



THE UNIVERSITY OF UTAH
College of Social Work

Field Instructor Training MSW and BSW Programs

University of Utah College of Social Work
Fall Semester 2020



THE UNIVERSITY OF UTAH
College of Social Work

Field Education Team

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Today's Learning Objectives

1. Understand the College of Social Work's MSW field practicum curriculum, minimum hours, requirements, competencies and assignments
2. Identify the **teaching methods** that optimize student success at practicum
3. Learn critical **supervisory skills** that contribute to student growth and learning
4. Become better acquainted with **helpful tools and resources** for addressing any needs and challenges that arise in practicum
5. Learn about **important changes** due to COVID-19



Expectations of Field Instructors

- Weekly supervision focused on social work practice and values, and that promotes competent and ethical clinical behavior
- Oversight of student's work and ongoing feedback
- Prompt consultation with the practicum office when concerns arise
- Timely completion of evaluations forms (midterm (BSW) and final)
- Site visit with student and practicum coordinator (once per semester)
- Oversight of projects including [alternative assignments](#) in event of disruptions or deficiencies in required hours or requirements
(have your student contact their practicum coordinator for clarity on these assignments)
- Availability, especially when questions or crises emerge
- *Document! Especially when there are concerns*



Important Dates for Fall 2020

15-week Fall semester runs Monday, August 24th thru Thursday, December 3rd

- Affiliation Agreement due in IPT by September 1st
- Final evaluation due in IPT by December 3rd
- Fall semester BSW students will also require a **midterm evaluation**. This is due at approximately 170 hours (mid-September)

**Important* Students who leave Utah for Thanksgiving cannot return to campus until January (remaining coursework will be facilitated remotely).*

Please talk to your students about agency needs and a safe return plan!



Important Changes 2020-2021

- Beginning summer 2020, **MSW** students will be assigned a letter grade instead of C/NC. **BSW** Students will continue to receive C/NC
- To fill any potential deficiencies in hours due to COVID-19, students can complete [CSWE approved alternative assignments](#) to fulfill requirements, hours and competencies
- Please review these competencies with your student(s). If questions arise, have your student contact their practicum coordinator



Important Changes 2020-2021

MSW Minimum Hours

Due to COVID-19, the *minimum* field hours have been reduced thru Spring 2021

However:

Ultimate discretion lies with agencies and field instructors

Generalist (practicum year I) minimum requirements: 300 hours-450 hours

Specialist (practicum year II) minimum requirements: 315-600 hours*

*765 TOTAL hours (1st and 2nd year combined) needed to meet graduation requirements if student graduates by 5/31/21.

Advanced Standing (AS): 325-600 hours (depends on hours earned in BSW practicum)

- **Students need the consent of their field instructor to earn fewer than 12 hours/week**
 - **If students have questions, refer them to their practicum coordinator.**



Important Changes 2020-2021

MSW Minimum Hours

Why the “range” in hours?

Advanced Standing and Specialist Year students will need a total of 765 hours to graduate *if* graduating by May, 2021.

The minimum hours they need THIS YEAR depends on the number of hours earned during their generalist or BSW practicum



Important Changes 2020-2021

MSW Minimum Hours

- Emphasize to students that the reduction is a *minimum expectation that should be employed only if needed*.
- The reduction in minimum hours is intended to provide **primary** relief to agencies and field instructors and **secondary** relief to students due to limitations associated with remote and/or hybrid practicum, potential practicum disruptions or personal COVID-related circumstances.
- *Practicum hours are dictated by agencies and field instructors. Work with your students to develop a workplan that suits educational, agency and client needs, while also considering any extenuating COVID19-related student circumstances.*

In the interest of optimal learning and professionalism, *we encourage all students to earn the standard* number of hours if presented*. This *temporary* dispensation should not be seen as an opportunity to engage in fewer hours unless such relief is necessary due to extenuating agency and/or personal circumstances.

