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BREAKING OUT OF THE BOX

FOURTH EDITION

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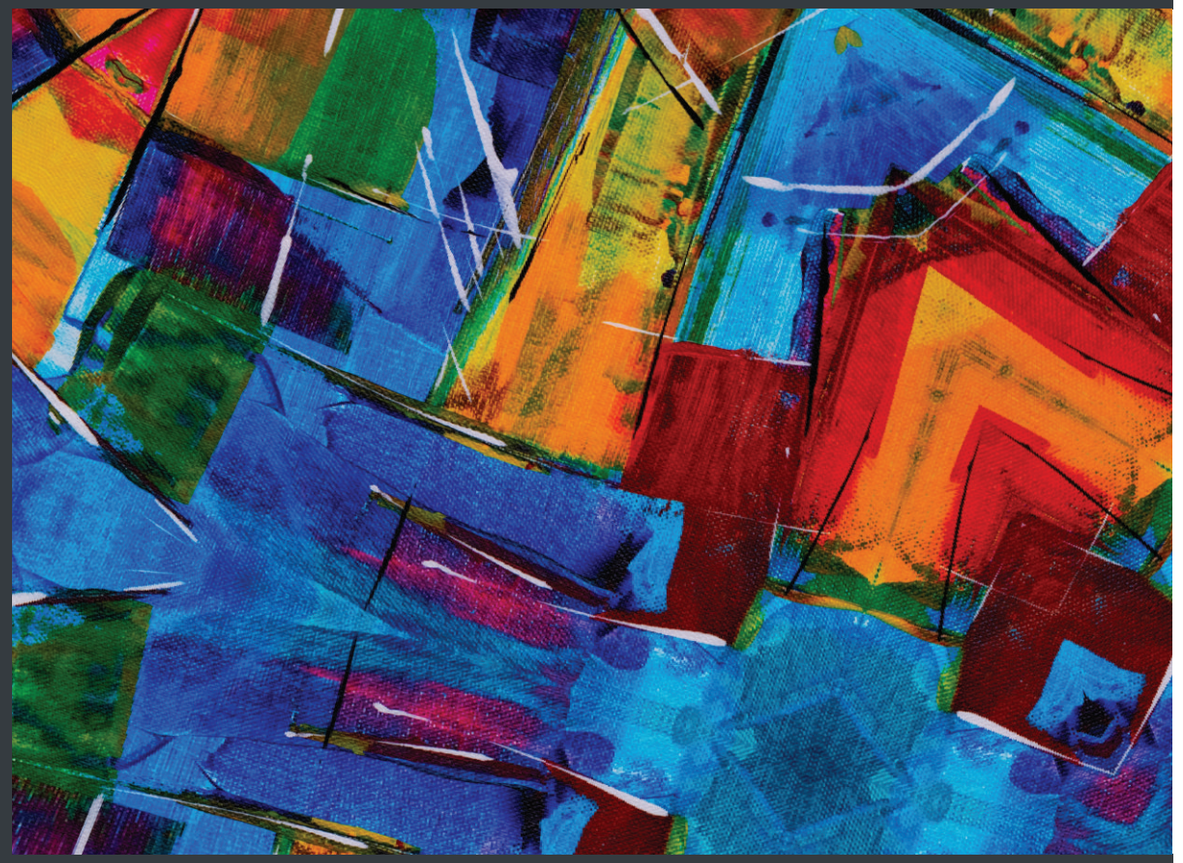
BREAKING OUT OF THE BOX

ADVENTURE-BASED FIELD INSTRUCTION



KELLY WARD
ROBIN SAKINA MAMA

FOURTH EDITION

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BREAKING OUT OF THE BOX

Breaking Out of the Box

Adventure-Based Field Instruction

Kelly Ward
Delaware State University

Robin Sakina Mama
Monmouth University

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all your encouragement and support

To our students/alumni at Monmouth University
in the BSW program who tested the exercises
and the text for us over the years

CONTENTS

WELCOME TO THE FIELD

This book will probably seem unconventional to you at first. In fact, some of the activities that you will be asked to participate in will not immediately seem relevant and may even seem strange. We have been using these activities in our social work field classes for well over 20 years. We have found that students understand the objectives and enjoy learning the points that we try to make in each exercise.

As students, you will find your readings for class will be on a particular topic, such as trust and developing relationships. While you are reading, your teacher is preparing an adventure-based or experiential educational exercise. The exercise relates to your readings but more importantly relates to events or the process of being in your field internship. The goal of each exercise is to provide you with a different perspective to use in your field placement.

We request that you be open-minded to this teaching method and think "outside the box"—step outside of your comfort zone. If you can do that, most, if not all, of you in this class will have fun using the exercises while learning valuable skills for your practice in social work.

Special Features of the Book

In this 4th edition, we have still included:

- the integration of other curriculum areas
- end of chapter exercises
- "thoughts to ponder" boxes
- macro content in every chapter
- social justice and human rights content
- gender-neutral language
- short discussion of macroaggressions
- social media issues
- information on learning styles
- guidelines for talking to and writing about clients

- updated psychosocial and process recording models
- a home visit checklist
- updated guidelines for safety while out in the field
- 2015 EPAS covered section by section

Changes to the New Edition

We have incorporated:

- Revisions of the NASW Code of Ethics
- An added chapter on emotional intelligence
- More examples on the importance of boundaries

Instructor Resources

Supplemental resources accompany this text. Lesson plans, class exercises, and PowerPoint lecture outlines are available in the book's Instructor's resources. For access to these materials please visit Oxford's Ancillary Resource Center (ARC) at www.oup.com/he/ward4e.

Acknowledgments

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Taylor Skelton, Delta State University

2015 EDUCATIONAL POLICY AND ACCREDITATION STANDARDS

1. Demonstrate ethical and professional behavior.
   - 1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
   - 1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
   - 1c. Demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication.
   - 1d. Use technology ethically and appropriately to facilitate practice outcomes.
   - 1e. Use supervision and consultation to guide professional judgment and behavior.
2. Engage diversity and difference in practice.
   - 2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
   - 2b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
   - 2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance human rights and social, economic, and environmental justice.
   - 3a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
   - 3b. Engage in practices that advance social, economic, and environmental justice.

4. Engage in practice-informed research and research-informed practice.
   - 4a. Use practice experience and theory to inform scientific inquiry and research.
   - 4b. Apply critical thinking to engage in analysis of quantitative and qualitative methods and research findings.
   - 4c. Use and translate research evidence to inform and improve practice, policy, and service delivery.
5. Engage in policy practice.
   - 5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
   - 5b. Assess how social welfare and economic policies impact the delivery of and access to social services.
   - 5c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
6. Engage with individuals, families, groups, organizations, and communities.
   - 6a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
   - 6b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
7. Assess individuals, families, groups, organizations, and communities.
   - 7a. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
   - 7b. 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.
   - 7c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
   - 7d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
8. Intervene with individuals, families, groups, organizations, and communities.
   - 8a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
   - 8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

8c. Use interprofessional collaboration as appropriate to achieve beneficial practice outcomes.
8d. Negotiate, mediate, and advocate with and on behalf of clients and constituencies.
8e. Facilitate effective transitions and endings that advance mutually agreed-on goals.

9. Evaluate practice with individuals, families, groups, organizations, and communities.
9a. Select and use appropriate methods for evaluation of outcomes.
9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
9c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
9d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

BREAKING OUT OF THE BOX

1 GETTING STARTED

Orientation to the Field and to the Profession of Social Work

When first entering any field internship, you are undoubtedly hesitant. You know what you would like to happen—a positive and fun learning experience where you finally get to practice your social work skills and knowledge. However, you are nervous and apprehensive about what will really happen. You have probably already interviewed with your supervisor and have some idea of which population the agency serves and what services it provides. Nevertheless, your role and the development of relationships are unknown entities at this point. Please note we will use the word *agency* throughout the book to refer to this as the place of your internship. Some of you will be in hospital settings, schools, or nongovernmental organizations. This was the best generic term we could ascribe here. Also, the words *internship, placement,* and *practicum* are used interchangeably. Finally, with those interchangeable words, you will also see the words *client, member, patient, resident, consumer,* and *student* to mean similar things based on the internship location.

