Advanced Direct Practice (ADP) Internship Manual

The School of Social Work Graduate Social Work Program

Updated Fall 2017

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**Advanced Direct Practice (ADP) Internship Manual**

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Advanced Direct Practice Concentration Year Advanced Competencies

Advanced Competency #1—Identify as a professional social worker and conduct oneself accordingly.
Advanced Direct Practice students:

ADP1.1—Attend to professional roles and boundaries in working with individuals, families, and groups
ADP1.2—Demonstrate professional demeanor in behavior, appearance, and communication
ADP1.3—Demonstrate commitment to career long learning
ADP1.4—Use supervision and consultation to further enhance expertise with individuals, families, and groups

Advanced Competency #2—Apply social work ethical principals to guide professional practice
Advanced Direct Practice students:

ADP2.1—Apply ethical decision-making skills to issues specific to working with individual, families, and groups

Advanced Competency #3—Apply critical thinking to inform and communicate professional judgments. Advanced Direct Practice students:

ADP3.1—Integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in working with individuals, families, and groups
ADP3.2—Formulate problems clearly, evaluate and select appropriate assessment, intervention, and evaluation tools for use with individuals, families, and groups
ADP3.3—Demonstrate effective oral and written communication in working with individuals, families, and groups

Advanced Competency #4—Engage diversity and difference in practice Advanced Direct Practice students:

ADP4.1—Assess all aspects of diversity that impact and influence individuals, families, and groups
ADP4.2—Demonstrate increased self-awareness in working with individuals, families, and groups
Advanced Competency #5—Advance human rights and social justice and economic.
Advanced Direct Practice students:

  ADP5.1—Understand the forms and mechanisms of oppression and discrimination in working with individuals and families
  ADP5.2—Engage in practices that advance social and economic justice for individuals, families, and small groups

Advanced Competency #6—Engage in research-informed practice and practice-informed research.
Advanced Direct Practice students:

  ADP6.1—Identify, evaluate and select effective evidence-based intervention strategies in working with individuals, families, and groups

Advanced Competency #7—Apply knowledge of human behavior and the social environment.
Advanced Direct Practice students:

  ADP7.1—Utilize conceptual frameworks, practice models and theories in their work with individuals, families, and groups

Advanced Competency #8—Engage in policy practice to advance social and economic wellbeing and to deliver effective social work services.
Advanced Direct Practice students:

  ADP8.1—Apply policy practice skills in work with individuals, families, and groups

Advanced Competency #9—Respond to contexts that shape practice. Advanced Direct Practice students:

  ADP9.1—Are knowledgeable of the resources and the organizational, community, and societal context within which social work services are delivered to individuals, families and groups
  ADP9.2—Advocate at multiple levels for enhanced service delivery to individuals, families, and groups

Advanced Competency #10—Engage, assess, intervene, and evaluate with individuals, families and groups. (a)—Engagement
Advanced Direct Practice students:
ADP10.1—Continue to refine the use of empathy, use of self, and other interpersonal skills when working with individuals, families, and groups. ADP10.2—Develop a mutually agreed upon focus and desired outcome when working with individuals, families, and groups.

(b)—Assessment
Advanced Direct Practice students:

ADP10.3—Draw from advanced practice theories and treatment models to organize and inform the assessment process with individuals, families, and groups. ADP10.4—Select appropriate interventions for individuals, families, and groups.

(c)—Intervention
Advanced Direct Practice students:

ADP10.5—Select and implement prevention and intervention strategies that are informed by advanced practice theories and models of practice. ADP10.6— Appropriately terminate with individuals, families, and groups.

(d)—Evaluation
Advanced Direct Practice students:

ADP10.7—Apply research skills to evaluating practice effectiveness with individuals, families, and groups. ADP10.8—Assess results of evaluation and modify treatment goals/strategy if needed. ADP10.9—Communicate evaluation results to client/agency.
I. DESCRIPTION OF THE COURSE
The Advanced Direct Practice (ADP) Internship I involves 360 clock hours of internship placement. The internship prepares the student for professional practice and is an integral part of the curriculum in social work education. This program strongly values development of knowledge, values, and skills that make up the 10 advanced competencies and associated practice behaviors. The advanced competencies build on the foundational competencies, with the addition of augmented knowledge, values and skills specific to the ADP concentration.

Students entering the course are expected to have beginning assessment, interviewing, engagement, planning, evaluation, and termination skills. The internship provides the student with opportunities to work with individuals in the context of their environment. Emphasis is placed on the application of concepts taught in Advanced Direct Practice I, where students learn to complete a biopsychosocial assessment and plan interventions for individuals (adults and/or children). Both the strengths and ecological perspectives are utilized to guide and inform the assessment process. Although Cognitive Theory is the primary theoretical perspective presented in the Advanced Direct Practice I course, students are challenged to investigate the dominate model of their interest or the model that is utilized in their assigned placement as an enrichment to their knowledge and ability to readily integrate theory to practice. Interdisciplinary, intra agency, and interagency learning and coordination is encouraged in the field experience. Experiences, which support learning about diversity (culture, race, ethnicity, gender, age disabilities, sexual orientation, etc.) in addition to work with vulnerable populations, are required. Information about evaluation of practice provided in the classroom setting supports the practical application of evaluation and research in the field setting. Throughout the field experience, students are encouraged to develop their professional identity and style.

II. OBJECTIVES OF THE COURSE
The ten advanced competencies build on the core foundational competencies with augmented knowledge, values and skills specific to the ADP clinical concentration.

Students will demonstrate:
1. Identification as a professional social worker and the ability to conduct him/herself accordingly (includes practice behaviors ADP1.1-1.4).
2. The ability to begin applying social work ethical principals to guide professional practice (includes practice behavior ADP2.1).
3. The ability to apply critical thinking to inform and communicate professional judgments (includes practice behaviors ADP3.1-3.3).
4. The ability to engage diversity and difference in practice (includes practice behaviors ADP4.1-4.2).
5. The ability to advance human rights, social and economic justice (includes practice behaviors ADP5.1-5.2).
6. Engage in research-informed practice and practice-informed research (includes practice behavior ADP6.1).
7. Apply knowledge of human behavior and the social environment (includes practice behaviors ADP7.1).
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (includes practice behavior ADP8.1).
9. Respond to contexts that shape practice (includes practice behaviors 9.1-9.3).
10. Skills in engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations, and communities (includes practice behaviors ADP10.1-10.9).

III. UNITS AND CONTENT
The following units reflect distinct areas to be addressed throughout the course of the internship. Their order does not reflect the order to be presented during the semester nor their degree of importance.

Unit I: Introduction to agency, population(s) served, context(s) of practice, theoretical perspectives guiding practice, student roles, professional development of self and conduct (advanced competency #1, 7, 9). **Student Tasks:** Develop learning contracts in conjunction with field instructor and liaison (see ADP Learning Contract). Examine one’s own professional development through process recordings and informal meetings with field instructor and other appropriate professionals; evaluation of self at the end of each semester.

Unit II: Work with individuals
1. Biopsychosocial assessment, policy practice, cultural considerations, ethical practice, and use of critical thinking skills
2. Interventions (micro/macro) (advanced competency #2, 3, 4, 5, 8, 10) **Student Tasks:** See individual clients, complete required agency recordings, complete an in-depth assessment, develop and implement interventions, be observed by the field instructor (in person and through process recordings, audiotapes, and videotapes), participate in interdisciplinary and interagency meetings where appropriate.

Unit III: Integrating Theory and Practice (advanced competency #7, 10) **Student Tasks:** Identify with field instructor the use of specific theoretical concepts and techniques in work with clients.

Unit IV: Evaluation of Practice; research informed practice (advanced
competency #6, 10)

**Student Tasks**: Complete a research project evaluating practice process and outcomes; access evidence-based literature.

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**IV. METHODS OF INSTRUCTION**
Teaching occurs through individual, regularly scheduled weekly supervision conferences and availability on an as needed basis with the field instructor; two meetings per semester with the field instructor and field liaison; access to other staff in the agency; workshops within and outside of the agency as arranged with the field instructor; agency and community meetings; and media (videos, books, etc. as appropriate).

**V. READINGS**
Readings from ADP I, UALR Advanced Direct Practice Internship Manual, and as assigned by the field instructor.

**VI. METHODS OF EVALUATION**
Student feedback will be given through the following processes:

1. Students will evaluate their current mastery of the 10 advanced competencies by using “The Performance Evaluation ADP I Internship” form at the end of each semester. (See a copy of this instrument in the Internship Manual).
2. Field instructor and liaison provide oral feedback to the student at mid-semester. In some cases, a written evaluation may be submitted at mid-semester.
3. The field instructor also completes “The Performance Evaluation-ADP Internship” form at the end of each semester. (See Instrument in Internship Manual).
4. Field instructor and faculty liaison meet with the student at mid-semester and again at the end of the semester.

**VII. GRADING CRITERIA**
Student’s performance will be graded credit/no credit. Field instructor recommends a grade; the final grade is awarded by the field liaison.

**VIII. STUDENTS WITH DISABILITIES:**
Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a
disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, visit the DRC website at http://ualr.edu/disability/.