***Standard hours** these are the hours students were required to earn prior to March 2020:

450 for generalists (year I in practicum)

600 for specialists (year II or Advanced Standing in practicum)



Important Changes 2020-2021

BSW Minimum Hours

BSW Minimum Hours: 340
(350 hours if BSW/ASUDC)



Other Important Changes Fall 2020-2021

CSWE COVID-19 waiver for students: although AS 2.2.4 requires field education through “in-person contact,” the Commission on Accreditation will broaden its interpretation to include **remote-based field activity**. Remote field activity can include engagement such as field- related assignments, trainings, and virtual meetings. Client-related virtual meetings should be in accordance with field site policies for secure communications. [Click here](#) for CSWE Competencies and concordant alternative learning activities.

Of course, it is expected that all students comply with the [NASW Code of Ethics](#) *HIPAA*, and *agency policies* during their practicum experience. A handbook on teletherapy best practices has been distributed to all summer students.





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Overview of the BSW and MSW Curriculum



MSW Curriculum

First-year (generalist year) coursework

- Micro & macro practice
- DSM-V and other assessment and diagnostic tools
- Human Behavior in Social Environment
- Research and Evidence-Informed Practice
- Reflexive Social Work
- Ethics
- Field Practicum I



MSW Curriculum

Second-year or Advanced Standing (Specialist Year) coursework

- Forensic
- Mental Health
- Health
- Aging
- Global
- Substance Use
- Child Welfare
- Field Practicum II



BSW Curriculum

Students in the BSW program complete practicum after all coursework is completed





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BSW scope of practice and its intersection with field education



BSW scope of practice

- Utah Definition 58-60-202. Scope of Practice for SSW (BSW)
- (a) "Practice as a social service worker" means performance of general entry level services under general supervision of a mental health therapist through the application of social work theory, methods, and ethics in order to enhance the social or psychosocial functioning of an individual, a couple, a family, a group, or a community, including: (i) conducting:
 - (A) a non-clinical psychosocial assessment; or (B) a home study;
 - (ii) collaborative planning and goal setting; (iii) ongoing case management; (iv) progress monitoring; (v) supportive counseling; (vi) information gathering; (vii) making referrals; and (viii) engaging in advocacy.
- **(b) "Practice as a social service worker" does not include:**
 - **(i) diagnosing or treating mental illness; or**
 - **(ii) providing psychotherapeutic services to an individual, couple, family, group, or community.**



BSW scope of practice and Utah statute

Most BSW students will spend the majority of their direct hours providing remote case management and ongoing progress monitoring services

Accordingly, we recommend reviewing and directing your students to the [NASW Standards for Case Management](#)

We also suggest reviewing [NASW Standards for Technology in Social Work](#)





Social Work Field Practicum

- Field practicum is considered the *signature pedagogy* of social work education
- “Where the rubber hits the road...”
- Integrates curriculum through the application, integration and practice of social work theories and concepts
- Develops professional identity and behavior
- Socializes students to the social work profession
- Concurrent, summer block and year-long placements for evening and part-time students





Practicum at place of Employment

“Same as Employment Policy “loosened” due to COVID-19

- Application is required and requests will be assessed on case by case basis
- Students must have opportunities to complete practicum requirements and competencies



Practicum

Employee/volunteer

Broad exposure to wide variety of roles, activities, that are relevant to professional development as a social worker

Narrow focus, specific role

Apply, compare and contrast diverse intervention models

Specific intervention approach of agency

Focus is on student's needs and school objectives

Focus on agency needs

Planned, structured, conscious learning

Incidental learning

Emphasis on understanding the 'WHY'

Emphasis on 'HOW' or 'WHAT'

Opportunity to challenge assumptions

Accepting assumptions with limited questioning

Educationally-directed focus

Instruction on an 'as-needed' basis

Student as learner

Employee competency





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Practicum Requirements & Assignments



MSW Students



- Fall and Spring Semesters are 15 weeks
- Students can complete [CSWE approved alternative assignments](#) to fulfill requirements in event of remote requirements or disruptions
- Students must meet REQUIREMENTS, COMPETENCIES and HOURS
- MSW Students can complete up to 50 hours prior to the start of the semester
 - YES onboarding, training, shadowing, macro projects.
 - NO independent micro/clinical work