Before you begin, take a look at the National Association of Social Workers (NASW) Code of Ethics, specifically the preamble. (The code appears in Appendix A.) The preamble provides a foundation for social work practice. It speaks about the mission of social work and our belief in social justice and social change, and it clearly describes our core values in social work practice. Each core value has

an ethical principle that enhances our understanding of that value. These core values and ethical principles will guide you over the course of your social work career.

Value: Service
Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.
Service is the cornerstone of our profession. At the heart of why became social workers was to help others. Service may be overtime without pay, it may be churchwork, or having an agency booth at a neighborhood event. Service can take many shapes and forms.

Value: Social Justice
Ethical Principle: Social workers challenge social injustice.
Social Justice is the soul of what we do, making sure that people are treated humanely. We are expanding justice more and more to include topics like economic and environmental issues.

Value: Dignity and Worth of the Person
Ethical Principle: Social workers respect the inherent dignity and worth of the person.
When treating others humanely, we also are honoring who they are and demonstrating dignity and worth of the person, another core value or our profession.

Value: Importance of Human Relationships
Ethical Principle: Social workers recognize the central importance of human relationships.
We value our relationships and recognize their importance, another core value.

Value: Integrity
Ethical Principle: Social workers behave in a trustworthy manner.
Integrity is another value that social workers adhere to and strive for.

Value: Competence
Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.
Competence means we take knowledge from academics, field, and life experience and make sure it informs the way we preform our jobs.

We want people to trust us and know that we are doing our best possible job each day. They will also help you tremendously as you begin to engage in your field internship. Throughout this book, the NASW Code of Ethics will be highlighted and discussed. This is your time to get to know your Code of Ethics well.

For those of you in Canada, our friendly neighbor to the north, there is a code of ethics written by the Canadian Association of Social Workers (CASW) designed to be consistent with the International Federation of Social Workers' Declaration of Ethical Principles of Social Work. Along with that document, CASW has also created the Guidelines for Ethical Practice. Both of these documents are available online and in Appendixes B and C, respectively. The CASW Code of Ethics, with the guidelines, are similar to the NASW Code of Ethics, and we will delineate the differences and reference the appropriate documents when we discuss ethics throughout the book.

The Canadian Code of Ethics also has six values. In the Canadian code, each value has multiple principles, unlike the NASW code, which lists just one principle per value and then a small paragraph of explanation. It is most important to recognize the similarities between the two. The only difference is that CASW's values include confidentiality and NASW's code considers the importance of human relationships. This does not mean that either code is right or wrong or that either country does not value confidentiality or human relationships, respectively. Rather you should begin to see how similar the profession is no matter where you decide to establish your career. We will list the values of the CASW with a few examples but not the complete list of principles (see Appendix B for a list all the principles). The CASW values with sample principles are:

1. Respect for the Inherent Dignity and Worth of Persons
    a. Social workers uphold each person's right to self-determination, consistent with that person's capacity and with the rights of others.
    b. Social workers respect the diversity among individuals in Canadian society and the right of individuals to their unique beliefs consistent with the rights of others.
2. Pursuit of Social Justice
    a. Social workers uphold the right of people to have access to resources to meet basic human needs.
    b. Social workers advocate for fair and equitable access to public services and benefits.
3. Service to Humanity
    a. Social workers promote individual development and pursuit of individual goals, as well as the development of a just society.

   b. Social workers use their knowledge and skills in bringing about fair resolutions to conflict and in assisting those affected by conflict.
4. Integrity of Professional Practice
   a. Social workers demonstrate and promote the qualities of honesty, reliability, impartiality, and diligence in their professional practice.
   b. Social workers demonstrate adherence to the values and ethical principles of the profession and promote respect for the profession's values and principles in organizations where they work or with which they have a professional affiliation.
5. Confidentiality in Professional Practice
   a. Social workers respect the client's right to confidentiality of information shared in a professional context.
   b. Social workers only disclose confidential information with the informed consent of the client or permission of client's legal representative.
6. Competence in Professional Practice
   a. Social workers demonstrate due care for client's interests and safety by limiting professional practice to areas of demonstrated competence.
   b. Social workers contribute to the ongoing development of the profession and its ability to serve humanity, where possible, by participating in the development of current and future social workers and the development of new professional knowledge.

The Canadian Code of Ethics ends after the values, and the second document, the Guidelines for Ethical Practice, mirrors the section in the NASW Code of Ethics called Ethical Practice.

The NASW delegate assembly (like the senators of NASW) met in 2017 and updated the Code of Ethics for the first time since 2008. These were substantial changes that make things clearer to help people avoid malpractice. First, any time disability is mentioned in the code, it was changed to strengths-perspective language to focus on ability rather than disability. Throughout the code, updates were made regarding technology, websites, social media, and the protection of the client and their rights especially around confidentiality. Section 1.05 had a title change to Cultural Awareness and Social Diversity, making clear our learning in this area over the last decade. Finally there is a lot more language on clarifying boundaries. If we mention a standard in this book, we have updated it as noted in the new NASW code.

Professional organizations such as NASW and CASW are valuable organizations of which to become members while as a student or when you are working. They provide news relevant to the profession, opportunities for continuing education and insurance, networking meetings, and listservs to answer difficult

questions or to find a new job. Think about whether joining makes sense to you as a student (at a rate that is highly discounted) or consider joining once you are working.

Orientation to Your Internship

You have your work cut out for you in the first few weeks, which is primarily your orientation time. Orientation includes time to adjust to the agency, your role, your colleagues, and your clients. Give yourself time to get oriented to the agency and your assignments. Often your supervisor will have you read the agency policy handbook. It may seem boring and a waste of time, but it will be useful later and is a standard and usual practice for any new employee. Any additional training required of new employees is valuable as well. Although the odds are that you are not getting paid for your internship, you are expected to perform like an employee. Use the first few weeks of supervision to discuss questions about the agency and your role while an intern. At this point, you are developing a relationship with your agency and your supervisor.

In this time of orientation, your goal is to get familiar with your agency's general mission, whom it serves, and how it functions. This includes getting to know your supervisor, other employees, and clients. At the same time, you are beginning a new semester at school, getting familiar with the expectations of your professors, and working with fellow students to complete the objectives of this class. It is a challenge to start and develop so many relationships. So how will you approach the task? What will you do first?

For those of you who have worked in the field of social work already but without the actual degree, you have some advantages. You understand the community resources and know much of the terminology, and this can be a huge advantage. It also can bring some challenges both in the classroom and in the field. Be open to learning different techniques and ways of achieving the same goal than you already think you know. It is important for all students to be open to the feedback they will get from their supervisors and instructors. This is even more true for the experienced students. Stay open and don't get defensive. For those of you doing your internship at your place of employment, be sure to advocate for you to do different tasks and skills to really benefit from the experience. Try to keep those two roles separate. Finally, as students, you will have multiple internships. For everyone, but especially for those of you doing your internship at a place of employment, try to change to a different internship for the next placement you have. The more varied your placements and supervisors, the more well-rounded you become as a social worker and the better your résumé looks.

Finally, be sure that if your school has a student handbook for the social work program, you read it and adhere to the policies developed by your program.

Rarely, if ever, will they conflict with your agency. If they do, bring that to the attention of your field director as soon as possible. Following those expectations will allow you to have a more positive experience as a student.

