFFERENTIALS:
 - EMPLOYEE VS. INTERN
 - FIELD SUPERVISOR VS. INTERN
 - MALE VS. FEMALE (MOST COMMON)

INAPPROPRIATE CONDUCT WITHIN THE HOST AGENCY: OTHER TYPES OF HARASSMENT:

- ANY VERBAL SLUR, NEGATIVE STEREOTYPING, HOSTILE OR DEMEANING ACT (INCLUDING JOKES OR TEASING), WRITTEN OR GRAPHIC MATERIAL THAT SHOWS ANIMOSITY, AVERSION OR DISPARAGEMENT TOWARD AN INDIVIDUAL OR GROUP BASED ON RACE, COLOR, NATIONAL ORIGIN, DISABILITY, HANDICAP, AGE, OR SEX.

(ADAPTED FROM MALONE PERSONNEL POLICIES, 2004)

HOW TO RESOLVE INAPPROPRIATE CONDUCT WITHIN THE HOST AGENCY:

- DISCUSS SITUATION WITH FIELD SUPERVISOR (AS LONG AS HE/SHE IS NOT PERPETRATOR) **AND**
- DISCUSS SITUATION WITH YOUR SWK 222 PROFESSOR AND/OR FACULTY FIELD LIAISON AND FIELD DIRECTOR (PROF. RUSSELL).
- THERE MAY BE SITUATIONS WHERE IT IS INAPPROPRIATE TO DISCUSS THE SITUATION WITH THE FIELD SUPERVISOR. THE STUDENT **ALWAYS** HAS THE RIGHT TO FIRST DISCUSS THE SITUATION WITH A MALONE UNIVERSITY FACULTY MEMBER.
- THE STUDENT ALSO HAS THE RIGHT TO PRESS LEGAL CHARGES OR PURSUE A CIVIL LAWSUIT WITHOUT APPROVAL OF FACULTY MEMBERS.

DANGEROUS WORK ENVIRONMENT



- SOCIAL WORKERS OFTEN WORK IN AREAS MORE AT-RISK FOR DANGER, INCLUDING:
 - CRIMINAL JUSTICE SETTINGS
 - TREATMENT FACILITIES FOR THOSE WITH MENTALLY ILLNESS
 - NEIGHBORHOODS WITH HIGH CRIME RATES (AGENCIES MAY BE LOCATED HERE TO SERVE POPULATIONS-AT-RISK OR SOCIAL WORKERS MAY VISIT HOMES IN THE NEIGHBORHOOD).
 - DEMENTIA UNITS IN NURSING FACILITIES
 - SCHOOLS WITH GANG/VIOLENCE PROBLEMS
 - IN REALITY, JUST ABOUT ANY ENVIRONMENT COULD BE DANGEROUS (FOR EXAMPLE, PLACES LIKE MCDONALDS AND SCHOOLS HAVE BEEN THE SITE OF NUMEROUS MASS MURDERS).

HOW TO RESOLVE DANGEROUS WORK ENVIRONMENTS:

- REMEMBER, MANY OF THESE POPULATIONS ARE THE POPULATIONS THAT WE ARE CALLED TO SERVE (JAMES 1:27 AND MATTHEW 25:40-45).
- FOLLOWING ENVIRONMENTAL SAFETY PROCEDURES AND COMPLETING A PERSONAL SAFETY ASSESSMENT BEFORE ARRIVING AT FIELD EXPERIENCE ARE THE BEST WAYS TO COMBAT A DANGEROUS WORK ENVIRONMENT.
- IF YOU ARE HARMED AT YOUR FIELD EXPERIENCE, PLEASE REPORT TO YOUR FIELD SUPERVISOR, SWK 222 INSTRUCTOR, FIELD LIAISON, AND THE FIELD DIRECTOR **IMMEDIATELY**.

VIOLENT/AGGRESSIVE CLIENTS



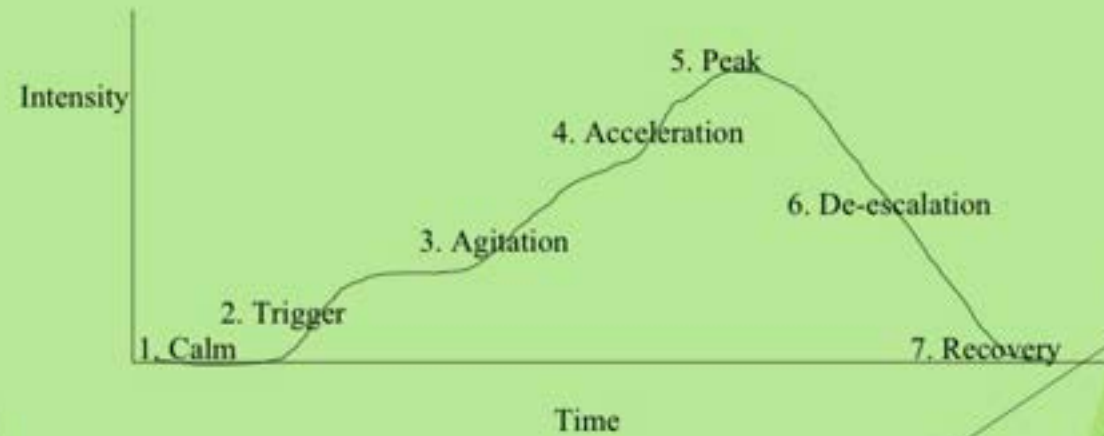
- SOCIAL WORK IS A STRENGTHS-BASED DISCIPLINE WHEREIN WE NEED TO WORK HARD TO AVOID BEING SUSPICIOUS OR AFRAID OF CLIENTS
- HOWEVER, WE ALSO NEED TO ACKNOWLEDGE THAT SOCIAL WORK CLIENTS MAY BE CAPABLE OF DANGEROUS BEHAVIOR DUE TO A VARIETY OF LIFE CIRCUMSTANCES (RISK FACTORS)