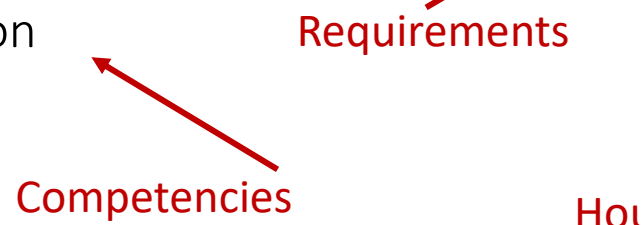


MSW Practicum Requirements

Nine Required Competencies:

1. Ethical & professional behavior
2. Engaging diversity & difference
3. Advancement of human rights and justice
4. Engagement in research
5. Engagement in policy
6. Engagement with individuals, families, groups, organizations and communities
7. Assessment
8. Intervention
9. Evaluation

Requirements	Generalist MSW	Advanced Standing & Specialist MSW
Individuals	6	8
Families	2	4
Groups	2	2
Community	1	1
Organizations	1	1
Macro Practice	55 hours	70 hours



Hours

Minimum Hours Generalist: 300
Specialist/Advanced Standing: 325-600

Breakdown of Requirements MSW Generalist (1st) Year

Type	Requirements	Activities	Eligible Alternative Assignments
Individual Families Groups	6 2 2	This includes any direct practice activity such as working directly with clients, family members, collaterals, groups, telephone calls, completing client notes/documentation,	Competencies 1 & 6-8
Communities Organizations	1 1	This includes any macro or policy projects	Competencies 2 & 5-9
Learning Experiences	Varies	This includes time spent as a learner including supervision from a non-social work supervisor, supervision from a social work supervisor, seminars or trainings, orientation, agency meetings, staff meetings, etc.	

Summer 2020: A minimum of **55** practicum hours must be directed toward macro practice with organizations and communities.



Breakdown of Requirements MSW Specialist (2nd) year or Adv. Standing

Type	Requirements	Activities	Eligible Alternative Assignments
Individual Families Groups	8 4 2	This includes any direct practice activity such as working directly with clients, family members, collaterals, groups, telephone calls, completing client notes/documentation,	Competencies 1 & 6-8
Communities Organizations	1 1	This includes any macro or policy projects	Competencies 2 & 5-9
Learning Experiences	Varies	This includes time spent as a learner including supervision from a non-social work supervisor, supervision from a social work supervisor, seminars or trainings, orientation, agency meetings, staff meetings, etc.	

Students graduating by December 31, 2020: A minimum of **70** practicum hours and a maximum of **100** practicum hours must be directed toward macro practice with organizations and communities. A minimum of **215** practicum hours must be directed toward groups, families, and/or individuals.

Students graduating after December 31, 2020: A minimum of **70** practicum hours and a maximum of **140** practicum hours must be directed toward macro practice with organizations and communities. A minimum of **310** practicum hours must be directed toward groups, families, and/or individuals.



MSW Practicum Evaluation

Rating Scale for Competencies

5= Exceptional Performance

4= Strong Performance

3=Average Performance

2= Marginal Performance/Needs Improvement

1=Unsatisfactory/Failing Performance

NO=Not Observed

Students must attain 80% of competencies between 3 and 5 to pass practicum



BSW Practicum Requirements

Nine Required Competencies:

1. Ethical & professional behavior
2. Engaging diversity & difference
3. Advancement of human rights and justice
4. Engagement in research
5. Engagement in policy
6. Engagement with individuals, families, groups, organizations and communities
7. Assessment
8. Intervention
9. Evaluation

Requirements	BSW
Individuals	4
Families	2
Groups	2
Community	1
Organizations	1
Macro Practice	Research Project

Competencies

Requirements

Hours

Minimum Hours: 340
BSW/ASUDC: 350



BSW Practicum Requirements Summer 2020

Type	Requirements	Activities	Eligible Alternative Assignments
Individual Families Groups	4 2 2	This includes any direct practice activity such as working directly with clients, family members, collaterals, groups, telephone calls, completing client notes/documentation,	Competencies 1 & 6-8
Communities Organizations	1 1	This includes any macro or policy projects	Competencies 2 & 5-9
Learning Experiences	Varies	This includes time spent as a “learner” and includes supervision from a non-social work supervisor, supervision from a social work supervisor, seminars, webinars or trainings, orientation, agency meetings, staff meetings, etc.	