The Agency Routine

Early on in your internship, you will need to become familiar with the agency's daily routine. How do people speak to each other—do they use first names? How does the day begin—with a team meeting, with coffee? Are there agency rituals you need to be aware of from the start? For example, are birthdays or holidays celebrated? Do they socialize together? If so, do you join in or not? More on this later.

Why is this important? First, you want to be able to observe how the agency is structured and administered. The atmosphere of the agency envelops its clients and affects the provision of services. Second, you want to become part of the team and find your fit quickly while you are an intern.

Getting Involved in Office Politics

You should observe and be part of the agency routine. Having said that, be cautious about office politics. What are office politics? It is the behind-the-scene background noise that interrupts the workflow. This includes gossiping, commenting unofficially, critiquing a co-worker's performance, or making snide comments about the supervisor. Every office has it, and all too often student interns get pulled in. For the sake of your professional development, you must avoid getting involved in office politics. How do you do this?

Make it a point to talk to everyone. Don't listen to and certainly don't participate in gossip. Be careful about giving advice or opinions regarding staff issues (unless explicitly asked by your supervisor behind closed doors). Do your best to stay neutral. Another way to avoid office politics is to keep your professional and personal life separate. Also, you could make an excuse and leave the room. Try not to be friends with co-workers and by all means avoid dating someone at your internship. At the beginning of the internship, if asked to socialize with your colleagues outside of a work function, it is safer to say no for now. Once you get the lay of the land, it may become apparent to you that it may be OK to consider socializing much later on in your internship.

Do observe the office politics and learn from them. You can discover many good and bad ways to administer and/or to be a positive colleague and run an agency just by watching.

Safety in the Field

Safety in the workplace is a topic of serious concern and one that you need to think about also in your field internship. In 2013, the Occupational Safety and Health Administration reported 80% of serious violent incidents reported in healthcare settings were caused by interactions with patients. Other incidents were caused by visitors, co-workers, or other people. Sadly, there are also stories in the media of social workers who have been fatally wounded on their job by their clients. While we do not want to stereotype clients as dangerous, we would be remiss if we did not cover this topic.

Violence in the workplace has increased over the years, and social workers are not immune to it. There are a number of external, environmental factors that have increased the risk of violence to social workers as they attempt to carry out their work. Some of these include:

- The prevalence of handguns and other weapons among the general public and, hence, sometimes in the hands of clients, their family, or their friends.
- The increasing use of hospital emergency rooms for the care of individuals who may be in acute distress or who may have violent tendencies.
- The expanding presence of gangs.
- Low staffing levels and the expanding use of the home visit to see children and their guardians in their own environment.
- Poor economic stability for the individuals and families with no realistic alternatives that can be sought.
- The increasing use of hospital emergency rooms for the care of individuals who may be in acute distress, are under the influence of substances (e.g., methamphetamine, among others), or may have violent tendencies.

Taking safeguards does not mean that you disrespect your clients or that you are judging them. Rather, you are taking precautions and helping prevent potential harm from occurring for all concerned. The key is to be aware and to be prepared to ensure your safety and, in the end, your client's safety as well.

A number of recommendations are going to be made here. In addition, you should check the following:

1. NASW Guidelines on Social Worker Safety in the Workplace (https://www.socialworkers.org/LinkClick.aspx?fileticket=6OEdoMjcNC0%3D&portalid=0)

2. Guidelines for Preventing Workplace Violence for Health Care and Social Service Workers, U.S. Department of Labor (https://www.osha.gov/Publications/osha3148.pdf)
3. Children's Services Practice Notes on "A Look at Safety in Social Work" (http://www.practicenotes.org/vol3_no2.htm)

Automobiles

Find out what your agency expects about driving clients in your personal car. Larger agencies will have agency vehicles and will tell you not to drive clients in your car and then should cover insurance for students to drive agency vehicles. Other agencies will have policies that permit taking clients in your car. Read your student handbook or ask your field instructor what your program's policy is before committing to the agency about driving any vehicle with a client in it. Find out from the agency about liability insurance (both for accidents and personal injury) when your passenger is a client in your car or the agency vehicle. Using your car for professional use can add enormous premiums to your personal automobile insurance. Always check with your own automobile insurance company as well (and your parent's, if relevant). However, sometimes the agency policy will cover you during work. Find out and make a decision based on your situation and your individual driving record. Hopefully, your supervisor asked you some of these questions in your preplacement interview.

When taking your own car into the field, be sure not to leave any confidential material in the car, in case it is stolen. If you are on the way to a home visit, take the file in with you (if it is permitted to leave the office). If your agency is now using electronic means to track clients, you will then bring in your iPad, tablet, or whatever system is currently being used. Use your trunk for any other material that does not need to go into the house with you. Anything that you will put in the trunk should be put in the trunk prior to going out in the field. Preferably, what you should be taking into the house is the file, note paper, a pen (or your computer or tablet if your agency allows those out of the office), your cell phone (if you have one), your coat if needed, and nothing else, including your purse, if applicable.

When you are going out in your car for an appointment, with or without a client, make sure someone in your agency knows where you are going and your approximate return time. Keep in touch as plans change so that someone besides you knows where you are. Carry a fully charged cell phone with you if you have one and activate your GPS chip in your cell phone, so they can find you if you are out of contact too long. If you don't have your own cell phone, perhaps the agency has one to use while you're out of the office on agency business. There are also many apps that can help track you and your movement while out of the

office. Even if you carry a phone, take change or a calling card with you. You never know when you may run out of batteries or are in an area where you can't get a signal. Although pay phones are becoming obsolete, they are not impossible to find. Rural social workers may need to use a client's or a neighbor's phone; a calling card will come in very handy. Discuss with your supervisor issues with cell phone coverage.

Develop a plan for how to handle travel to areas where your cell phone does not have good reception. You can always seek a local police or fire department as well, should you need a place to make a phone call. Always park in a well-lit area and check the back of the car before getting in it just in case. Of course, it goes without saying to follow all traffic laws in the areas that you are traveling.

Home Visits

There are many practice areas in social work that would have you making appointments or dropping in unannounced at your client's home. Child welfare, adult protective services, hospice, home therapy, and school social work are all examples of social work that is frequently done in the client's residence.

Home visits are designed to see clients in their own environment and assess their living conditions as well as their safety—these are two of the more important aspects of the visit. You want to make the visit as easy as possible for the people who live in the home. The less your clients need to worry about you, the easier it is for you to do your job. As you don't know what condition the house is in, the less you carry in, the less likely you are to carry out insects or stains from furniture.

Before we go any further, while we are about to talk about more safety issues, we want to remind you again not to overreact and be fearful of home visits or the people who live in the homes. We just point out precautions so that you are aware of basic personal safety skills. Also remember this is not a social visit, although you are a guest in your client's home and should act as such. However, it is best to get in and get out as quickly as possible. Declining any food or drink is advisable, but in some cultures, it would be an insult to refuse. Be sure to bring this up in class if you will be doing home visits. Most likely, as an intern, you will never need to go out to a client's home by yourself.

Before arriving at a house discuss the neighborhood with your supervisor. Pay attention to traffic patterns and be aware of the exits and entrances to the buildings you enter. View your surroundings and observe exits. Night visits should be avoided; if they are necessary, please use a buddy system.

When you arrive at a client's house be sure to identify yourself by name and agency. Show an ID if you have one. Ask the client if you can enter their home

to complete your task. Tell them what your task is and how long you expect it to take. Find out who else is currently in the home and have the client lead you into the home, with you following them on any stairs and in hallways. Following them allows you to make a quick exit or assures you they cannot use a weapon that you don't see coming. Suggest to the client that you meet in a common living area such as a dining room or a living room. Try to avoid meeting in a bedroom as that is the most common area where people keep guns; also, avoiding meetings in the bedroom limits any allegations of sexual impropriety. Conducting lengthy interviews in the bedroom ought to be avoided, but a question or two about the room or who sleeps there is acceptable. Another room to avoid is the kitchen because of the access to knives or other weapons.