IX. HONOR CODE
All students registered for all courses in the School of Social Work are expected to adhere to the rights, responsibilities, and behavior as articulated in the UALR Student Handbook and the NASW Code of Ethics. An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty. This commitment insures that a student of the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby affirming personal honor and integrity.
First Semester ADP Internship Portfolio Requirements

The internship portfolio serves several purposes: 1) Assessment of the internship program of the School of Social Work, 2) Organization of the students’ internship documentation for review by the faculty liaisons, and 3) An opportunity for the students to assess their growth in social work practice skills during their internship experiences. A complete and organized portfolio is a requirement for receiving the grade in the internship courses.

Organization of documentation

All documentation for the internship is to be organized in large three ring binders (one per semester) with dividers. All documents should be free of any identifying client information. First semester documentation should be organized in the following sections:

- First semester learning contract
- Individual Assessment that clearly identifies a specific theoretical perspective and student’s rationale for selecting said theory (e.g., model utilized by agency, model taught in ADP I, promising practice model for selected client’s chief compliant or population, etc.)
- Individual Intervention Plan that identifies goals, objectives, anticipated outcomes, anticipated barriers, and anticipated resources to achieve goals. Plan is to be congruent with theoretical perspective and information presented in individual assessment.
- Supervision & Activity Logs (one per week, chronological order beginning with the first week of internship and including internship instructor’s comments)
- Process Recordings (one per week, chronological order beginning with the first week of the internship and including internship instructor’s comments)
- Documentation of an evaluation of practice, process or outcome
- Performance Evaluation.
ADP Concentration Year Competency Worksheet

1. Identify as a professional social worker and conduct oneself accordingly.

*ADP: At the concentration level, advanced practitioners, in working with individuals, families, and groups, further consolidate their identification with all aspects of professionalism.*

**Advanced Direct Practice students:**

**ADP1.1—Attend to professional roles and boundaries in working with individuals, families, and groups**

Tasks/activities where student could demonstrate practice behavior:
- Identify professional role in process recording and in assessments.
- Identify examples of establishing, maintaining, or reinforcing boundaries with client in process recordings.

**ADP1.2—Demonstrate professional demeanor in behavior, appearance, and communication**

Tasks/activities where student could demonstrate practice behavior:
- Locate and review agency dress code.
- Use appropriate language and behavior with clients as evidenced in process recordings and/or supervisory sessions.
- Collaborate with other social workers as evidenced in activity log.
- Submit well-written documents as evidenced in an example from portfolio.

**ADP1.3—Demonstrate commitment to career long learning**

Tasks/activities where student could demonstrate practice behavior:
- Attend an in-service training (in agency), as evidenced in activity log.
- Initiate learning by accessing an evidence-based, or best practices with client as evidenced in assessment, and/or activity log.
- Independently seek out consultation with other professionals; attend workshops and/or seminars as evidenced in activity log.
- Identify and utilize resources appropriate to agency and community social service agency as evidenced in activity log, process recordings, assessments, or supervision.

**ADP1.4—Use supervision and consultation to further enhance expertise with individuals, families, and groups**
Tasks/activities where student could demonstrate practice behavior:

- Come to supervision with a goal-directed agenda for the meeting as evidenced in supervisory feedback and supervision activity log.
- Attend an agency staffing, and/or case consultation as evidenced in activity log.
- Verbalize needs at internship site during supervision as evidenced in supervision log.
- Use supervisory feedback as evidenced in process recordings.

Advanced Competency #2—Apply social work ethical principles to guide professional practice

*ADP: At the concentration level, advanced practitioners, in working with individuals, families, and groups, all knowledgeable about ethical issues relevant to these populations in a variety of practice settings.*

Advanced Direct Practice students:

ADP2.1—Apply ethical decision-making skills to issues specific to working with individual, families, and groups.

Tasks/activities where student could demonstrate practice behavior:

- Identify an ethical issue (NASW Code of Ethics), resolved or unresolved, as it related to work with individuals, families and/or groups, as evidenced in process recordings, supervision log, and/or observation.
- Make an ethical decision and provide rationale as evidenced in process recordings.
- Review NASW Code of Ethics as evidenced in activity and/or supervision log.
- Remain client-focused, and preserve self-determination as evidenced in process recordings.
- Openly discuss an ethical dilemma as evidenced in supervisory log.
- Openly discuss a case with supervisor where there existed a conflict between professional and personal values as evidenced in supervision and activity log.
- Make meaningful reflections in process recordings and discuss in supervision.

Advanced Competency #3—Apply critical thinking to inform and communicate professional judgments.

*ADP: At the concentration level, advanced practitioners, in working with individuals, families, and groups, use critical thinking skills to formulate and communicate interventions.*
Advanced Direct Practice students:

ADP3.1—Integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in working with individuals, families, and groups

Tasks/activities where student could demonstrate practice behavior:
- Integrate multiple sources of knowledge, including research-based knowledge, as evidenced in an assessment (individual, family, group).
- Develop and update a Master Treatment Plan that is related to initial assessment, and identified problems.
- Effectively plan/lead treatment sessions as evidenced in process recordings.

ADP3.2—Formulate problems clearly, evaluate and select appropriate assessment, intervention, and evaluation tools for use with individuals, families and groups

Tasks/activities where student could demonstrate practice behavior:
- Formulate client problems clearly as evidenced in a Master Treatment Plan, assessment, and/or process recording.
- Complete a thorough assessment on an individual, family and groups showing how assessment is connected to appropriate treatment interventions.

ADP3.3—Demonstrate effective oral and written communication in working with individuals, families and groups.

Tasks/activities where student could demonstrate practice behavior:
- Write clearly and professionally as evidenced in assessments, agency reports, and progress notes.
- Use client-centered language (as evidenced in process recordings) and professional language (evidence in observation by supervisor or agency staff meetings).
- Document client contact and other service related activity as evidenced in progress notes, and/or any other agency related forms.

Advanced Competency #4—Engage diversity and difference in practice

ADP: At the concentration level, advanced practitioners, in working with individuals, families, and groups, have a deeper understanding of the multiple factors related to diversity and privilege that impact behavior and development.
**Advanced Direct Practice students:**

**ADP4.1—Assess all aspects of diversity and privilege that impact and influence individuals, families, and groups**

Tasks/activities where student could demonstrate practice behavior:
- Understand the cultural structures and values that affect the particular populations the agency serves as evidenced in UALR field assessments and/or activity log.
- Keep a diversity log to be discussed in supervision.
- Discuss issues related to diversity with supervisor as evidenced in supervision log.

**ADP4.2—Demonstrate increased self-awareness in working with individuals, families, and groups**

Tasks/activities where student could demonstrate practice behavior:
- Provide examples, as evidenced in process recordings or supervision logs, of situations where personal biases and values were not allowed to influence practice with diverse groups.
- Accept feedback in a situation where the field instructor perceived biases influencing practice.
- Use process recordings as a tool to help distinguish between thoughts and feelings as evidenced in process recordings.
- Openly discuss transference and countertransference issues in supervision as evidenced in supervision log.
- Keep a journal demonstrating increased self-reflection.

**Advanced Competency #5—Advance human rights and social justice and economic.**

**ADP: At the concentration level, advanced practitioners are able to recognize social disparities, and fully incorporate social justice practices with individuals, families, and groups.**

**Advanced Direct Practice students:**

**ADP5.1—Understand the forms and mechanisms of oppression and discrimination in working with individuals, families and groups.**

Tasks/activities where student could demonstrate practice behavior:
- Identify sources of oppression and discrimination as evidenced in supervision and activity log.
- Attend a diversity-related event as evidenced in activity log.
• Complete an assessment (individual, family, and group) where issues related to oppression and discrimination are identified.
• Conduct an in-service” related to treating diverse populations as evidenced in activity log.
• Present a case study at an agency meeting as evidenced in activity log.

**ADP5.2—Engage in practices that advance social and economic justice for individuals, families, and groups**

Tasks/activities where student could demonstrate practice behavior:
• Research and present a case in treatment team meeting or other agency meeting involving human rights and/or social and economic justice as evidenced in activity log.
• Administer surveys (i.e. the homeless population), as evidenced in activity log.
• Participate in an NASW event, rally, or something at the state capital as evidenced in activity log.
• Identify services in the area that provide advocacy for a variety of issues social workers deal with, as evidenced in activity log.

**Advanced Competency #6—Engage in research-informed practice and practice-informed research.**

ADP: At the concentration level, advanced practitioners, in working with individuals, families, and groups, are knowledgeable about evidence-based models related to working with client systems.

**Advanced Direct Practice students:**

**ADP6.1—Identify, evaluate, and select effective evidence-based intervention strategies in working with individuals, families, and/or groups**

Tasks/activities where student could demonstrate practice behavior:
• Access evidence-based, and/or best practices with specific populations being served as evidenced in UALR field assessments.
• Critically evaluate the difference between two relevant evidence-based interventions as evidenced in supervision log.
• Discuss with supervisor literature on evidence-based practice with agency population as evidenced in supervision log.
• Implement evidence-based, and/or best practice models, with client population as evidenced in assessments, progress notes, and/or process recordings.
Advanced Competency #7—Apply knowledge of human behavior and the social environment.

ADP: At the concentration level, advanced practitioners, in working with individuals, families, and groups, understand developmental processes, in addition to social, cultural and institutional factors that shape human behavior. They also understand and can apply the specific frameworks (ecological/bio-psycho-social) and theories (cognitive-behavioral, psychodynamic, etc.), that are appropriate to micro practice.