BSW Practicum Evaluation

Rating Scale for Competencies

1= Strong Performance

2= Acceptable Performance

3=Needs Improvement

Students must attain 80% of competencies at 1 or 2 to pass practicum



What is a community practice project?

The community is the client

Some examples:

- Community assessment
- Community organizing
- Coalition building
- Legislative lobbying
- Community program development
- Community education



What is an organizational practice project?

The agency is the client

Some examples:

- Organizational analysis (OAA)
- Staff training and development
- Program development/evaluation
- Grant writing/fundraising
- Research
- Policy development and analysis
- Group curriculum development



Where do I find these evaluation forms to sign off on hours, requirements and competencies?

Intern Placement Tracking (IPT)

This is where you will find:

- *Student Affiliation Agreement*
- *Student Evaluation Forms*
 - The evaluation is ongoing review between student and supervisor and includes hours and competencies
 - The evaluation must be completed and signed at the at the end of the semester (and midterm for BSW students)
 - If you need a login, email Diane at diane.buck@socwk.utah.edu



Tracking

We will provide field instructors with an excel sheet to track student hours

We will provide students with two tracking sheets:

- One to track educational experiences
- One to track supervision

These will be posted on the website and sent to your emails

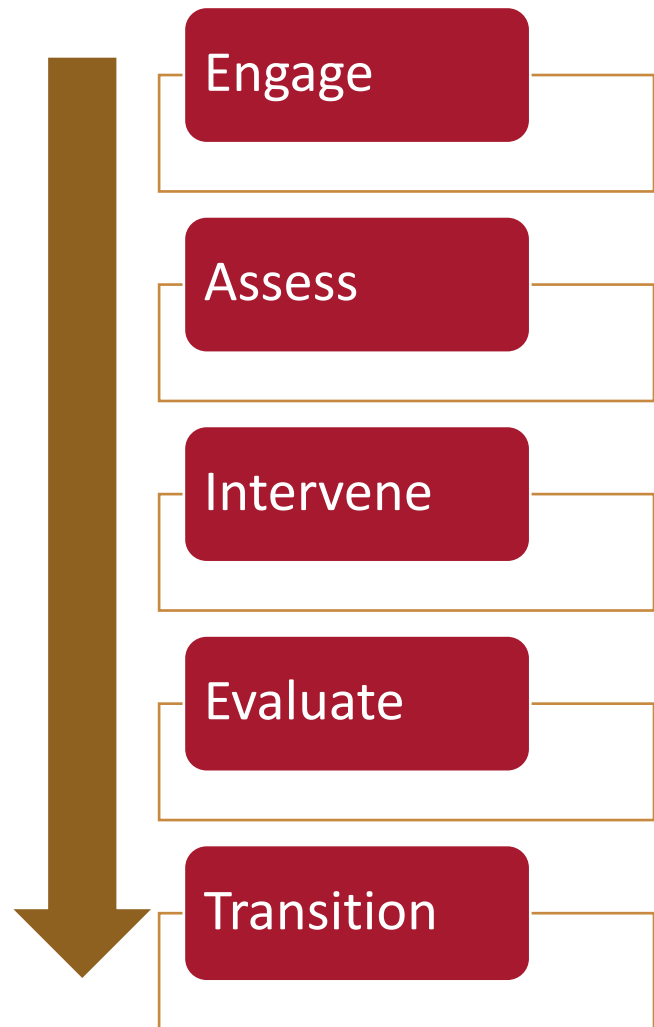




Break Time!



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Greg Merrill (2018), Berkeley Social Welfare

Class Assignments: *Integrating Classroom & Field*

M. Pg. 23

Macro Class Assignments



Organizational Assessment Assignment (OAA)

Students are asked to review organizational content and information (i.e., annual reports, employee handbooks, and policy manuals) and meet with several organizational personnel in person.

Students will report on the:

- (1) revenue and non-revenue sources of the organization;
- (2) relationships with clients and other community-based organizations
- (3) relationship with regulatory bodies, professional organizations, general public, and competitors and collaborators; and
- (4) organizational mission, personnel, and program and service structure.