If you work for a child protective services department, you may be required to view all rooms in the house including where children sleep. You should always follow the protocol set forth by your agency and purpose surrounding which rooms in the home need to be observed. A sample checklist for home visits is in Appendix D. Many agencies will require you to go on home visits with a coworker. If there is a policy like that, follow the policy and find out the reason it is in place. It could be a very sobering experience to find out why that policy exists.

Wherever you are when working with clients, make sure that you know where your exit is and that no one and/or nothing is blocking it. This is particularly important when working with decompensating psychiatric patients or those with violent criminal records when they are irritable or agitated. Dress professionally yet comfortably. If you need to move quickly, professional clothes are not as easy to move in, and you don't want to be worrying about running in high heels and a tight skirt or a suit jacket that you put over a chair that you need to quickly grab when you are trying to be safe.

When in the home, there are items you want to check for sure. Are the utilities working? That includes water, electricity, heat, and air conditioning as relevant to your area of the world. Is there adequate and appropriate food? Is there a place to sleep for everyone in the house and appropriate bedding for children? If your agency is sending you on a home visit, they most likely have a checklist like the one in Appendix D of items to check to make sure that the house is safe. You should always follow your agency's protocol exactly when conducting a home visit.

Agency Safety

Just because you are in your work building does not mean you are entirely safe. Know the neighborhood and the neighbors. Let them know who you are. Communication is very critical to your safety, both on and off the job.

If your agency has installed some kind of emergency system (e.g., intercoms, panic buttons), find out how and when to use them. The emergency system was installed at great expense for a reason. Hopefully, you will never have to use it, but it would be good to know. Likewise, if the agency offers a nonviolent physical-restraint class, take it. The techniques, especially verbal de-escalation, will come in extremely handy sometime in your career as a social worker or even as a parent!

Like CPR training, safety is a life-saving technique. When you learn it, you say to yourself, "I hope I never have to use this." Staying alert is critical to your safety in the field. Beyond what is listed in this section, please know that NASW also has safety information provided for members. Please find the link at the end of the chapter.

Working at Night

When you have to work after dark in your agency, there are a number of things to consider. The first is, do you really have to work at night? Other than group homes, hospitals, nursing homes, and places similar to this that naturally stay open 24 hours, offices do not usually stay open past 5 or 6 PM unless there is an event taking place. We all need to catch up with our work from point to point, and, if need be, it is safer often to come into work a bit early than to stay late in an office by yourself.

That being said, there are times when this does happen. So, if you have to stay past dark in the office by yourself, consider the following:

- Let someone else in the building know that you are staying late. Many buildings have evening staff or supervisors. It is helpful for someone else to know you are actually working in your office and give them a concrete time that you will be there.
- If you have done the previous step, then also let that person know when you leave. Not only are you developing a trusted relationship, but you are also relieving that person of some stress of not having to worry about you.
- Always lock the main office door and also your office door, depending on how the office is configured.
- Let someone else outside of the building (a friend, colleague, or family) know that you are in your office and then again let them know when you have left and are safely in your car.
- Always keep your phone on with the GPS device armed fully charged.
- Don't blast music just to keep yourself company; you need to be able to hear what is going on around you.

- Try to see if a fellow worker needs to stay late and plan to stay on the same day and walk out together.
- Drive with the doors locked, windows up, and nothing on the passenger seat that entices a carjacking incident.

When Your Client Is the Community

Social workers who work in a community setting do not always see clients on an individual basis. Their work tends to be more mezzo or macro in nature, meaning that they are either working with groups (mezzo) or organizing in the community (macro). When a social worker is involved in community organizing, we often say that their client is the whole community they are working with. This is very different from having an individual client. Suddenly, you are thinking about the dynamics and relationships among large numbers of people rather than those between you and one person or between you and a family.

There are some special considerations to think about when your client is the community:

1. As an organizer in the community, you might know more people than you would if you were just seeing individual clients. The boundaries between your organizing and your personal life, therefore, can get blurred, and you need to be able to keep good boundaries as much as possible.
2. Many people think that when you work in the community, you don't need excellent people skills. This is not true. You will use all your social work skills in working in the community, just like you would with clients.
3. Working in the community is also not a 9-to-5 job. Organizing often requires people to come out early in the morning or late at night to be able to meet people in the community at places where they are most likely to be congregating, such as churches, train stations, bus stations, shift changes at factories, etc. Many organizers work on weekends as well, so the 5-day workweek is not always the typical workweek for a community organizer or community developer.
4. Community organizing also requires different strategies and tactics than working with individual clients. An excellent resource on this is the University of Kansas Community Tool Box (https://ctb.ku.edu/en/table-of-contents).
5. Dual relationships when you work in the community are much harder to avoid, primarily when you work in a small community, neighborhood, or

rural area. The same people you may be working within a coalition that is working for better schools may also be some of the same people you do business with (they could be your grocer, your roofer, or your car-repair person). It is in these relationships that you draw on all your professional skills as a social worker to keep clear boundaries between your work and your personal life, but you have to realize that the two will be much more closely aligned than when you are in clinical work.

Community Meetings When Topics Are Volatile

If you are working as a macro social worker in the community, there will come a time when you are holding a meeting where not everyone in the room agrees on what should be accomplished. Community organizing, planning, or development are areas of social work practice that require us to walk often a fine line between all the issues (and actors) that are at play on any given topic. For a community to fully address their concerns on an issue—let's say, on an increase of drug use in their neighborhood—there will be many opinions on what the cause is, whose fault it is, and what should be done about this issue.

If you, as a social work intern with a community agency that is working on this issue, are going to organize a community meeting, you have to realize from the beginning that the meeting will not be just a regular meeting where everyone is nice and polite. Of course, you make every effort to start off that way and make sure that everyone is respected and their voices and opinions heard, but you have to plan ahead for the volatility. How do you do that?

Let's continue with the example of neighborhood drug use for a minute. Every community meeting begins with the where, when, why, and who questions.

Where—Where do you hold the event? Is there a neutral space that everyone has the ability to get by public transportation or personal vehicle, has parking and good lighting, and is not culturally, racially, or ethnically biased? If the neighborhood in question is a lower socio-economic neighborhood that is racially mixed, we would not hold this meeting in a middle-class, White neighborhood that is 15 miles away, for example.

When—When do you hold the event? Late afternoon? A weeknight? On a weekend? Do you need to think about childcare? Do you need to think about when people in this neighborhood generally work? If they are shift workers, is there a better time than others? You don't want to pick a day and time that basically says to people, "We are excluding you from this conversation." You may need to consider holding multiple meetings on a variety of days and times to meet the needs of the community.

Why—Why are you holding the meeting? What do you hope to get out of it? There is nothing worse than to come to a meeting where people end up getting angry and have nowhere to go with their emotions and thoughts. Have a clear purpose and state it in your advertisement of the meeting and then at the beginning of the meeting. Be consistent with your purpose from beginning to end. Always have some action item to take away from the meeting. What will you do next? What are the next steps? Where do you go from here? What community members have tasks to complete? How long will it take?

Who—Who gets invited to the meeting? This is the place that organizers often make their biggest mistakes. Who gets invited and who gets left out? Who gets to speak? Who gets a role? Be very careful and think this through, as it will determine how your meeting will go even before anyone opens their mouth.

After you have worked on these questions, there are other pieces of holding a community meeting that are very important. Do you need refreshments? Are you going to allow the press to come? If yes, you absolutely need press packets (i.e., materials to provide to members of the media about what you are doing), or at least you need to designate someone from the organization to be the person to talk to for all press questions. How long will you let questions and answers come from the audience? Who will chair the meeting? This is also an important question because, without a strong chair, the meeting could get out of hand quickly. You need someone who is not afraid of volatility and who will not take resentment from the audience Personally (this is key—the chair cannot lose their temper). They need to be able to steer the discussion and make everyone feel that they have been heard. The chair of the meeting also needs to be able to get everyone to move to the action that you desire toward the end of the meeting.