Advanced Direct Practice students:
ADP7.1—Utilize conceptual frameworks, practice models and theories in their work with individuals, families, and groups
Tasks/activities where student could demonstrate practice behaviors:
• Apply theories (ego supportive, CBT, general systems, small group, etc.) in work with clients as evidenced in process recordings, and UALR assessments.
• Develop a treatment plan, which includes problem identification and interventions, as evidenced in UALR field assessments, and/or agency assessment/treatment plans.
• Develop a treatment plan or contract with client that is congruent with selected intervention model as evidenced in process recordings.
• Discuss in supervision understanding of how the assessment process is guided by theory as evidenced in supervision log.

Advanced Competency #8—Engage in policy practice to advance social and economic wellbeing and to deliver effective social work services.

ADP: At the concentration level, advanced practitioners, understand how policies and service delivery systems impact individuals, families, and small groups

Advanced Direct Practice students:
ADP8.1—Apply policy practice skills in work with individuals, families and groups
Tasks/activities where student could demonstrate practice behavior:
• Identify an agency policy and/or alternative policy that can be improved or changed to better meet the clients’ needs as evidenced in activity log.
• Identify and discuss problematic policies with field instructor as evidenced in supervision log.
• Write legislators regarding an identified area of service needed as evidenced in activity log.
• Write a letter to an agency administrator regarding a service needed at the facility as evidenced in activity log.

Advanced Competency #9—Respond to contexts that shape practice.

ADP: At the concentration level, advanced practitioners, in working with individuals, families, and groups, continue to be informed, resourceful and proactive in responding to evolving organizational, community, and societal contexts as this impacts practice at the micro level.

Advanced Direct Practice students:

ADP9.1—Are knowledgeable of the resources and the organizational, community, and societal context within which social work services are delivered to individuals, families, and groups

Tasks/activities where student could demonstrate practice behavior:
• In completing UALR assessments, identify issues related to context and how they impact practice (evidenced in assessments).
• Review agency policies/procedures and assess how they impact service delivery as evidenced in UALR assessments.
• Attend agency orientation or workshop and outline how it is interrelated to the broader system and community as evidenced in activity log.
• Research and document a cutting edge intervention relevant to the treatment population as evidenced in UALR assessment and/or activity log.

ADP9.2—Advocate at multiple levels for enhanced service delivery to individuals, families, and groups

Tasks/activities where student could demonstrate practice behavior:
• Perform a literature review and write a letter to agency (or another audience) of proposed action to improve service, as evidence in portfolio of letter.
• Develop a resource manual for agency use, as evidenced in portfolio.
• Form a special interest group to present an area of need for constructive feedback, as evidenced in activity log.

Advanced Competency #10—Engage, assess, intervene, and evaluate with individuals, families, and groups.

(a)—Engagement

ADP: At the concentration level, advanced practitioners, utilizing enhanced engagement skills, are able to develop working alliances with individuals, families, and groups.
**Advanced Direct Practice students:**

ADP10.1—Continue to refine the use of empathy, use of self, and other interpersonal skills when working with individuals, families, and groups

Tasks/activities where student could demonstrate practice behavior:
- Use empathy and reflective listening as evidenced in process recordings.
- Demonstrates appropriate use of self when facilitating sessions with clients, as evidenced in process recordings.
- Use six additional engagement skills in working with clients, as evidenced in process recordings.

ADP10.2—Develop a mutually agreed upon focus and desired outcome when working with individuals, families and groups

Tasks/activities where student could demonstrate practice behavior:
- Develop a mutually-agreed upon focus with client as evidenced in process recordings.
- Reflect client movement toward a mutually agreed upon outcome as evidenced in treatment plan.
- Help client verbalize a specific and appropriate need for service within the context of the internship setting as evidenced in process recordings.
- Use collaborative skills to encourage client to actively participate in the helping process as evidenced in process recordings.

**(b)—Assessment**

ADP: At the concentration level, advanced practitioners, in working with individuals, families, and groups, draw from a variety of advanced-practice theories and models in assessing client situation.

**Advanced Direct Practice students:**

ADP10.3—Draw from advanced practice theories and treatment models to organize and inform the assessment process with individuals, families, and groups

Tasks/activities where student could demonstrate practice behavior:
- Conduct and formulate an individual assessment
- Conduct and formulate a family assessment
- Conduct and formulate a group assessment

ADP10.4—Select appropriate interventions for individuals, families, and groups
Tasks/activities where student could demonstrate practice behavior:

- Formulate goals, objectives, and interventions with client as evidenced in progress notes, process recordings, treatment plans, and/or assessments.
- Document decision-making process in selection of specific interventions and why they will be used as evidenced in supervision log, and/or assessments.

(c)—Intervention

ADP: At the concentration level, advanced practitioners, in working with individuals, families, and groups, select appropriate interventions that are derived directly from, and connected to, advanced practice theories/models.

Advanced Direct Practice students:

ADP10.5—Select and implement prevention and intervention strategies that are informed by advanced practice theories and models of practice

Tasks/activities where student could demonstrate practice behavior:

- Discuss interventions with field instructor as evidenced in supervision log.
- Select interventions from evidence-base, and/or best practices literature, as evidenced in assessments, and/or treatment plans.
- Implement a treatment plan as reflected in progress notes.
- Locate at least 2 empirical research articles relevant to client system and presenting issues, then select at least one intervention strategy to use in your work with this client system, as evidenced in progress notes, assessments, and/or treatment plans.
- Write a short narrative explaining your rationale for utilizing the intervention and present this to your supervisor and document in the portfolio. In supervision, discuss how you will present this information to your client.

ADP10.6— Appropriately terminate with individuals, families, and groups

Tasks/activities where student could demonstrate practice behavior:

- Plan for termination and seek collaboration with field instructor as evidenced in supervision log.
- Prepare client for termination in early sessions as evidenced in process recordings.
- Advise client of follow-up options after termination as evidenced in process recording, and/or progress notes.
- Document client regression that was precipitated by termination as evidenced in process recordings.
• Use the termination phase to review and consolidate gains made in the helping process as evidenced in process recordings.
• Explore personal feelings/thoughts in supervision about termination from client/agency as evidenced in supervision log.
• Document in an intervention plan how the client objectives for services will be measured in anticipation of termination.
• Plan for follow up and stabilization of change with a client system following termination as evidenced in process recordings.

(d)—Evaluation

ADP: At the concentration level, advanced practitioners, in working with individuals, families, and groups, evaluate the effects of interventions and modify strategies based on client outcome.

Advanced Direct Practice students:

ADP10.7—Apply research skills to evaluating practice effectiveness with individuals, families, and groups

Tasks/activities where student could demonstrate practice behavior:
• Complete an evaluation of practice as evidenced in portfolio.
• Create pre-test and post-test questionnaire for client as evidenced in evaluation of practice section of portfolio.
• Locate standardized measures appropriate to clients being serviced as evidenced in evaluation of practice section of portfolio.
• Document in an intervention plan how the client objectives for services will be measured, collect the appropriate data, and analyze the results as evidenced in supervision log.
• Design and complete an evaluation of practice utilizing a single-subject design to monitor client progress toward a set of written goals as evidenced in supervision log.

ADP10.8—Assess results of evaluation and modify treatment goals/strategy if needed

Tasks/activities where student could demonstrate practice behavior:
• Review results of your evaluation of practice (single subject design; pre-post measure; program evaluation) and determine the extent to which the expressed client goals were, evidenced in supervision log.
• Document a discussion of evaluation of practice results with the client as well as any need to modify treatment goals, as evidenced in progress recording.
• Conduct a mid-treatment evaluation of the client system to determine changes that need to be made with an individual client.

ADP10.9—Communicate evaluation results to client/agency

Tasks/activities where student could demonstrate practice behavior:
• Present a written summary of your evaluation of practice in the portfolio, including a description of data collection, analysis of results, and discussion.
• Provide an in-service to agency staff to present the findings of a program evaluation, as evidenced in activity log.
• Discuss the results of psychological testing with a client system and document the provision of education about those results as well as the implications for treatment, as evidenced in process recordings.
ADP Learning Contract

Student: _____________________________________________ Agency: _____________________________________________
Semester: _______________________ Year: _______________ Field Instructor: ______________________________________
Faculty Liaison: ____________________________