Organizational SWOT Analysis Assignment

- Strengths, Weaknesses, Opportunities and Threats (SWOT) (in practicum placement, place of employment or volunteerism)
- Begin early in partnership with field instructor
- If, for any reason, the SWOT analysis is not possible at your agency, notify the instructor as early as possible in the semester.



Reflexive Class Assignment



What is reflexive social work practice?

Reflexive social work focuses on:

- Developing self-awareness
- Understanding how our social identities have created oppression and privilege in our lives, shaped our values and impact our professional practice.
- Practicing cultural humility
- Promoting social justice



Agency Diversity Analysis

Students in collaboration with their field instructors are asked to explore in their assignment:

- What social identities are represented among the different stakeholder groups, i.e., the board, the administration, the different levels of staff, and the communities the agency serves?
- How do the dominant identities at the agency interface with yours?
- How does the agency support people (staff and clients) that are underrepresented?



Counting hours with these assignments

Students can count:

- Time engaging with community and agency stakeholders, practicum-related literature reviews

Students cannot count:

- Time spent on writing papers. These assignments are solely for class (not practicum hours) UNLESS IT IS ONE OF THE [CSWE APPROVED ALTERNATIVE ASSIGNMENTS](#)
- To differentiate, please have students attach an “alternative assignment” cover sheet located in the back of the Fall 2020 Field Handbook.



Fall 2020 Alternative Assignment Cover Page

(Please attach to all alternative field assignments)

Name of Student:

Program (circle):

BSW

MSW 1st

MSW 2nd

Field Agency/Organization:

Title of Assignment:

Number of hours requested for this assignment:

Type (circle one):

DIRECT-Individual, Family, Group [\(Competencies 1, 6-8\)](#)

MACRO-Communities, Organization, Policy [\(Competencies 2, 5-9\)](#)

CSWE Competency(ies) addressed:

Note: Please omit any identifying client information to preserve confidentiality before submission of alternative assignment to your UU practicum coordinator

Turn in the completed field assignment with cover page to your field instructor so they can record hours and competencies achieved





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Teaching & Learning Methods





What thoughts and feelings can you imagine a student experiencing as they start their practicum at your agency?

Especially during a global pandemic?

Developmental Stages

- **Anticipation:** Positive expectations and anxieties arise
- **Disillusionment:** Unexpected emotions re: adequacy of skills; breadth of demands; relationship with clients.
- **Confrontation:** Facing interpersonal issues, reassessing goals/expectations, reassessing support systems, developing new strategies
- **Competence:** 'in the groove', performing more autonomously
- **Culmination and termination:** closure with clients and with agency, final assessment of growth, setting goals for next adventure/learning experience

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Field Instructor Roles

- Provide one hour weekly supervision or two thirty minute weekly supervision
- Emphasis on student as **learner** not as an employee
- Educational learning is planned and structured
- Provide evaluation using the EPAS Competencies
- Addressing Needs and Challenges in Practicum
- Goal is to develop competent social workers
- Please alert UU field education of concerns!

M. pp. 42-43



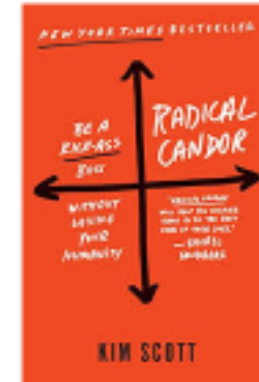
Field Instructor Roles

Supervise and train competent future social workers

- Our goal is to socialize students to the social work profession, enhance their skills and professional identity, and develop competent and ethical social work practitioners
- This is done by merging field and didactic education
- If you have concerns about your student, please let us know early. Allowing students to bypass expectations is harmful, congruent with the concept of “RUINOUS EMPATHY”



Radical Candor and Ruinous Empathy



Concepts taken from Scott, K.
(2017). *Radical Candor*. St.
Martin's Press.

CARE PERSONALLY + CHALLENGE DIRECTLY = RADICAL CANDOR

Care Personally: It's not enough to care only about people's ability to perform a job. To have a good relationship, you have to be your whole self and care about each of the people who work for you as a human being. It's not just business; it is personal, and deeply personal.