If there is a real question of violence occurring, you need to think about having security who can help restrain people or a police presence at your meeting. Uniformed police at a meeting will change the tone of the meeting, but there are times when it is necessary to have them there.

As an intern, you will not be holding this meeting by yourself nor making any of these decisions. Your supervisor will be the person making sure the evening is safe, directing the conversation flow, and giving you direction. Talk with your supervisor about what is expected before, during, and after the event to assure everyone's safety as well as the success of the meeting.

This is a good time to talk about delegation. The person in charge of a project (project lead) will need help. They usually will ask for volunteers and provide an explanation of the job and when it is due. People then volunteer for the items outlined. The person in charge then has to follow up a few days before something is due, communicating a reminder, and then needs to receive the

end results of the project from everyone. The responsibility here is to complete your item on time or beforehand because you will hold up the project if you don't follow through on what you committed. The project lead has the harder job, collecting all the small tasks on time and putting them together in a way that helps the project move to the next step or action. Project leads have good communication skills, keep active calendars and to-do lists, and are available to answer questions by anyone who has to complete smaller, mini projects. Good project personnel follow through on their commitment and ask questions as needed.

Liability Insurance

Although it's an uncomfortable topic, we have to discuss the possibility that an accident in judgment regarding a client, co-worker, or the agency or an error may occur while you are practicing social work. Even pricklier is the fact that someone might try to sue you or report you to your state licensing board for your actions while you are working as an intern or as a social worker. The incidence of litigation or licensing board hearings is rare but a real possibility that cannot be ignored. Following the code of ethics, reading and understanding the law in your area of practice, and the use of supervision are your best options to minimize the opportunity for dereliction or misconduct. To protect yourself, your agency, and your college or university, there is liability insurance (also sometimes called liability insurance). Like car insurance, homeowner's insurance, or any of the several other insurances that offer us protection, the policy is essential to have for the "just in case" incident and something we hope not to ever use. Liability insurance is used to cover situations due to negligent acts, errors, and omissions that can arise from your professional practice.

Your college or university may carry insurance for you as student interns or, at a minimum, will be able to tell you where to get it if you need to carry it yourself. Once you start working as a social worker, the agency will carry liability insurance for you. If you ever opt to be self-employed (e.g., private practice, consulting work, home therapy, teaching a class at your alma mater or at your own agency), you will need to purchase your own liability insurance. You also have the option, of course, to carry your own insurance while a student or working at an agency. Luckily, this insurance is relatively inexpensive for the safety it provides you for those "just in case" incidents. There are multiple places to purchase this insurance. Although not endorsing one insurance company over another, the NASW, our professional organization, does have a branch where social workers may purchase liability insurance. You have to be a member of NASW to take advantage of this benefit.

Other Safety Issues

- ✓ Can you think of areas of concern for you that have not been covered?
- ✓ Is there information you should know, based on your geographical region, that has not been addressed here?
- ✓ Can you share other safety hints with the people in your class?
- ✓ Discuss this issue in supervision and see what safety policies your agency has.

Developing Job Descriptions and Learning Agreements

One of the first things you will need to do with your supervisor is to establish a learning agreement for your time in the field internship. This time in field is yours to learn, understand, and integrate ideas into your professional life as a social worker. These ideas about what is expected from you come from your vision, the agency needs, and your professor's assessment of your growth areas. Considering all these factors, establish your goals for the semester. The format for this is usually a job description or learning agreement, so that you can be accurately assessed on your progress. For instance, if you have always wanted to conduct an individual counseling session with a client, that would go in your agreement. At the same time, your agency has a real need for case management, so that too will go into the agreement. Finally, your professor happens to know that you have a real fear of facilitating a group, so that too goes into the agreement. The agreement gives you an understanding of what is expected of you, becomes a working document for supervision, and helps you focus the use of your time as an intern. The earlier in the semester you settle your learning agreement, the clearer you will be about how to plan your week.

It is a good idea to read through your field evaluation before completing your learning agreement, because you can tailor your agreement to what you will be evaluated on at the end of the semester (or year). This agreement can usually be revised, especially before going into a second semester. Take the learning agreement seriously. Spend time thinking and working on this important document. The more you experience now as an intern, the more competent you will be, and competence will give you confidence when you start out as a paid social worker. Finally, self-evaluation is an ongoing process. Don't wait until the end of the semester to reflect on what you are doing, how you are doing, and what you are learning. Use the worksheets at the end of the chapter to help you think about your learning agreement.

Work Ethic

For most of you, your entry into the profession of social work will also be your first professional job. If you have been working in the professional world and are returning for a degree, please don't be offended by the reminders in the chapters. Throughout the book, we will be providing suggestions on how to prepare for a meeting or the proper way to discuss an issue with your supervisor. We give you this information because we think it is possible no one else has ever given you an idea of what to expect regarding work ethic and work habits. If you know this information, that is great, but it bears repeating. Often in social work, a crisis will occur, and you may not be able to leave work right on time, or you may need to come in earlier than usual to address an important issue. Realize that the social service field is a very small world, and many people know each other because they have either gone to school together or worked together in other agencies. You always want to put your best foot forward when you first meet people by being on time, being prepared, meeting deadlines, and communicating clearly because information about you as a professional (good and bad) will travel fast, and you are building your reputation. Be sure to put out your hand for a handshake when you meet someone new and rise if you are in a sitting position. You will be the new person on the block, so be flexible and show willingness as well as initiative. This might mean occasionally volunteering to come in on a weekend for a major program that is being offered or even moving chairs and tables for a meeting.

Ask questions between Ask and when you don't have enough work to do or don't understand what has been given to you. Be sure to keep busy with agency- or other job-related work. Supervisors do not want to see us checking the latest news on our social networking page or texting friends about plans for later that night!

Another note of caution: We all have very busy lives, as do you. You might have a job (or two), and beyond being a student, you belong to student organizations or have responsibilities in the community in which you live. While we are sure that your supervisor may be sensitive to these commitments, they don't necessarily want to hear that your sorority or the PTA bake sale is more important than your internship. It gives the impression that the internship and learning how to be a good social worker is not important to you. Make every effort to follow through on your commitment to the agency and let them know you're learning and their agency is important to you. Also, if or when a supervisor or the person with whom you have been partnered today offers you a suggestion, take it as a requirement and do the task to the best of your ability. While in internship try to think about your life in this priority: (a) school work (including internship), (b) work (not your internship), (c) family and friends, and (d) clubs, organizations, sororities, and/or fraternities. It is short time where life gets pretty chaotic, and if you cannot handle all that you have committed to, talk to an advisor and

see if they can help you plan and organize your time. Learning good time management *prior to* starting internship is key to your success.

We recognize that most of the internships and placements at your school (and ours) are volunteer (i.e., nonpaying jobs, free labor). Although it is for free, it still is very important that you make the internship and the work you do there a priority. This is for the sake of your career as well as the reputation of your school and, most important, for the well-being and care of the clients the agency serves. Regarding your own benefit, it may mean a good reference, but it also could mean a job and the beginning of your professional career.

While we are discussing work ethic, let's talk about a value near and dear to our hearts, that is, how we talk about our clients. "Our" in context to our clients is not ownership or in any other way derogatory but rather a term of responsibility like you would say "your child" or "your family member." Of course, clients are not members of our families, and we will talk later in the book about appropriate boundaries. But we will think about taking care of clients with the utmost respect and professionalism that the situation requires. We would like to suggest some guidelines to be used in classrooms, staff meetings, case conferences, or any other location whether clients are mentioned orally or in writing.