<table>
<thead>
<tr>
<th>A. PRACTICUM RESPONSIBILITIES</th>
<th>Competency 1 – Specific and possible activities/tasks to be completed this year:</th>
<th>Date(s) demonstrated</th>
<th>Evidence (i.e., process recordings, supervision/activity logs, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Competency 1.</strong> Identify myself as a professional social worker and conduct myself accordingly.</td>
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<tr>
<td>ADP 1.1 Attend to professional roles and boundaries in working with individuals, families, and groups</td>
<td>Identify examples of (in process recordings) establishing, maintaining, or reinforcing boundaries with client.</td>
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</tr>
<tr>
<td>ADP 1.2 Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>Use appropriate language and behavior with clients as evidenced in process recordings and/or supervisory sessions.</td>
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<tr>
<td>Competency 1.3</td>
<td>Demonstrate commitment to career-long learning</td>
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<tr>
<td>Competency 1.4</td>
<td>Uses supervision and consultation to further enhance expertise with individuals, families, and groups</td>
<td>Come to supervision with a goal-directed agenda for the meeting as evidenced in supervisory feedback and supervision activity log.</td>
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<tr>
<td>Additional Skills Unique to Placement Setting:</td>
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<tr>
<td>Competency 2</td>
<td>Apply social work ethical principles to guide professional practice</td>
<td></td>
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<tr>
<td>Competency 2 – Specific and possible activities/tasks to be completed this year:</td>
<td></td>
<td>Date(s) demonstrated</td>
<td>Evidence (i.e., process recordings, supervision/activity logs, etc.)</td>
</tr>
<tr>
<td>Competency 3. Apply critical thinking to inform and communicate professional judgments.</td>
<td>Competency 3 – Specific and possible activities/tasks to be completed this year:</td>
<td>Date(s) demonstrated</td>
<td>Evidence (i.e., process recordings, supervision/activity logs, etc.)</td>
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<tr>
<td>ADP2.1 Apply ethical decision-making skills to issues specific to working with individual, families, and groups</td>
<td>Identify an ethical issue (NASW Code), resolved or unresolved, as it related to work with individuals, families and/or groups, as evidenced in process recordings, supervision/activity log, and/or observation.</td>
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<tr>
<td>Additional Skills Unique to Placement Setting:</td>
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<tr>
<td>ADP3.1 Integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in working with individuals, families and groups</td>
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<tr>
<td>Competency 4. Engage diversity and difference in practice</td>
<td>Competency 4 – Specific and possible activities/tasks to be completed this year:</td>
<td>Date(s) demonstrated</td>
<td>Evidence (i.e., process recordings, supervision/activity logs, etc.)</td>
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<tr>
<td>ADP3.2 Formulate problems clearly, evaluate and select appropriate assessment, intervention, and evaluation tools for use with individuals, families, and groups</td>
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<tr>
<td>ADP3.3— Demonstrate effective oral and written communication in working with individuals, families, and groups</td>
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<tr>
<td>ADP4.1 Assess all aspects of diversity that impact and influence individuals, families and groups.</td>
<td>Understand the cultural structures and values that affect the particular populations the agency serves as evidenced in UALR field assessments and/or supervision &amp; activity log.</td>
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<tr>
<td>Competency</td>
<td>Description</td>
<td>Date(s) Demonstrated</td>
<td>Evidence (i.e., process recordings, supervision/activity logs, etc.)</td>
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<tr>
<td>ADP4.2</td>
<td>Demonstrate increased self-awareness in working with individuals, families, and groups.</td>
<td>Provide examples, as evidenced in process recordings and/or supervision/activity log, of situations where personal biases and values were not allowed to influence practice with diverse groups.</td>
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<tr>
<td>Additional Skills Unique to Placement Setting:</td>
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<tr>
<td>Competency 5. Advance human rights and social justice and economic.</td>
<td>Competency 5 – Specific and possible activities/tasks to be completed this year:</td>
<td>Date(s) demonstrated</td>
<td>Evidence (i.e., process recordings, supervision/activity logs, etc.)</td>
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<tr>
<td>ADP5.1</td>
<td>Understand the forms and mechanisms of oppression and discrimination in working with individuals, families, and groups</td>
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<tr>
<td>Competency 6. Engage in research-informed practice and practice-informed research.</td>
<td>Competency 6 – Specific and possible activities/tasks to be completed this year:</td>
<td>Date(s) demonstrated</td>
<td>Evidence (i.e., process recordings, supervision/activity logs, etc.)</td>
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<tr>
<td>ADP5.2—Engage in practices that advance social and economic justice for individuals, families, and groups</td>
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<tr>
<td>Additional Skills Unique to Placement Setting:</td>
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<tr>
<td>ADP6.1 Identify, evaluate and select effective evidence-based intervention strategies in working with individuals, families, and groups</td>
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</tbody>
</table>
### Additional Skills Unique to Placement Setting:

<table>
<thead>
<tr>
<th>Competency 7</th>
<th>Competency 7 – Specific and possible activities/tasks to be completed this year:</th>
<th>Date(s) demonstrated</th>
<th>Evidence (i.e., process recordings, supervision/activity logs, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADP7.1—Utilize conceptual frameworks, practice models and theories in their work with individuals, families, and groups</td>
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<tr>
<td>Additional Skills Unique to Placement Setting:</td>
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</tbody>
</table>

27
<table>
<thead>
<tr>
<th><strong>Competency 8.</strong> Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</th>
<th>Competency 8 – Specific and possible activities/tasks to be completed this year:</th>
<th>Date(s) demonstrated</th>
<th>Evidence (i.e., process recordings, supervision/activity logs, etc.)</th>
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</thead>
<tbody>
<tr>
<td>ADP8.1—Apply policy practice skills in work with individuals, families, and groups</td>
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<tr>
<td>Additional Skills Unique to Placement Setting:</td>
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<tr>
<td><strong>Competency 9.</strong> Respond to contexts that shape practice.</td>
<td>Competency 9 – Specific and possible activities/tasks to be completed this year:</td>
<td>Date(s) demonstrated</td>
<td>Evidence (i.e., process recordings, supervision/activity logs, etc.)</td>
</tr>
<tr>
<td>ADP9.1—Are knowledgeable of the resources and the organizational, community, and societal context within which social work services are delivered to individuals, families, and groups</td>
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<tr>
<td>ADP9.2—Advocate at multiple levels for enhanced service delivery to individuals, families and groups</td>
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<tr>
<td>Additional Skills Unique to Placement Setting:</td>
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<tr>
<td><strong>Competency 10. Engage, assess, intervene, and evaluate with individuals, families and groups.</strong></td>
<td>Competency 10 – Specific and possible activities/tasks to be completed this year:</td>
<td>Date(s) demonstrated</td>
<td>Evidence (i.e., process recordings, supervision/activity logs, etc.)</td>
</tr>
<tr>
<td>ADP10.1 — Continue to refine the use of empathy, use of self, and other interpersonal skills when working with individuals, families and groups</td>
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<tr>
<td>ADP10.2 — Develop a mutually agreed upon focus and desired outcome when working with individuals, families, and groups</td>
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<td>ADP10.3 — Draw from advanced practice theories and treatment models to organize and inform the assessment process with individuals, families, and groups</td>
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<td>ADP10.4—Select appropriate interventions for individuals, families, and groups</td>
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<tr>
<td>ADP10.5—Select and implement prevention and intervention strategies that are informed by advanced practice theories and models of practice</td>
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<tr>
<td>ADP10.6—Appropriately terminate with individuals, families, and groups</td>
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<tr>
<td>ADP10.7—Apply research skills to evaluating practice effectiveness with individuals, families, and groups</td>
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<td>ADP10.8—Assess results of evaluation and modify treatment goals/strategy (if needed)</td>
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<tr>
<td>ADP10.9—Communicate evaluation results to client/agency</td>
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<tr>
<td>Additional Skills Unique to Placement Setting:</td>
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</table>
# MSW Internship Program

Documentation of Supervision and Activity for the Week of _____

*This form is to be completed each week by the student, and reviewed and signed or initialed by the field instructor.*

Week # ________________

Today’s Date: __________

<table>
<thead>
<tr>
<th><strong>Student:</strong></th>
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<table>
<thead>
<tr>
<th><strong>Process Recordings Submitted This Week</strong> (indicate number and date)</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th><strong>Process Recordings Returned With Field Instructor’s Comments This Week</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Any Additional Information to Be Noted?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Hours in internship this week: 

MON _____ TUES_____ WED_____ THURS_____ FRI_____

**Running total of hours for the semester:** ______
1. Review Of Learning Contract (Specify competencies & practice behaviors discussed).

2. Log of Activities For The Week.

<table>
<thead>
<tr>
<th>Ind:</th>
<th>Admin/Org:</th>
<th>Trainings:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group:</td>
<td>Staffing:</td>
<td>Inst. Supervision:</td>
</tr>
<tr>
<td>Fam:</td>
<td>Prog Notes:</td>
<td></td>
</tr>
<tr>
<td>Coll:</td>
<td>Proc. Rec:</td>
<td></td>
</tr>
<tr>
<td>Home:</td>
<td>Prac. Eval:</td>
<td></td>
</tr>
<tr>
<td>Comm:</td>
<td>Admin. Mtgs:</td>
<td></td>
</tr>
</tbody>
</table>

Additional Notes:
3. Summary account of topics discussed in supervision.


4. Student’s evaluation of the week, including reflections, highlights, challenges, professional development, things to think about.


5. Field Instructor’s comments about student’s performance in the internship.


6. Issues for next supervisory session (can be completed by student and/or F.I.).


Student ________________________________ Date_________

Field Instructor__________________________ Date_________
ADP PROCESS RECORDING FORMAT
Client Pseudonym and Date:

Basic Demographics (age, gender, socio demographic status, etc.):

DSM V Diagnosis:

The ICD-10-CM codes are listed in parentheses after the ICD-9-CM codes in DSM V. After October 1, 2015, begin using the codes listed in parentheses to code your diagnoses. Because both ICD-9-CM and ICD-10-CM codes are already included in DSM-V, this will ease the transition to the new system for clinicians and other health care personnel.

DSM-V recommends a non-axial diagnosis list format for the medical record. However, reimbursement forms may vary according to insurance companies’ requirements, and some clinical settings may require a specific format. You should record diagnoses according to the requested format. For non-axial recording, if more than one diagnosis is present, clinicians should first list the principal diagnosis (for an inpatient admission) or the reason for visit (for an outpatient visit). In general, if an additional, non-psychiatric medical condition is present, mental health clinicians would first list the mental disorder diagnosis, except when the other medical condition is thought to be causing the mental disorder. In such cases, the medical condition should be listed first. Recording of disability will vary according to insurance company or agency requirements.