Challenge Directly: Delivering hard feedback, making hard calls about who does what on a team, and holding a high bar for results — challenging people is often the best way to show them that you care when you're the boss.



Radical candor = being specific and sincere with people

Feedback should be helpful, humble, immediate, in person, and not personalized



Field Instructor Behaviors that Support Student Learning

- Strong orientation to the agency (ex. expectations, safety, social media)
- Availability and accessibility
- Responsiveness
- Positive modeling around professional socialization and identity
- Specific roles and rich learning experiences
- Feedback, monitoring, and performance and progress evaluation
- Encouraging self-development and self-awareness
- Challenging attitudes misaligned with social work values
- Teaching skills, techniques, and ethical and professional behavior, and providing suggestions and solutions
- Allowing appropriate autonomy
- Support from the field team when concerns arise!



Elements of Effective Clinical Instruction

- Presenting material and feedback in different formats (individual, group, written, verbal)
- Providing different learning and practice opportunities with repetition
- Adapting learning and practice opportunities based on the students' level of maturity and need for structure
- Integrating observational/participatory and conceptual linkages.
- **Note:** Activities that increase student satisfaction may not necessarily increase student learning or practice skills



Fortune, A, McCarthy, M, & Abramson, J (2001) Student Learning Processes in Field Education: Relationship of Learning Activities to Quality of Field Instruction, Satisfaction, and Performance among MSW students. *Journal of Social Work Education* Vol. 37, No. 1 (Winter 2001).

Activities to Promote Evidence-Informed Practice

- Engage students with agency evaluation and research
- Ask the student to support their clinical approach with evidence-based research
- Ask students to do a literature review of best practices
- Assign applicable, peer reviewed readings



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Optimizing Supervision Skills



A Trauma-Informed Supervision Model

A Trauma-informed supervision is a useful supervision paradigm because it focuses on:

- Relationship-based supervision and the healing and nurturing power of relationships
- A collaborative approach: deemphasizes hierarchy and power differentials
- An adaptive approach: viewing behaviors as coping strategies and symptoms as adaptations
- A person-centered approach: offering support regarding stressors in and outside of work, helping them to identify and address emotional exhaustion.

As well as Motivational Interviewing (MI) Skills:

- MI is a collaborative approach
- MI is a shared expertise
- MI is a reflective Listening
- MI affirms strengths to build confidence

<https://www.acesconnection.com/g/becoming-a-trauma-informed-and-beyond/fileSendAction/fcType/0/fcOid/475599658546455450/filePointer/475599658546455545/fodoid/475599658546455539/3rd%20Edition%20TI%20Supervisor%20Workbook.pdf>



Why Trauma-Informed Supervision?

- Promotes retention and reduces turnover (Barak et al., 2001; Knudsen et al., 2013)
- Reduces levels of vicarious trauma experienced by staff and students (supervisees) (WCSAP, 2004)
- Influences supervisee's ability to more effectively cope with their work, and is associated with greater resilience (Sommer & Cox, 2005; Turner, 2009)
- Enhances well-being by strengthening ties to the organization while increasing affiliation with the larger social work community (Knudsen et al., 2013)
- Facilitates and supports effective dissemination and sustainability of best practices (Miller et al., 2006; Schwalbe et al., 2014)

<https://www.acesconnection.com/g/becoming-a-trauma-informed-and-beyond/fileSendAction/fcType/0/fcOid/475599658546455450/filePointer/475599658546455545/fodoid/475599658546455539/3rd%20Edition%20TI%20Supervisor%20Workbook.pdf>



Questions for Supervisors to Consider During Supervision

- I know that you have been working with a challenging case(s) that has encountered a lot of trauma. As we both know, this type of work can expose us to secondary traumatic stress
- How has this case affected you?
- How have you been dealing with it?
- What can I do to make sure you are getting what you need?
- What can I do to support you in taking care of yourself?
- I have noticed a change in your behavior/demeanor, and that you appear withdrawn, apathetic, upset, frustrated, etc. since you have been dealing with this client/family/situation etc., and I am concerned for you. What's going on? How are you feeling? How can I help you?