Guidelines for Talking About Clients

1. Be respectful. Keep in mind the social work value of human dignity.
2. No derogatory terminology, such as "crazy" or "weird."
3. No minimizing a client by applying adjectives such as "cute" or "adorable."
4. No mimicking the client's voice, language, or nonverbals.
5. No "blaming the victim." Seek to understand how and when "the system" may have created or exacerbated the area of concern.
6. No discussing a diagnosis unless someone qualified has told you the diagnosis. Likewise, do not diagnose if you are not qualified to do so.
7. You can use their real first names in the classroom as an extension of your field; avoid using last names. When writing, never use the real names of the clients.
8. Avoid negative judgments in your head or a loud.
9. People-first language should always be used. Someone is not an addict; they are a person addicted to drugs. Someone is not borderline; they are a person with a borderline personality disorder. Your goal is to think and talk about a client as a human being, and anything and everything that is going on in their lives are issues, something that defines a part of who they are, but the issue isn't the entirety of who they are or who they will become.
10. Be succinct and clear; everyone who needs to talk should have time.

11. Be attentive to your assumptions and your stereotypes based upon personal and professional experiences.
12. Everything that is spoken about stays within this course and section and is not explained to other sections or other students including roommates, partners, and parents.

Guidelines for Writing About Individuals in Client Status, by Barbara Arrington, MSW

1. Be careful of descriptive language and adjectives both in talking and in writing of individuals in client status.
2. Do not write a diagnosis—instead, write exactly what you observe. Instead of writing that the person was "depressed," write that the person was tearful and articulated statements of low self-worth.
3. Don't be afraid to quote a person directly. Don't change their words.
   a. Write about what you see and what they told you.
   b. Don't write your assumptions, your thoughts, or your judgments. Only write the facts.
4. Keep in mind that anything you write will be read potentially by the person in client status, your supervisor, doctors, and other colleagues.
5. Your writing should be clear, concise, and to the point. You are representing and advocating for the person with your writing.

Thoughts to Ponder

How do you want to present yourself?

- ✓ Do you bring a skill or prior experience that may help the agency?
- ✓ What is the work ethic you want to present?
- ✓ What is expected in terms of hours and times you need to be present?
- ✓ Is lateness accepted or never tolerated?
- ✓ What is acceptable clothing to wear at the agency?
- ✓ Are tattoos and piercings allowed to be exposed?
- ✓ If they are allowed, do you want to reveal your tattoos and wear your piercings in a professional setting?
- ✓ Is there an official dress code?

How does your field internship handle breaks and lunches?

- ✓ Does the agency have them?
- ✓ Are they informal?
- ✓ Do you count the time for lunches into your field hours or not?

Work Attire

This section can get tricky, especially for students on a budget. Agency dress codes rules are intended to meet agency standards, not to encroach upon individual or cultural self-expression. Your work attire should be professional. Dressing for work starts with the interview. Recently we heard of a student who went for her internship interview in her bathing suit (with a cover-up) because after the interview she was heading to the beach. First impressions matter: The supervisor refused to interview her and decided not to allow her to reschedule. Now is the time to start developing a new wardrobe: a few pairs of pants, a few blouses/shirts, a blazer/jacket, and a sweater that all match, allowing you to create a variety of mix-and-match outfits when you are on a budget. You need to save tight or revealing clothing for socializing with family and friends. Anything you would wear out to a party or a bar will probably not easily transfer to the work environment. For those of you who have been wearing your pajamas to class, that time has come to an end! Clothing should be loose and comfortable but conservative. If your agency allows you to wear jeans, this is not the time to wear your favorite pair that is getting worn and has rips and holes. Nor is it the time to wear a T-shirt with a saying on it that could be construed as insulting or sexually explicit. Sneakers/tennis shoes/athletic shoes are not appropriate workwear either—although, at some agencies, your work will include playing with children or adolescents, so they may want you to wear athletic shoes. When you can dress casually, choose a nice blouse/shirt and/or sweater to match your jeans instead of a sweatshirt or football jersey. Some agencies have very detailed dress codes, for instance, no open-toed shoes or no tattoos showing. Talk with your supervisor and read your policy manual regarding the dress code. Other no-nos we have heard from supervisors include flip-flops, yoga pants, labels/brands blatantly displayed (creates barriers between clients and students/staff because of socio-economic status), expensive or excessive jewelry, and hats. We also have to add to the list hair color. You may have colored your hair bright blue, or pink or even a rainbow. This may have been good for football games and to support a family member with breast cancer, but it is not appropriate for work. Think about that. Also ask about situations where it is important to be dressed in a certain way, for instance, a court appearance. Judges determine the dress codes in their courtrooms.

Chapter Exercises

At the end of every chapter, there is a short exercise that will help you to reflect on your field placement. Use your imagination to negotiate the twists and bumps in the road of your internship!

We will also ask a question from the other curriculum areas that you have already had or have currently with this course. HBSE is the abbreviation for *human behavior and the social environment*. These questions are geared toward helping you link your other coursework with and apply it to your internship.

You may want to consult Internet resources that can provide information related to this chapter. For example, the Massachusetts Chapter of NASW has specific recommendations for safety at work, safety guidelines for social workers, and techniques for defusing or talking down explosive situations.

Integration of Other Course Material

HBSE	After meeting your first client, can you say what stage of development they are at, according to the theories you learned in human behavior?
Policy	When learning about agency policy, did you find a policy that is beneficial to the client? What about detrimental?
Practice	What social work skills do you use when having your first conversation with a client or supervisor?
Research	Do you have a question about your agency that could be a research project?

Resources

U.S. Occupational Health and Safety Administration Violence Related Injuries
https://www.osha.gov/Publications/OSHA3826.pdf

European Agency on Health and Safety
http://osha.europa.eu/en

International Labor Organization
http://www.ilo.org/global/lang--en/index.htm

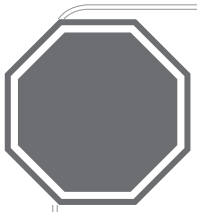
Massachusetts Chapter of NASW
www.naswma.org

NASW Safety Checklist
www.socialworkers.org/practice/social-work-

Safety Political Savvy
http://www.politicalsavvy.com

Office Politics
http://nptimes.blogspot.com/2012/01/dealing-with-office-politics.html

University of Michigan Safety Webinar
https://www.youtube.com/watch?v=Ox6SMyDaPjE



Begin to develop your learning agreement. Answer these questions. Take notes with you when you sit down with your supervisor to discuss your contract. Think SMART—specific, measurable, achievable, relevant, and time-bound. Many of these questions can be topic discussed with your supervisor throughout the internship experience.

What do I want to learn from my internship experience?

What specific knowledge do I want to develop?

What specific skills or techniques do I want to learn or sharpen (e.g., engagement, assessment, intervention, referral, group work)?

Is there an area of social work that I feel I don't have a grasp of or feel that I can't fully integrate (e.g., why policy or research are important to my daily social work practice)?

Do I want to work independently?

Can I have flexibility in hours, or are my days and times set?

Are there other agency activities I want to be exposed to (e.g., budgeting, team meetings, administration, board meetings, grant writing)?

What kind of a relationship do I want with my supervisor? My co-workers?

Add other thoughts you have about your internship.

2 DEVELOPING THE PROFESSIONAL PERSONA

Professional Use of Self

Your classes and field experience have exposed you to a variety of skills and tools. Your knowledge base of social work issues has broadened in school. Also, hopefully, you have seen other social workers in action and have seen how they have developed their own unique styles. It is that style and its development that we would like to address here. That style is known in the field as professional use of self. Professional use of self involves how you integrate several components to develop your own style. Those components that make up your professional self include what you know (the tools, knowledge, techniques, and theories of social work), your personality, your belief system, your life experience, your use of relational dynamics, your use of anxiety, and finally the use of self-disclosure (Dewane, 2006). Through the rest of this chapter, we hope to explain more about these different components so that you can begin to think about your journey developing your own professional use of self.