DSM-V combines the DSM-IV Axes I, II, and III into one list that contains all mental disorders, including personality disorders and intellectual disability, as well as other medical diagnoses. Other conditions that are a focus of the current visit or help to explain the need for a treatment or test may also be listed and coded when relevant. These conditions (popularly known as the “V-codes”) can be found in the DSM-V chapter entitled, “Other Conditions That May Be a Focus of Clinical Attention.”

The DSM-V does not currently recommend a specific measurement instrument for the assessment of disability and social functioning. The measures in Section III of DSM-V (http://www.psychiatry.org/practice/dsm/dsm5/online-assessment-measures) must undergo further research before being recommended by DSM-V for general clinical use.

If a mental disorder is not present, V71.09 can be used for “no diagnosis given.” “Diagnosis deferred” can use the code 799.9.

DSM-V Format:

1. Current Diagnostic Condition:
   - Code followed by condition
2. Any relevant medical conditions.
3. Any relevant V (Z) codes.

Brief narrative about disability/impairment, which should include the following areas:
• Occupational
• Social
• Academic/employment

I. Purpose:
   a. Professional: What is the reason for your interview with this client? Is the nature of your meeting with this client to do, for example, an assessment, targeted intervention, termination, discharge/aftercare plan, etc.?

   b. Personal: What made you chose this particular interview for a process recording? Was there something you did well? Something you got stuck on? Or was there a particular clinical issue that was intriguing?

II. Goals & Objectives:
   Goals relate to what the client wants to accomplish. They express desired outcomes and more long-term aims of the client-worker relationship. What do you want to accomplish with the client? Objectives, on the other hand, are more explicit statements in regard to the concrete changes the client wants in regard to their behavior and/or situation. Objectives are observable and measurable. Objectives relate to the smaller steps needed in reaching the longer term goal. In today’s meeting what does the client need to do, or not do, that will represent a step toward the goal?

III. Practice Behaviors, Skills & Interventions:
   In an effort to help your client achieve goals and objectives, what practice behaviors, skills and interventions did you use? How did the client seem to respond to these? What might you do in future meetings to improve your practice behaviors, skills and interventions?

IV. Observation of Process:
   Process is defined as “the nature of the relationship between interacting individuals” (Yalom, 1995). Within the context of this definition, process relates to what is going on between you and your client: in this section, you might want to focus on certain thematic patterns that emerged during the session. You might also discuss feelings, thoughts and behaviors that were generated by you and your client during the meeting and how these impacted your working relationship.

V. Plan for next meeting:
   Taking into consideration the client’s goals and objectives, where do you see things going in your next meeting? What needs to happen? What does the focus need to be? In general, what will you and the client be doing, or focusing on, that will direct the process to the next step in reaching goals.

VI. Supervisory focus:
   What specific questions do you have about this client/interview that might help your supervisor better understand and help you? In general, where would you like the focus of supervision to be?
<table>
<thead>
<tr>
<th><strong>Student/Client Interview</strong> (How interview began, and then verbatim recording of interview)</th>
<th><strong>Practice Behaviors and Skills</strong></th>
<th><strong>Feelings</strong> (Your emotional reaction)</th>
<th><strong>Thoughts</strong> (Your assessment)</th>
<th><strong>Supervisory Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can adjust the width of the columns if necessary. Intern: “Hi, I’m the intern here and I’m advocating for a new format for the ADP process recordings.” Client: “That sounds like a really good idea Mr. Intern. My name is I’m The Client.” Intern: “Thank you Mr. I’m The Client. I hope they</td>
<td></td>
<td>Content</td>
<td>Practice skill here</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introducing and rapport</td>
<td>Happy</td>
<td></td>
<td>The Client seems to be accepting of this format!</td>
</tr>
</tbody>
</table>
ADP CLIENT ASSESSMENT

This assessment is to be completed on a client you are working with in your current internship. Do not use any assignments (past or present) as a substitute for this one. **This assignment is not associated with the paper due in ADP I.** Your responses to each section can be brief, but concise. Please follow the guidelines below. *(Note: Any sections that you are unable to address with your client should be noted as such with brief clarification – such as “client requested not to discuss”, “this life area beyond scope of agency service and therefore not addressed at this time”, “this area unable to be explored as interviewee ran out of time”, etc. At no time should information be falsified about a client for the purposes of an assignment or any other reason.)* Though, you should be sure to remember to keep client confidentiality.

**Client Name:**

**Date of assessment:**

I. **Identifying information:** In this section, include such things as client’s name, age, marital status, informant(s) for the assessment, etc.

II. **Reason client is being served by agency/facility:** What prompted the client to become involved in the agency/facility? And what type of help are they requesting/need? This section should also include any precipitating events, which either caused or exacerbated the issues client is seeking help for.

III. **History:** This section should start with family background information. Next, give your account of the central events leading up to this point in client’s life.

IV. **Past psychiatric history:** If applicable, please include when the client first sought treatment, and all subsequent treatment in addition to what diagnoses the client has received. Also, include any medications the client is currently on or has been on in the past for mental health related issues.

V. **Past medical history:** If applicable, include any illness the client has or has had in the past.

VI. **Social history:** Include in this section financial status, occupational and legal history, in addition to any issues related to abuse and/or neglect. Also, include the quality of client’s current social network.

VII. **Substance use history:** Include past/present substances client has used or is currently using in addition to any difficulties the client has experienced in relation to substance use/abuse/addiction.
VIII. Issues related to diversity, oppression, social and economic justice: Include issues related to being marginalized, oppressed and/or discriminated against and how this may contribute to, or impact the presenting problems.

IX. Diagnostic impressions:
- Current Diagnostic Condition:
- Code followed by condition
- Any relevant medical conditions.
- Any relevant V (Z) codes.

Brief narrative about disability/impairment, which should include the following areas:
- Occupational
- Social
- Academic/employment

X. Strengths and Impressions: Client’s and client’s support system’s reported strengths and your clinical impression of the client’s strengths and prognostic picture.

XI. Theoretical formulation: For this section, discuss which theoretical perspective guided your assessment process with the client and that you believe will be utilized for ongoing work with the client.
ADP CLIENT INTERVENTION PLAN

This intervention plan is to follow the completed client assessment conducted for the ADP portfolio in the same semester. Do not use any assignments (past or present) as a substitute for this one. This assignment is not associated with the paper due in ADP I. Your responses to each section can be brief, but concise. Please follow the guidelines below.

Client Name: Date of Plan:

I. Client goals & objectives: Your goals for the client need to be established in mutual collaboration with the client. State the goals in measurable and specific terms. Next, provide specific examples of what the client must do in order to achieve the goals. Goals and objectives should also be congruent with selected theoretical intervention model.

II. Plan of intervention: In this section, describe the theoretical intervention model selected, including rationale, strengths and limitations, and implementation strategies.

III. Measurement of goals: What methods will you use to measure whether client’s goals have been achieved and to what degree they have been met. You might think about using standardized scales, agency surveys, or you might think about developing your own measure.

IV. Evidence-Informed Practice: What information is available in the literature pertaining to the primary focus of intervention with your selected client in terms of best-practice models that could be considered in addition to your selected intervention model?

V. Policy Practice Issues: As a final piece in your intervention plan, chose one written policy (agency, state, governmental) that directly impacts your client. Briefly describe the policy and what effects it has on service delivery.

Evaluation of Practice
It is an ethical responsibility of social workers to ensure that they practice competently. This requirement addresses the ability of the student to begin to evaluate her/his own practice. During the second semester of the first year internship, students are required to document an evaluation of their practice with a client system. The format for this evaluation will vary depending on the type of client system with which the student is working; the nature of the client system’s presenting concerns, and the agency context in which the student is working.

- The evaluation of practice should evaluate your personal practice with a client/group.
- Interns are expected at/by the mid-semester liaison visit to present a plan.
• The evaluation of practice should clearly identify the clinical issue(s) (client or group) you have chosen to evaluate. (What are you measuring? e.g., self-esteem, depression)
• When a survey/scale/inventory is used as a means of evaluation, a copy of the tool should be included in the report. Describe what that tool is designed to measure, how it is structured (i.e., Likert scale, etc.) and the scoring. Reliability and validity of the instrument should also be discussed.
• Copies of completed participant surveys should be included in the evaluation.
• Describe the research design (survey administration and collection).
• Discuss specific interventions used to address the identified clinical issues.
• Providing pre-test and post-test scores alone is not an evaluation of practice. Analyze the data and describe how it applies to the clinical issues of your client(s).
• The evaluation of practice should include discussion of other variables that may have affected outcome.
• The evaluation of practice should include a subjective analysis of your skills (i.e., strengths/weaknesses, barriers to intervention, etc.) In addition, if you could repeat the process what would you do differently? What did you learn?

The following are examples of possible practice evaluations:

1) During the assessment phase of working with an individual, family, or groups, the student uses clinical measures to assess the extent of the presenting problem. When the student terminates with this client system, the student administers those measures again and discusses the change (or lack of change) with the client system.
2) The student establishes goals and objectives with a client system-an individual, a family, a group, a committee, etc. - and progress toward achievement of these goals and objectives are monitored throughout the intervention phase. Goals and objectives may be altered during this time if they become unrealistic or irrelevant. During the termination phase, the student and the client systems will discuss achievement of and/or progress toward the achievement of those goals and objectives.
3) The student develops a survey regarding his/her practice skills for client systems with whom he/she is working.
4) The student develops a pre- and post- measure for a group she/he is facilitating. These measures could be developed for a one-group session or for a period of several weeks. They could measure retention of knowledge or information, changes in attitudes, reduction in anxiety or depression, etc.
I. DESCRIPTION OF THE COURSE
The Advanced Direct Practice (ADP) Internship II involves 360 clock hours of internship placement. This internship builds upon ADP Internship I and prepares the student for professional clinical social work practice. The internship is an integral part of the curriculum in social work education. This program strongly emphasizes teaching knowledge, values, and skills and practice behaviors that make up the 10 advanced competencies.