Questions for Supervisors to Consider During Supervision

- I appreciate the hard work and dedication that you are putting into this case, and I am sure the client/family does as well.
- Are you taking time for yourself to recharge? Do you have any vacations planned?
- What are some things that you have learned about yourself from your work on this case that have positively influenced your perspective, approach, job, etc.?
- With this new knowledge/awareness, is there anything we can do as a unit/agency to enhance what and/or how we do business?
- If at any time, you need a break, additional support, or need to hand off your case, please don't hesitate to come and talk to me



Addressing Needs and Challenges in Practicum

- Remember your role is that of educator and supervisor, not therapist (though helping students understand and navigate issues related to reactions and countertransference is appropriate)
- Speak with your student directly, honestly & *early*
- Involve the practicum coordinator *early*
- Develop a *Success Plan* (if you are concerned, please contact the practicum coordinator to discuss and collaborate on a success plan for your student)
- Make referrals when appropriate



Practicum Success Plan

When students require additional support to meet competencies, hours and/or requirements, we (practicum coordinator, field instructor and student) will collaborate on a SUCCESS PLAN to target specific goals and tasks and timeframes.



Further Topics to Consider

- Policies and ethics and policies related to social media use
- Safety at field placement in light of COVID-19
- Potential areas of tension, conflict and anxiety
- Giving and receiving constructive feedback
- Understanding the Code of Ethics and ethical decision making
- Models and resources for resolving ethical dilemmas in the field





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Helpful Tools and Resources

Office of Equal Opportunity: Sexual Misconduct

Sexual misconduct includes:

- Sexual assault
- Sexual harassment
- Nonconsensual sexual contact
- Domestic violence
- Dating violence
- Stalking
- Sexual exploitation
- Intimate partner violence

IF A STUDENT TELLS YOU THEY HAVE EXPERIENCED SEXUAL MISCONDUCT:

1. If safety is an immediate concern, call 911 or University Police (801) 585-2677
2. Listen, offer support, and encourage the person to seek help and counseling as soon as possible
3. Report the incident to the Title IX Coordinator/OEO Office at (801)581-8365 or oeo@utah.edu