Before explaining the professional use of self, we want to add that your professional self will affect your work no matter what kind/level of social work you choose to do. Many people mistakenly believe that professional use of self is appropriate only for those who decide to do micro work or clinical social work. This is not accurate. Although relevant in micro work, professional use of self is relevant

to all levels and types of social work, from micro to macro, with individuals, families, groups, organizations, and/or communities.

Professional Tools

Everyone who enters the field of social work is taught the same tools and skills: active listening, paraphrasing, the use of open-ended questions, and reflection of feelings are some examples. You will be better at some of these skills than at others. You might think that a colleague does some skills much better. How each of us develops these skills is the way we differentiate ourselves from others. You may be able to ask a lot of open-ended questions and get a good portion of the client's story, whereas someone else is able to reflect feelings and then explore a specific problem more in depth. Neither of these skills is better than the other, but one may be more useful for one type of a client than another. Honing your skills and deciding which skills you are best at is the first component of professional use of self.

Personality

The next component is your personality. In the exercise in this chapter, we look at personality a little more specifically and hopefully in an enjoyable way. You have already developed your personality and matured, especially if you are a nontraditional student. You know by now if you are not a morning person, or if you need to go to bed early because you don't function well in the evening. You know if you are a procrastinator or are task-oriented, and you know if you have a good sense of humor or cannot tell jokes well or learn more by reading. Each of your personality traits, good or bad, enters the room with you when you go to work as a social worker. While we are working, we are human beings as well; we continue to interact with other human beings engagingly and authentically. Try to identify with what your clients are experiencing. How you view the issue being faced is affected by your personality and by your view of the world, and it is important that you understand that your client's experience is mediated by his or her perspective and personality as well. If you consider yourself funny, be cautious about how and when you use your sense of humor in your professional life. Be sure that it is well received and that the timing is appropriate and not sexually inappropriate or insulting to any vulnerable population, culture, or religion.

Belief System

Along with your personality, your belief system and your life experience also affect your work as a social worker. Your belief system develops along with your

personality, formed by, for example, your gender, ethnicity, religion, and family. How we understand life is based on our belief system and life experience. This life experience will help us clarify what issues we are able to work with, what we do not like to do, or what we are not able to do. Life experience includes touching. Some cultures are known for touching, and some families touch (i.e., hug or kiss) more than others. In social work, touching is an art and can be used *only* for the benefit of the client. The nonverbal messages that come with touch and lack of touch are extremely important. Knowing how you feel about touch and your willingness to touch clients is part of the personal exploration you need to undertake. Perhaps the section on nonverbal communication later in chapter 6 will help you understand the use of touch in your life. A belief system is not just about touch but about how we think and feel about issues, our viewpoints on specific actions and behaviors, and so many more topics. Be sure to check with your supervisor about the agency policy on touching. You may not be able to touch the clients (or other staff), and you need to be aware of the policy and the reason, whether it is related to religion, politics, children, or alternative healthcare, for example.

Life Experiences

Life experiences help and hinder how we approach issues. It is important to get to know yourself and understand who you are. If we have had traumatic events happen in our life, we must heal from those events before we are able to ask others to do the same. You need to start where clients are, but you cannot take them any farther than you have gone. An excellent example of this is if your parents had a particularly bad divorce and since then you have had difficulty trusting any potential boyfriends or girlfriends and maintaining a relationship. Until you deal with this issue, you will not be able to help clients develop and maintain healthy relationships. You may need therapy yourself, and certainly supervision, and then reflection and observation of yourself when interacting with clients in these situations to monitor how you affect the situation.

Questions to Ponder

Some questions to ask of yourself to learn about who you are could include:

- ✓ Why did I choose social work?
- ✓ What do I bring to the profession that will help?
- ✓ What do I bring to the profession that will hurt me?
- ✓ What issues will make me feel uncomfortable?

Relational Dynamics

As we continue to look at the components of professional use of self, the use of relational dynamics needs consideration. This concerns how we relate to others. Some of you may be concerned with appearing nonjudgmental when you are working with your clients. You may be so careful that you act unnatural and your facial expression and emotions (crying, laughing) are stunted in your effort not to hurt clients' feelings or jeopardize the relationship. Being nonjudgmental does not mean being nonreactive; sometimes you cannot be prepared for the stories that you will hear. Be empathetic, be yourself, and engage in a relationship with your clients. This relationship has a different set of boundaries than other relationships in your life, which we address later in the book, but—make no mistake—it is a relationship.

Internal Reactions

While you are not able to stop yourself from changing as you continue to learn and grow, you should recognize that some of that growth will cause anxiety. This anxiety is normal and is expected. You want to do a good job and prove that you are competent to yourself and your supervisor. Your anxiety is natural and will decrease as you become more skilled. An example of this is the anxiety that you feel the first time your supervisor says it is time to facilitate a group by yourself or when you have to present a case for the first time to your supervisor. Very shortly after starting a social work job full-time, these things will not make you anxious as you practice those skills.

There will be times that you are also angry or worried or frightened in your internship. Use supervision, be aware of the feelings, identify where they are coming from, and talk about them. When talking about emotions, be professional: talk about the emotions; don't display them. Control the impulse to cry, scream, and or shake with fear, but identify how strong the feelings are that you can identify.

Along with Dewane's list of characteristics of professional use of self, there are other ideas we would like you to give consideration to. When working with professionals, be sure to use professional language. When working with clients, use language they will understand. If at any point it seems the person you are talking to looks and/or sounds confused and/or offended, stop the conversation. Regroup, and apologize if necessary.

Transference and Countertransference

We would be remiss not to mention transference and countertransference here. Although this is discussed further in chapter 13, a large part of professional use

of self involves the importance of understanding how we respond to each other within our professional relationships. Transference is a client's response to a social worker when he or she treats the client like someone else in their life.

Countertransference occurs when a client reminds you of a person in your life, and you react to the client with that in mind. Always being aware of these issues in the social work process helps the client through the issues and helps you develop a stronger professional self. When self-disclosing, countertransference could be more likely to occur. People's life stories have parallels, and you will experience connections when self-disclosing that you may not expect.

Self-Disclosure

The last component of professional use of self that we discuss here is self-disclosure. When a client asks you what you would do, and you have actually experienced a similar situation in your life, you have to decide whether to share what you have done. The clear and easy answer is to say, "don't disclose," but this becomes an increasingly gray area as we try to develop relationships. Sometimes self-disclosure—maybe sharing what movies you have watched recently, what music you listen to, or even whether you are married—is useful for building rapport with a client. It is not useful to go into detail. Self-disclosure should *only* be used to benefit the client and should not take the focus off the client. Let's say that you have been or are on an antidepressant and the client is just beginning a new regimen of the same antidepressant. You can share that you know there are possible side effects—but not say how you know—and still be helpful. You probably don't want to open up that you were or are on the meds or why. That may take the focus off of the client, which is not a good idea.

Self-Disclosure in Community Work

Self-disclosure in community work can also be a little different than when working with individual clients. As a community organizer, one is expected to be more upfront about who one is and why one is working in a community, in order gain the respect of the community. People need to get to know who you are, and this sometimes requires you to talk about yourself more. This does not mean that you are sharing a lot of personal details about yourself, especially if you have mental health issues. Community members will be looking, however, to see how you "mesh" with them and what makes you similar to them. Try to keep your conversations about the community and the work you will accomplish. Sharing in a community meeting means your personal information will be shared everywhere in the neighborhood before you know it.

One last piece of professional use of self is self-awareness. Later in the book, we discuss stereotypes.