Students entering the course are expected to have assessment and intervention skills with individuals. The internship provides the student with the opportunities to focus on groups and families in the context of their environment. Emphasis is placed on the application of concepts taught in ADP II & III, where students learn in-depth knowledge about group and family theory and learn to assess and intervene with groups, families and family subgroups (couples, parentchild dyad, etc.). The primary theoretical perspective presented in ADP II & III, builds upon the knowledge learned in the first year, and includes Irvin Yalom’s interpersonal group psychotherapy, systems theory and selected models of family therapy and theory. The strengths and ecological perspectives continue to be stressed as important components of the assessment and intervention process. Experiences, which support learning about diversity (culture, race, ethnicity, gender, age disabilities, sexual orientation, etc.), privilege, and work with populations placed at vulnerability, are required. Information about evaluation of practice provided in the classroom setting supports the practical application of evaluation and research in the internship setting. Throughout the internship, students are encouraged to develop their professional identity and style. Students are encouraged to review their work and identify professional strengths and areas where they will seek further development. Each student is challenged to become increasingly aware of herself/himself within a changing society and to develop a sense of self as a professional based on social work ethics and values.

II. OBJECTIVES OF THE COURSE: The ten advanced competencies build on the core foundational competencies with augmented knowledge, values and skills specific to the ADP clinical concentration. Students will demonstrate:

1. Identification as a professional social worker and the ability to conduct him/herself accordingly (includes practice behaviors ADP1.1-1.4).
2. The ability to begin applying social work ethical principles to guide professional practice (includes practice behavior ADP2.1).
3. The ability to apply critical thinking to inform and communicate professional judgments (includes practice behaviors ADP3.1-3.3).
4. The ability to engage diversity and difference in practice (includes practice behaviors ADP4.1-4.2).
5. The ability to advance human rights, social and economic justice (includes practice behaviors ADP5.1-5.2).
6. Engage in research-informed practice and practice-informed research (includes practice behavior ADP6.1).
7. Apply knowledge of human behavior and the social environment (includes practice behaviors ADP7.1).
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (includes practice behavior ADP8.1).
9. Respond to contexts that shape practice (includes practice behaviors 9.1-9.3).
10. Skill in engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations, and communities (includes practice behaviors ADP10.1-10.9).

III. **UNITS AND CONTENT:** The following units reflect distinct areas to be addressed throughout the course of the internship. Their order does not reflect the order to be presented during the semester nor their order of importance.

**Unit I:** Work with groups: professionalism, ethical issues, diversity, engagement, assessment, intervention (competency # 1, 2, 4, 5, 10).

**Student Tasks:** Facilitate a group. Where possible develop a group, select members, and conduct the group.

**Unit II:** Work with families: professionalism, diversity, ethical issues, diversity, engagement, assessment, intervention and critical thinking (competency #, 1, 2, 4, 3, 10).

1. Nuclear and extended families (divorce, blended families, same sex couples)
2. Family subsystems (intimate couples, parent-child)

**Student Tasks:** See families, complete family and family subset assessments, develop and implement intervention plans, complete required agency recordings.

**Unit III:** Continued development of the professional self and context of practice issues when working with families and groups (competency #1 & 9).

**Student Tasks:** Examine one’s own professional development through process recordings, journals, formal and informal meetings with supervisor and other appropriate professionals; evaluation of self at the end of each semester using the performance evaluation form.

**Unit IV:** Integrating Theory and Practice and policy practice (competency #7 & 8)
**Student Tasks**: Identify in process recordings the use of specific theoretical concepts and techniques in work with clients.

**Unit V.** Evaluation of Practice; research informed practice (competency #6, 10).

**Student Task**: Complete a project evaluating own practice.

**IV. METHODS OF INSTRUCTION**

Teaching occurs through individual, regularly scheduled weekly supervision conferences and availability on an as needed basis with the field instructor; two meetings per semester with the field instructor and field liaison; access to other staff in the agency; workshops within and outside of the agency as arranged with the field instructor; agency and community meetings; and media (videos, books, etc. as appropriate).

**V. READINGS**: Readings from Advanced Direct Practice II and III, UALR Advanced Direct Practice Internship Manual, and as assigned by the field instructor.

**VI. METHODS OF EVALUATION**: Student feedback will be given through the following processes:

1. Students will evaluate the advanced competencies and associated practice behaviors using “The ADP Internship Performance Evaluation” form at the end of each semester. (See a copy of this instrument in the ADP Internship Manual).
2. Instructors and liaisons provide oral feedback to the student at mid-semester. In some cases, a written evaluation may be submitted at mid-semester.
3. The field instructor also completes “The ADP Internship Performance Evaluation” form at the end of each semester. (See a copy of this instrument in ADP Internship Manual).
4. Instructor and liaison meet with the student at mid-semester and at the end of the semester.

**VII. GRADING CRITERIA**: Students performance will be graded credit/no credit. Instructors recommend a grade; the final grade is awarded by the faculty liaison.

**VIII. STUDENTS WITH DISABILITIES**: Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143
(V/TTY) or 501-683-7629 (VP). For more information, visit the DRC website at http://ualr.edu/disability/.

IX. **HONOR CODE:** All students registered for all courses in the School of Social Work are expected to adhere to the rights, responsibilities, and behavior as articulated in the UALR Student Handbook and the NASW Code of Ethics. An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty. This commitment insures that a student of the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby affirming personal honor and integrity.
Second Semester ADP Internship Portfolio Requirements

The internship portfolio serves several purposes: 1) Assessment of the internship program of the School of Social Work, 2) Organization of the students’ internship documentation for review by the faculty liaisons, and 3) An opportunity for the students to assess their growth in the mastery of the 10 advanced competencies. A complete and organized portfolio is a requirement for receiving the grade in the internship courses.

Organization of documentation

All documentation for the internship is to be organized in large three ring binders (one per semester) with dividers. All documents should be free of any identifying client information. Second semester documentation should be organized in the following sections:

- Second semester Learning Contract
- Supervision & Activity Logs (one per week, chronological order beginning with the first week of the internship and including internship instructor’s comments)
- Process Recordings (one per week, chronological order beginning with the first week of the internship and including internship instructor’s comments). Minimum of 3 groups (including here & now and process) & minimum of 3 families (incorporating Bowen, structural, solution focused and narrative).
- Documentation of facilitation of a small group (when possible develop and conduct)
- Documentation of work with families including the assessment and intervention plan
- Documentation of an evaluation of practice, process or outcome
- Performance Evaluation.
Family Assessment & Intervention

**Guidelines:** Select a client family at your internship. Explain that this assessment will be reviewed by your internship instructor and faculty at the School, but that you will not use any information by which they can be identified. You should interview family members together, not individually. Use the following outline.

I. **Identifying Information:** Date, time spent, location, names, relationship, and ages of identified family members and whether present or not.

II. **Case Summary:** Give a brief, but concise history of the family leading up to the present. Include why the family is seeking help and the nature of the presenting problems.

III. **Assessment of the family (patterns of interaction, structure, organization & process).** Draw from Structural Family Therapy concepts to organize your assessment.

IV. **Goals & Interventions:** Drawing from your model (Structural Family Therapy), what are the goals for this family, and what specific interventions did you use, or might you use to accomplish goals? (See learning contract for ideas around the use of Structural Family Therapy to guide and inform the processes of engagement, assessment, intervention and evaluation).

V. **Evidence-Informed or Best Practices: (you must list sources in this section).** Taking into consideration this particular family, are there any approaches to helping this family that have proven more effective over others. If no empirical evidence is located, are there considered “best practice,” strategies and guidelines that might help to inform the intervention plan?

VI. **Evaluation:** What means will you use to determine whether goals are being met, and to what extent?

VII. **Policy Practice Issues:** As a final piece in your assessment, chose one written policy (agency, state, governmental) that directly impacts your family. Briefly describe the policy and what effects it has on service delivery.
Group Assessment & Intervention

Use the following outline for your group assessment.

A. **Group composition, structure and purpose:**
   1. What type of group is it, i.e., therapy, support, social skills, educational, etc.?
   2. What are the purpose(s) and goals of the group?
   3. What is the frequency and duration of the group meetings?
   4. What is the format of the group meetings - structured or unstructured?
   5. The impact of race, class, gender, and other cultural identities on group interaction.

B. **Group processes**
   1. What are the ground rules for the group (length of time, attendance, who speaks when, etc.?)
   2. What is the composition of this group? Are the characteristics of the group homogeneous or heterogeneous?
   3. What roles do the various members of the group take during the meeting?
   4. Are there any “problem” members, i.e., group scapegoat, dominator, clown, distracter, etc.?
   5. In what stage of group development is this group?

C. **Basic Tasks of the leader:**
   1. Drawing on what you learned in your foundation class on group work, in addition to what you are now learning in ADP III, what are the basic tasks required of the leader in order to move this group toward achieving its goals (be specific).