RISK FACTORS OF VIOLENT/AGGRESSIVE CLIENTS:

- GENDER: MALES MORE LIKELY TO BE VIOLENT
- SOCIO-ECONOMIC STATUS: POVERTY IS RELATED TO VIOLENCE IN SOME STUDIES
- COGNITIVE FUNCTIONING: POOR/LOW COGNITIVE FUNCTIONING (INABILITY TO UNDERSTAND OR THINK IN A NORMAL MANNER)
- HISTORY: HAS A HISTORY OF SUBSTANCE ABUSE, SEXUAL ABUSE, PHYSICAL ABUSE, OR EMOTIONAL ABUSE
- HAS EXPERIENCED: PSYCHOSIS (A MENTAL DISORDER IN WHICH PEOPLE LOSE TOUCH WITH REALITY AND MAY BECOME PARANOID AND/OR VIOLENT)
- OTHER MENTAL HEALTH DIAGNOSES: PARANOIA, SCHIZOPHRENIA, BIPOLAR DISORDER
- PREVIOUS VIOLENCE (THIS IS THE STRONGEST PREDICTOR OF VIOLENT BEHAVIOR)

A TYPICAL CRISIS CYCLE

Take a look at a “typical” crisis cycle



ENVIRONMENTAL, TRAUMA-INFORMED SAFETY MEASURES TO MITIGATE RISKS WITH VIOLENT/AGGRESSIVE CLIENTS:

- CALM DECORATIONS/LIGHTING (NEUTRALS AND EARTH COLORS)
- AVOID BLIND SPOTS OR NARROW CORRIDORS
- AVOID OVERCROWDING (MOVE TO A BIGGER SPACE, IF POSSIBLE)
- AVOID EXCESS STIMULATION (BRIGHT LIGHTS, LOUD NOISES, STRONG SMELLS, ETC.)
- SEATING: CHAIRS SHOULD BE LEVEL. CLIENT AND SOCIAL WORKER SHOULD HAVE A CLEAR ESCAPE ROUTE.
- RESPECT CLIENT'S PERSONAL SPACE (CULTURAL COMPETENCY ISSUE, AS WELL)
- MAKE SURE OTHER STAFF KNOW YOUR WHEREABOUTS
- KEEP CLIENT INFORMED AS TO DELAYS (IF YOU'RE RUNNING MORE THAN 10 MINUTES LATE OR HAVE CAR TROUBLE) AND PERTINENT INFORMATION (AGENCY CLOSING FOR WEATHER, SAFETY, ETC.)
- SCREEN FOR PAST VIOLENCE AT **INTAKE**



ADDITIONAL SAFETY MEASURES: VERBAL DE-ESCALATION TRAINING

- IF YOUR FIELD EXPERIENCE OFFERS YOU THE OPPORTUNITY TO TAKE VERBAL DE-ESCALATION TRAINING, **DO IT!**
 - [HTTPS://YOUTU.BE/ONo203FATWM](https://youtu.be/ONo203FATWM)
 - [HTTPS://YOUTU.BE/46JP5iBY7YM](https://youtu.be/46JP5iBY7YM)
- SPEAK CLEARLY, SLOWLY, AND FIRMLY WITHOUT INTERRUPTING
- USE A CALM, OPEN POSTURE (NO CROSSED ARMS, LEGS, OR FEET)
- REDUCE YOUR EYE CONTACT (CULTURAL COMPETENCE ISSUE, AS WELL)
- KEEP BOTH HANDS VISIBLE FOR THE CLIENT TO SEE
- MATCH THE CLIENT'S POSTURE (SIT WITH THEM IF THEY SIT, STAND WITH THEM IF THEY STAND, ETC.)
- DO NOT WHISPER OR TALK OVER CLIENT
- AVOID SUDDEN MOVEMENTS AND AUDIENCES (REMOVE THE AUDIENCE, NOT THE PERSON IN CRISIS)

ADDITIONAL SAFETY MEASURES: VERBAL DE-ESCALATION TRAINING (CONTINUED)