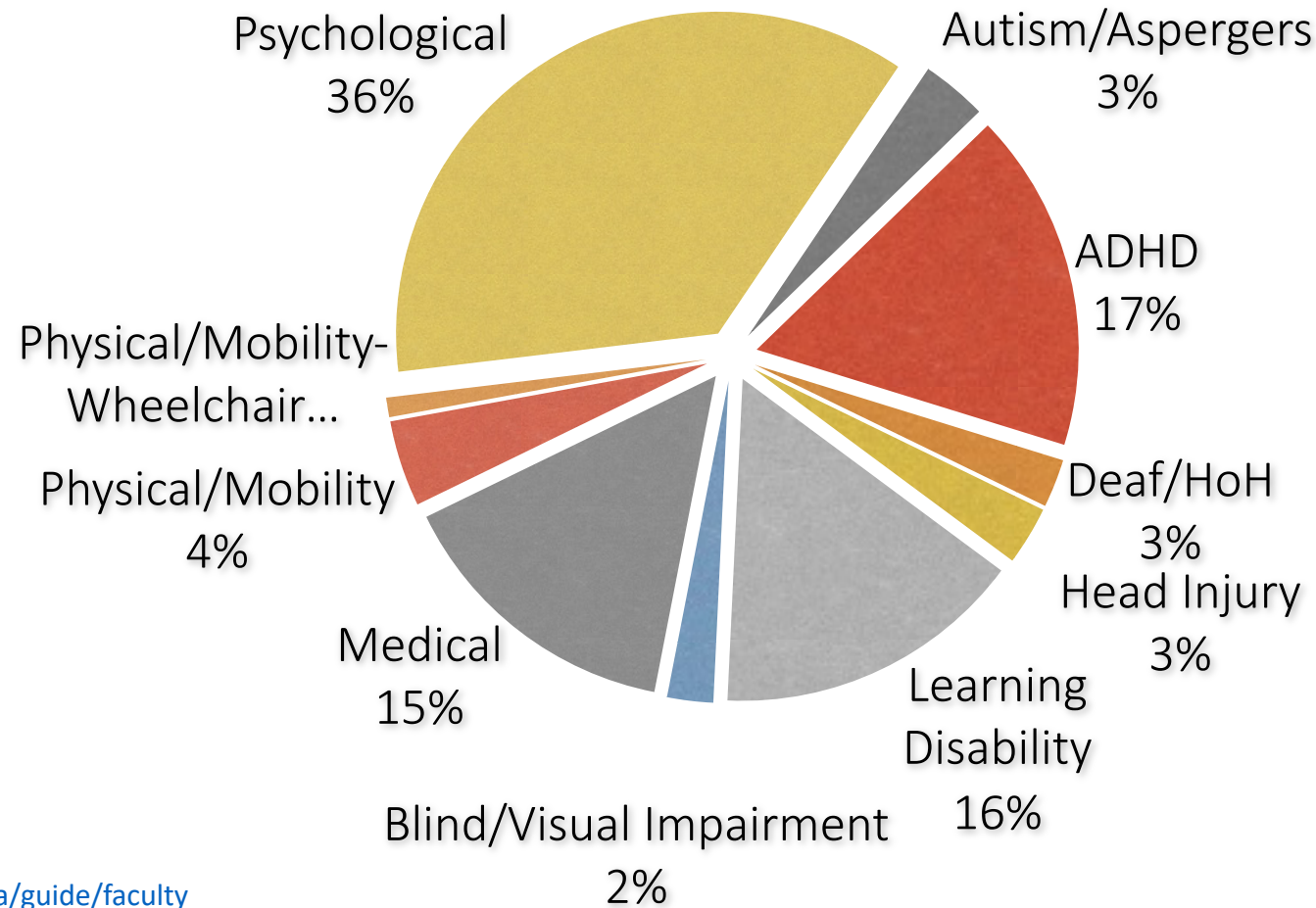


Center for Disability & Access (CDA)

- Dedicated to students with disabilities by providing the opportunity for success and equal access at the University of Utah
- Evaluates disability documentation, determines eligibility, and implements reasonable accommodations for enrolled students as guided by Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, and University policy
- Students MAY require an accommodation for field, specifically



Center for Disability & Access (CDA)



<http://disability.utah.edu>

<http://www.oeo.utah.edu/ada/guide/faculty>

M. pp. 7-11



If you suspect a student has a disability, but he/she/they has not disclosed, don't ask directly or state that a disability exists. Instead:

- Meet with the student to discuss performance focused on EPAS competencies
- Focus on facts without making any judgement (i.e. "*I noticed you are struggling in this practicum. You seem to have a hard time keeping up with documentation.*")
- Give student an opportunity to explain from their perspective
- Let the student know there are a number of resources available to them. For example, the Tutoring Center, the Writing Center, University Counseling Center, and Center for Disability & Access
- A referral in this manner does not assume a student has a disability and allows the student the choice to disclose or not



Service Animals

- A Service Animal is defined by the ADA and is a:
 - ✓ Dog, or miniature horse
 - ✓ Necessary due to a disability
 - ✓ Trained to perform a specific task related to a disability (providing comfort/emotional support is not a task under the ADA)
 - ✓ Allowed anywhere individual is permitted to go
- There is no requirement for certification or identification of a service animal - but does need to be in control of owner at all times and follow relevant University policy
- CDA does not need to 'approve' Service Animals



What Can I Do If the Student Brings a Service Animal to the Agency?

- ✓ Respect students' privacy
 - Do not ask what disability a student may have
 - You can ask: “Is this an animal required because of a disability? What work has the animal been trained to perform?”
- ✓ Contact CDA with any questions about the process



Making a Referral

- ✓ If a student approaches you about any accommodations related to disability refer them to CDA
- ✓ Do not issue accommodations related to a disability without approval of CDA. The CDA is the only department authorized to approve accommodations
- ✓ The process for requesting accommodations is student-driven in collaboration with the CDA





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Good luck this fall.
We know times are challenging. Please
reach out to us as needed!
Thank you for supporting social work
education at the University of Utah
Questions?
diane.buck@socwk.utah.edu