D. **Evaluation:**
   1. What specific measures have you, or might you use to evaluate whether or not goals were met in this group?

E. **Evidence-Informed or best practice: (you must list sources in this section).**
   1. What evidence, if any, may exist that supports certain models over others for group?
   2. If no evidence exists, are there any “best practice” approaches that the literature describes?
Graduate Social Work Program University of Arkansas at Little Rock

ADVANCED DIRECT PRACTICE INTERNSHIP STUDENT PERFORMANCE EVALUATION

Student: _______________________________     Instructor: ____________________________
Liaison: _______________________________      Agency: _____________________________

Semester: First ☐   Second ☐

Form Completed By: Instructor ☐        Student ☐

Guidelines:
The second/concentration year evaluation instrument is comprised of 10 sections that reflect each of the ten advanced competencies and associated practice behaviors. All demonstrated practice behaviors are applicable to individual, family, and group systems.

It is intended that the instructor will provide ongoing feedback to the student about performance throughout the semester and that the liaison will be included in this process at the midterm and final visits.

Before the final semester liaison visit, the student and instructor each independently complete the evaluation form. The student and instructor review their ratings prior to the liaison visit; identifying discussion points, areas for development, etc. At the final visit during the first semester grading period, the liaison shares her/his evaluation for discussion and facilitates development of goals for the next evaluation period. During the final grading period, the liaison will share her/his final evaluation for discussion. The liaison’s evaluation should be written and included with the instructor’s evaluation form. Scores should not be changed on the individual forms. Both original forms should then be given to the liaison for submission to the Internship Office. Copies will be maintained in the student file. Students and instructors should also keep a copy.

Advanced Competencies
Students in the concentration year are required to demonstrate competency in 10 core areas that have been augmented with additional, concentration specific, knowledge, values and skills. The 10 competencies include:

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgments.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. 9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families and groups.

The concentration curriculum provides the augmented knowledge, values and skills necessary for the development of each of its advanced competencies, which become operationalized in practice behaviors specific to each competency. Each advanced competency has a numerical listing of practice behaviors and supporting knowledge, values and skill components. It is the actual practice behavior that is the focus of evaluation for each student.

Students are rated on a four-point Likert-scale for each practice behavior. Individual scores for each practice behavior are then averaged for each of the 10 competencies:

**Evaluation Key**

1 = **Does not meet the minimum for competency:** Student shows little or no evidence of having developed, or in the process of developing practice behavior
2 = **Does not fully meet competency:** Student shows beginning ability to demonstrate practice behavior, however, performance is uneven
3 = **Meets the minimum competency:** Student demonstrates the practice behavior with consistency
4 = **Meets and exceeds competency:** Student shows a high degree of ability in demonstrating practice behavior

n/a – No opportunity to develop this practice behavior in this setting, or field instructor does not have sufficient evidence to make a judgment (instructor must explain in narrative for each n/a given)

**Performance Red Flags**

**First Semester (Mid-Year Evaluation)**
The expected levels of performance for a first semester student are levels 2 and 3. If a student scores a 1 on any practice behavior, the following steps should be taken:

1. The field instructor comments in the narrative section what justified ratings. Be as specific as possible as to why student received 1’s.
2. The field instructor informs the faculty liaison regarding the specific areas of concern.
3. The field instructor, faculty liaison and student, develop a plan to improve practice behaviors that were identified as needing improvement.
4. A performance review may be initiated when deemed necessary by the faculty liaison, field instructor, or field coordinator.

**Second Semester (Final Evaluation)**

The expected levels of performance for a second semester student are levels 3 and 4 for each practice behavior and an overall average of at least 3 for each of the 10 competencies.

The following steps should be taken in situations where the student was given ratings in the 1-2 range for 20% or more of the practice behaviors (8 or more practice behaviors), or fell under an average score of 3 for any of the ten competencies:

1. The field instructor comments in the narrative section what justified ratings. Be as specific as possible as to why student received 1’s and 2’s.
2. The field instructor informs the faculty liaison regarding the specific areas of concern.
3. Performance that falls below the expected level may preclude the student from receiving credit for field. It is assumed that a performance contract would have been in place in an effort to address low performing areas.
4. A performance review may be initiated when deemed necessary by the faculty liaison, field instructor, or field coordinator.

**Narrative Section**

The narrative section is designed to individualize the student’s evaluation, and represents a significant component of the evaluative process. It is important to clarify:

1. Specific practice behaviors (and/or specific components of practice behaviors) that need further development.
2. Practice behaviors that have shown significant growth.
3. Major accomplishments and areas where the students excels.

<table>
<thead>
<tr>
<th>Competency #1: Identify as a professional social worker and conduct oneself accordingly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent was student able to demonstrate….?</td>
</tr>
</tbody>
</table>

| ADP1.1 | The ability to attend to professional roles and boundaries | 1 | 2 | 3 | 4 | na |
| ADP1.2 | Professional demeanor in behavior, appearance, and communication | 1 | 2 | 3 | 4 | na |
| ADP1.3 | A commitment to career-long learning | 1 | 2 | 3 | 4 | na |
| ADP1.4 | The use supervision and consultation effectively | 1 | 2 | 3 | 4 | na |
Competency #2: Apply social work ethical principals to guide professional practice.

To what extent was student able to demonstrate……?

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>na</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADPP2.1</td>
<td>The ability to apply ethical decision-making skills to issues specific to working with individual, families, and groups</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>na</td>
</tr>
</tbody>
</table>

Narrative:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Competency #3: Apply critical thinking to inform and communicate professional judgments.

To what extent was student able to demonstrate….?

<table>
<thead>
<tr>
<th>Competency</th>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>na</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADP3.1</td>
<td>The ability to integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in working with individuals, families and groups</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>na</td>
</tr>
<tr>
<td>ADP3.2</td>
<td>The ability to formulate problems clearly, evaluate and select appropriate assessment, intervention, and evaluation tools for use with individuals, families and groups</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>na</td>
</tr>
<tr>
<td>ADP3.3</td>
<td>Effective oral and written communication in working with individuals, families and groups</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>na</td>
</tr>
</tbody>
</table>

Narrative:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
**Competency #4: Engage diversity and difference in practice.**

To what extent was student able to demonstrate….?

| ADP4.1 | The ability to assess all aspects of diversity that impact and influence individuals, families and groups | 1 | 2 | 3 | 4 | na |
| ADP4.2 | Increased self-awareness in working with individuals, families and groups | 1 | 2 | 3 | 4 | na |

Narrative:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Competency #5: Advance human rights and social and economic justice.**

To what extent was student able to demonstrate….?

| ADP5.1 | An understanding of the forms and mechanisms of oppression and discrimination in working with individuals, families and groups | 1 | 2 | 3 | 4 | na |
| ADP5.2 | Practices that advance social and economic justice for individuals, families small groups | 1 | 2 | 3 | 4 | na |

Narrative:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Competency #6: Engage in research-informed practice and practice-informed research.**

To what extent was student able to demonstrate….?

| ADP6.1 | The ability to identify, evaluate and select effective evidence-based intervention strategies in working with individuals, families and groups | 1 | 2 | 3 | 4 | na |

Narrative:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
**Competency #7:** Apply knowledge of human behavior and the social environment.

To what extent was student able to demonstrate.....?

| ADP7.1 | The use of conceptual frameworks, practice models and theories in their work with individuals, families and groups | 1 | 2 | 3 | 4 | na |

Narrative:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Competency #8:** Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

To what extent was student able to demonstrate.....?

| ADP8.1 | Policy practice skills in work with individuals, families and groups | 1 | 2 | 3 | 4 | na |

Narrative:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

**Competency #9:** Respond to contexts that shape practice.

To what extent was student able to demonstrate.....?

| ADP9.1 | Knowledgeable of the resources and the organizational, community, and societal context within which social work services are delivered to individuals, families and groups | 1 | 2 | 3 | 4 | na |

| ADP9.2 | The ability to advocate at multiple levels for enhanced service delivery to individuals, families and groups | 1 | 2 | 3 | 4 | na |
**Narrative:**

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

**Competency #10:** Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

**Engagement** To

what extent was student able to demonstrate.....?

<table>
<thead>
<tr>
<th>ADP10.1</th>
<th>Continued refinement of empathy, use of self, and other interpersonal skills when working with individuals, families and groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 na</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADP10.2</th>
<th>The ability to develop a mutually agreed-on focus of work and desired outcomes with individuals, families and groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 na</td>
</tr>
</tbody>
</table>

**Assessment** To

what extent was student able to demonstrate.....?

<table>
<thead>
<tr>
<th>ADP10.3</th>
<th>The ability to draw from advanced practice theories and treatment models to organize and inform the assessment process with individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 na</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADP10.3</th>
<th>The ability to draw from advanced practice theories and treatment models to organize and inform the assessment process with families</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 na</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADP10.3</th>
<th>The ability to draw from advanced practice theories and treatment models to organize and inform the assessment process with groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 Na</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADP10.4</th>
<th>The ability to select appropriate interventions for individuals, families and groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 na</td>
</tr>
</tbody>
</table>

**Intervention** To

what extent was student able to demonstrate.....?