- OFFER SUPPORT AND SUPPORTIVE FEEDBACK
- ASK QUESTIONS
- USE REFLECTIVE LISTENING (PARAPHRASE CLIENT'S WORDS, "WHAT I HEAR YOU SAYING IS _____")
- DON'T TAKE CLIENT'S COMMENTS PERSONALLY
- BE HONEST WHENEVER POSSIBLE
- PROVIDE CLIENT WITH CHOICES
- SET LIMITS ("YOU CAN DO _____, BUT NOT _____")
- TIME OUT (GIVE CLIENT A SAFE PLACE TO GO TO CALM DOWN AND GATHER THOUGHTS)

SIGNS OF IMMINENT VIOLENCE



- MOTOR ACTIVITY: CLIENT IS AGITATED, PACING, OR SWINGING ARMS
- BODY LANGUAGE: CLIENT APPEARS TENSE, PERPLEXED FACIAL EXPRESSION, FURROWED BROW, FOCUSING GAZE, MUSCULAR TENSION
- SPEECH: CLIENT SPEAKS WITH A RAISED VOICE OR MAKES VIOLENT STATEMENTS

IF THE SITUATION ESCALATES...

- ASK FOR ASSISTANCE
 - CALL BUILDING SECURITY, THE MOBILE CRISIS TEAM, SUPERVISOR, ETC. FOLLOW WHATEVER PROTOCOLS YOUR AGENCY HAS IN PLACE!
- STAY CALM
- DO NOT ARGUE
- KEEP CLIENT SPEAKING (RATHER THAN ACTING)
- ADOPT A NON-THREATENING STANCE (STANDING TO THE SIDE INSTEAD OF DIRECTLY FACE-TO-FACE CREATES A SMALLER TARGET AND PROTECTS YOUR VITAL ORGANS)
- USE SURROUNDING OBJECTS FOR PROTECTION, IF VIOLENCE OCCURS

IF A CLIENT PHYSICALLY ASSAULTS/ATTACKS YOU:

- WHILE THIS VIDEO IS OLD, IT SHOWS A NURSE MANAGING SOME OF THESE CONCERNS:
 - [HTTPS://YOUTU.BE/HtP79JZT5MC](https://youtu.be/HtP79JZT5MC)
- WRIST GRAB: WORK AGAINST ATTACKER'S THUMB AND INDEX FINGER TO BREAK THE GRIP.
- HEADLOCK: PUSH OUT ON ATTACKER'S ELBOW, IN/DOWN ON ATTACKER'S FOREARM.
- CHOKING: THROW ARMS UP AND SPIN.
- BITE: PUSH IN TO RELEASE JAW, THEN REMOVE. TRY TO AVOID PULLING AWAY.

UTILIZING A PHYSICAL RESTRAINT WITH AN AGGRESSIVE/VIOLENT CLIENT:

- UTILIZING PHYSICAL RESTRAINT OF CLIENTS IS A CONTROVERSIAL ISSUE.
- EACH AGENCY TYPICALLY HAS ITS OWN POLICIES IN THIS REGARD. ALMOST ALWAYS UTILIZING PHYSICAL RESTRAINTS MEANS WRITING AN INCIDENT REPORT. THESE SHOULD BE CLARIFIED BY THE INTERN IF NOT CLEARLY OUTLINED DURING ORIENTATION.
- INTERNS SHOULD NOT ATTEMPT TO PHYSICALLY RESTRAIN CLIENTS UNLESS THEY HAVE BEEN TRAINED AND AUTHORIZED BY THE INTERNSHIP AGENCY TO DO SO (INAPPROPRIATE RESTRAINTS HAVE RESULTED IN SERIOUS INJURY, AND EVEN DEATH, IN SOME CASES).
- COMMON PHYSICAL RESTRAINTS INCLUDE: BASKET HOLD OR BEAR HUG

AFTER A CLIENT PHYSICALLY ATTACKS/ASSAULTS YOU:

- SEEK MEDICAL ASSISTANCE IF NECESSARY (BE AWARE OF FLUID EXCHANGE: BLOOD, SALIVA, ETC).
- REVIEW INCIDENT WITH OTHER STAFF/SUPERVISOR, **IF YOU FEEL ABLE PHYSICALLY AND EMOTIONALLY.**
- NOTE NIGHTMARES, FLASHBACKS, RE-EXPERIENCING OF TRAUMA. IF THESE PERSIST OR WORSEN, SEEK PSYCHOLOGICAL TREATMENT.

ADAPTED FROM GIBB,P. DE-ESCALATING AND DEFUSING AGRESSION: PRACTICAL TIPS. PRESENTATION AT TOOWONG PRIVATE HOSPITAL, RETRIEVED SEPTEMBER 11, 2004, FROM [HTTP://WWW.WHS.QLD.GOV.AU/CONFERENCE/SAFETYMANAGE/DEESCALATINGAGGRESSIONPPT.PDF](http://www.Whs.Qld.Gov.Au/conference/safetymanage/deescalatingaggressionppt.pdf)

REMEMBER:



- IF YOU HAVE QUESTIONS, PLEASE ASK YOUR SWK 222 INSTRUCTOR AND/OR FACULTY FIELD LIAISON AND FIELD DIRECTOR (PROF. RUSSELL).