Chapter Exercise

While you start to think about professional use of self, you may be wondering what some of your personality traits are. Which traits will benefit you in social work, and which could be a challenge as you enter the professional workforce? The exercise for this class is called the Color Workshop and it will be given to you by your professor who will request it from the book publisher. The Color Workshop is designed to let you see your areas of strengths and your areas of growth. You will also notice that other personalities are perhaps not as complementary to your personality as others. This will present challenges as well, including working with your supervisor and clients. After you have determined your color, look at the chart in Table 2.1 to see how your personality compares to others.

As you enter into your first professional job, you will be exposed to many different personalities who are working toward the same goal. Conflict arises

Table 2.1. Color Personality Chart

	Gold	Green	Blue	Orange
% of the world	33–50	10–13	12–15	12–33
Good career choices	Business, administrators	Academics	Social workers, engineers, organizers	Artists, entrepreneurs
Strengths	Traditional, fulfills expectations	Seeks to understand everything, independent	Morale boosters, imaginative	Learns quickly, troubleshooters
Troublesome areas	Rigid, boring, system-bound	Can appear arrogant or too intellectual	Bleeding heart and too sensitive	Unpredictable, not very serious
Famous people	George Washington, Mother Theresa	Oprah Winfrey, Eleanor Roosevelt	Albert Einstein, Margaret Thatcher	Steven Spielberg, Donald Trump

Source: Adapted from www.Keirsey.com.

between people because their different personalities work in incompatible ways. Learning to compromise and use every person's developed or mature traits will help your team work better together. When working with others, including your supervisor, it is useful to know how you approach the goals of the agency and what you can offer. You can also ask for assistance from your supervisor to help you with the underdeveloped traits of your personality. Look at your color and be aware of when and how your developed traits can work toward the goals of your agency. Just because your supervisor is your manager does not mean that you will not have personality differences. You may be orange and willing to try new techniques with a client, but your supervisor may be more cautious. They may want to role-play with you to be sure you have all the aspects of the technique and may want you to be very selective as to which clients you use it with and when you use it.

Your color can give you an estimated idea of both your learning style and your Myers-Briggs© personality. The charts on the next page provide those approximations.

Remember, we all have secondary colors that we need to enhance. These are the parts of our personality and temperament that need to be more developed—we have these traits, but they are just not as strong as our primary color.

How can you use your color with clients? As you develop a rapport with your clients, you will be able to determine what areas the client wants to work on and then develop the intervention plan. Based upon what you know about yourself, you will know in what areas you can easily help clients and where you will need support. For instance, say you are a gold personality. If your clients want to be more organized because they can never get a project done on time, you are the perfect person to help strategize options for them. However, if your clients want to be more spontaneous and live on the edge without being anxious about it, you will not be able to help them without support, because as a gold you don't see a reason to be spontaneous.

Thoughts to Ponder

Look at the characteristics that apply to your color.

- ✓ What are your developed or mature areas?
- ✓ What are your underdeveloped or immature areas?
- ✓ Are any areas overdeveloped or dominant?
- ✓ Are there totally untapped areas that you need to develop?

Kolb's Learning Style by Color	
Orange Accommodating—The accommodator's learning style has the opposite strengths from the assimilator, emphasizing concrete experience and active experimentation. The greatest strength of this orientation lies in doing things, in carrying out plans and tasks, and in getting involved in new experiences. The adaptive emphasis of this orientation is on opportunity seeking, risk-taking, and action. This style is called accommodating because it is best suited for those situations where one must adapt oneself to changing immediate circumstances. In situations where the theory or plans do not fit the facts, those with an activist style will most likely discard the plan or theory.	*Blue* Diverger—The diverger's learning style has the opposite learning strengths from the accommodator. It emphasizes concrete experience and reflective observation. Its greatest strength lies in imaginative ability and awareness of meaning and values. The primary adaptive ability of divergence is to view concrete situations from many perspectives and to organize many relationships into a meaningful "gestalt." The emphasis in this orientation is on an adaptation by observation rather than action. It is called diverger because it works best in situations that call for the generation of alternative ideas and implications, such as a "brainstorming" idea session. The style suggests a preference for socio-emotional experiences over task accomplishment.
Gold Converging—The converging learning style relies primarily on the dominant learning abilities of abstract conceptualization and active experimentation. The greatest strength of this approach lies in problem-solving, decision-making, and the practical application of ideas. The style works best in situations where there is a single correct answer or solution to a question or problem. The style suggests a preference for task accomplishment or productivity rather than for more socio-emotional experiences.	*Green* Assimilating—The assimilating dominant learning abilities are abstract conceptualization and reflective observation. The greatest strength of this orientation lies in inductive reasoning and the ability to create theoretical models, in assimilating disparate observations into an integrated explanation. As in pragmatist, this orientation is focused less on socio-emotional interactions and more on ideas and abstract concepts. Ideas are valued more for being logically sound and precise than for their practical values. It is more important that the theory be logically sound and precise.

Adapted from: Honey, P., & Mumford, A. (2000). *The learning styles helper's guide*. Maidenhead, UK: Peter Honey Publications. Kolb, D. A. (1983). *Experiential learning: Experience as the source of learning and development.* New York: Prentice Hall.

Personality Colors and Myers-Briggs©

Introversion vs. Extroversion (I or E)	Sensing vs. Intuition (S or N)	Thinking vs. Feeling (T or F)	Judging vs. Perceiving (J or P)
Gold	Green	Orange	Blue
ISTJ	ISTP	INFJ	INTJ
ISFJ	ISFP	INFP	INTP
ESFJ	ESFP	ENFP	ENTP
ESTJ	ESTP	ENFJ	ENTJ

Adapted from: Myers-Briggs, I. (1995). *Gifts differing: Understanding personality style*. Mountain View, CA: Davies Black.

These examples are a tiny fraction of the many interactions that can occur with your co-workers, supervisor, and clients, but we think you can understand the issues that may arise and how they need to be addressed as they come into focus during your internship. Working with people of opposite personalities may take extra time because at first you probably will not be talking the same language, but the time you spend figuring out how to work with one another is well worth the effort. The end result of any project you are working on will be more fulfilling if multiple personalities can see a project through to completion. As this happens, trust develops, and relationships grow.

The NASW Code of Ethics contains a section on social workers' ethical responsibilities to colleagues. Section 2.01 deals specifically with the issues of respect.

> Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
>
> Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability.
>
> Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

Of course, CASW has similar standards and expectations on how to work with colleagues as NASW.

Developing Your Personality and Professionalism

Now that you know more about your personality and know what is more developed or mature and what is underdeveloped or immature, it is your responsibility to select areas that you need to improve in and create an intervention plan for yourself.

Developing yourself as a professional is an important part of your personality. Your internship is your entrée into the field of social work. You have a unique opportunity to determine how you want to be viewed and what you want your reputation to be as a professional social worker. Are there traits you developed as a student or employee elsewhere that you want to take into your new profession? Conversely, are there traits or habits you want to leave behind? Be aware of what you believe are the characteristics of a good social worker. Which of them do you have? Which do you need to develop?

Your professional self starts to develop here and now and follows you through graduate work and each and every job. It is your reputation as a professional that will take you from job to job and will develop your career. What do you want people to say about you as a social worker? How do you want to be remembered by former clients?

In the next chapter we also introduce the idea of emotional intelligence, which is really a skill that needs to be developed: it is learning to be self-aware.

The History of Social Work

However, what is a profession? Why is social work considered a profession? To answer this, let's look at some history. In the *Encyclopedia of Social Work,* Goldstein and Bebe (2010) explain the historical context for the formation of NASW. They talk about the early disagreements among social workers and discuss how each segment of social work wanted to have its own organization. These segments eventually agreed on a set of standards and became one organization in 1955.

Part of the process of developing NASW was knowing what creates a profession. A variety of concepts encompass a profession. The first is the ability to appropriately use the knowledge and skills (techniques and tools) of the profession. A second concept is of the qualifications (degree, license, experience) of that profession. The third is establishing and adhering to common values and ethics.