<table>
<thead>
<tr>
<th>ADP10.5</th>
<th>The ability to implement prevention and intervention strategies that are informed by advanced practice theories and models of practice with individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4 na</td>
</tr>
<tr>
<td>ADP10.5</td>
<td>The ability to implement prevention and intervention strategies that are informed by advanced practice theories and models of practice with <strong>families</strong></td>
</tr>
<tr>
<td>ADP10.5</td>
<td>The ability to implement prevention and intervention strategies that are informed by advanced practice theories and models of practice with <strong>groups</strong></td>
</tr>
<tr>
<td>ADP10.6</td>
<td>The ability to effectively terminate with individuals, families and groups</td>
</tr>
</tbody>
</table>

**Evaluation**

To what extent was student able to demonstrate…..?

| ADP10.7 | Research skills to evaluate practice effectiveness with individuals, families and groups | 1 | 2 | 3 | 4 | na |
| ADP10.8 | The ability to assess results of evaluation and modify treatment goals/strategy if needed | 1 | 2 | 3 | 4 | na |
| ADP10.9 | The ability to communicate evaluation results to client/agency | 1 | 2 | 3 | 4 | na |

Narrative:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Further Comments & Signature Page:
Instructor Signature & Date    Student Signature & Date

I agree with this evaluation:  ☐ Yes  ☐ No

Liaison Signature & Date
This evaluation form is used by the MSW field coordinator and the UALR faculty in targeting problem areas in instruction and in developing training for internship instructors and liaisons. We hope that in your final evaluation session you will be able to sit down with your instructor and liaison and provide constructive information on what you found helpful or not helpful in your internship experience. In the event you do not feel that you can do this, this evaluation may be directly submitted to the MSW field coordinator. Your name is optional and will be used only for follow-up purposes if needed. Your evaluation of your internship is in no way tied in with the assignment of your grade.

AGENCY: ___________________________ PROGRAM: ___________________________
INSTRUCTOR: ________________________ STUDENT: ___________________________ 1ST
YEAR__ADP__MCP__ DATE: ______________________________

Please circle the answer, which most closely represents your opinion of your internship experience.
0=Not At All   1=Rarely   2=Sometimes   3=Most of the Time   4=Always

1. Was the agency philosophy compatible with the values and ethics of social work? Not At All
   0  1  2  3  4    Always  Comments:
   ____________________________________________________________________________
   ____________________________________________________________________________

2. Are students viewed as learners and not adjunct staff?
   Not At All  0  1  2  3  4    Always  Comments:
   ____________________________________________________________________________
   ____________________________________________________________________________

3. Did the agency include you in appropriate meetings and in-service activities?
   Not At All  0  1  2  3  4    Always  Comments:
   ____________________________________________________________________________
   ____________________________________________________________________________

4. Were you provided the proper physical environment and adequate equipment?
   Not At All  0  1  2  3  4    Always  Comments:
   ____________________________________________________________________________
   ____________________________________________________________________________
5. Were you given the opportunity to see and analyze the modeling of professional social work skills, judgment, and values in action?
Not At All  0  1  2  3  4 Always  Comments:

6. Did the agency support your personal safety in internship activities?
Not At All  0  1  2  3  4 Always  Comments:

7. Did the agency provide appropriate reimbursement for your out-of-pocket expenses involved in rendering agency service?
Not At All  0  1  2  3  4 Always  Comments:

8. Did your instructor develop in “concert” with you your learning contract each semester?
Not At All  0  1  2  3  4 Always  Comments:

9. Did you have practice activities (clients) within the first two weeks of the internship?
Not At All  0  1  2  3  4 Always  Comments:

10. Were you assigned a sufficient number and variety of assignments including the following diverse backgrounds?
    Sexual: None  0  1  2  3  4 Very Many
    Racial: None  0  1  2  3  4 Very Many
    Ethnic: None  0  1  2  3  4 Very Many
    Cultural: None  0  1  2  3  4 Very Many
    Disability None  0  1  2  3  4 Very Many

11. Did your field instructor spend a minimum of two hours a week of supervisory time with you?
    Not At All  0  1  2  3  4 Always  Comments:
12. Do you think you had reasonable time (3 hrs. per week) during the internship to complete written assignments and agency record keeping?
   Not At All  0  1  2  3  4  Always  Comments:

13. Were you provided learning opportunities to develop professional written skills? Not At All 0  1  2  3  4  Always  Comments:

14. Were you provided learning opportunities to develop professional oral skills?
   Not At All  0  1  2  3  4  Always  Comments:

15. Would you recommend this internship to a fellow student?
   Not At All  0  1  2  3  4  Always  Comments:

18. What do you see as the key strengths of this internship site?

20. What recommendations, if any, would you make to improve the opportunities for learning in this internship site?
Evaluation of UALR MSW School of Social Work Faculty Liaison

Name of Liaison: ____________________________  Completed By:  Student □   Instructor □

1. Was your liaison prepared for visits and arrive on time?
   Not At All  0  1  2  3  4  Always  Comments:
   ____________________________________________
   ____________________________________________

2. Did your liaison use time effectively during the agency visit?
   Not At All  0  1  2  3  4  Always  Comments:
   ____________________________________________
   ____________________________________________

3. Did your liaison stimulate discussion and communicate effectively?
   Not At All  0  1  2  3  4  Always  Comments:
   ____________________________________________
   ____________________________________________

4. Did you perceive your liaison as approachable?
   Not At All  0  1  2  3  4  Always  Comments:
   ____________________________________________
   ____________________________________________

5. Was your liaison prompt in returning materials or providing you with information?
   Not At All  0  1  2  3  4  Always  Comments:
   ____________________________________________
   ____________________________________________

6. Did your liaison contact you early in the first semester?
   Not At All  0  1  2  3  4  Always  Comments:
   ____________________________________________
   ____________________________________________

7. Did your liaison make visits at both mid-term and the end of the semester?
   Not At All  0  1  2  3  4  Always  Comments:
8. During visits, did your liaison meet with both the student and the instructor?
Not At All      0      1     2     3     4      Always          Comments:

9. Was your liaison familiar with the content of the student’s portfolio? Not At All      0      1
   2    3     4      Always          Comments:

10. Did your liaison read and give meaningful feedback on the learning contract?
Not At All      0      1     2     3     4      Always          Comments:

11. Was your liaison helpful in problem solving?
Not At All      0      1     2     3     4      Always          Comments:

12. What did you find most helpful in the liaison process?
Comments:

13. What did you find least helpful?
Comments:

14. Would you recommend this liaison? □ Yes      □ No  Why or why not?
Thank you! Please return to the UALR School of Social Work by: fax (501)569-3184; or mail
to UALR School of Social Work, 2801 S. University, Little Rock, AR  72204; or in person.
MSW INTERNSHIP INSTRUCTOR EVALUATION OF UALR MSW INTERNSHIP PROGRAM

This evaluation form will be used by the MSW field coordinator and the UALR faculty in refining and developing the MSW internship program. At the end of the student’s internship, please complete this evaluation and return it to the MSW field coordinator. Your name and the liaison’s name are optional and will be used only for follow-up purposes if needed. Thank you for your time and input into this process.

AGENCY: ______________________ DATE: ______________________

INSTRUCTOR: __________________ LIAISON: __________________

STUDENT SUPERVISED WAS: ____ 1ST YEAR ____ ADP ____ MCP

Please circle the answer that most closely represents your opinion of your internship instructor experience.

0=Not At All  1=Barely  2=Somewhat  3=Mostly  4=Definitely

1. Were your students well matched with your agency?
Not At All  0  1  2  3  4  Always  Comments:

_____________________________________________________________________________

2. Do you think you have been kept updated about changes in the MSW Program?
Not At All  0  1  2  3  4  Always  Comments:

_____________________________________________________________________________

3. Were your Internship Manuals helpful to you?
Not At All  0  1  2  3  4  Always  Comments:

_____________________________________________________________________________

4. Are the ongoing training and education programs from the School helpful to you?
Not At All  0  1  2  3  4  Always  Comments:

_____________________________________________________________________________

5. What topics would you like to see addressed in the future?
6. In your opinion, is the student’s workload expectation realistic given the amount of time she/he spends in your agency?
Not At All 0 1 2 3 4 Always Comments:

7. In your opinion, was the student’s classroom preparation relevant to the current practice environment?
Not At All 0 1 2 3 4 Always Comments:

8. Overall, do you find the School responsive to your questions and concerns?
Not At All 0 1 2 3 4 Always Comments:

9. Would you recommend being an instructor to another social worker?
Not At All 0 1 2 3 4 Always Comments:

10. What do you see as the key strengths of the MSW internship program?

11. What recommendations would you make to improve the internship program?
PERFORMANCE REVIEW COMMITTEE

At the School of Social Work, we have a professional obligation and responsibility to assure that our graduates (BSW/MSW) are fully competent to enter the social work profession. In addition to abiding by University and departmental policies regarding academic expectations and standards for conduct, all social work students are expected to abide by the National Association of Social Workers Code of Ethics.

Academic performance includes meeting grade expectations, being knowledgeable of and adhering to the UA Little Rock’s Code of Student Rights, Responsibilities and Behavior, and adhering to professional and ethical behavior in both the classroom and field settings.

The School of Social Work encourages students, faculty, field instructors/adjuncts, faculty liaisons, and staff to work together to resolve problems that may arise. As a result, the Performance Review Committee should only be made after efforts have failed to produce a favorable outcome. In most instances, as a first step toward solving a problem, the School’s Professional Development Form will be used to: (1) define the problem area; (2) develop clear goals and objectives; (3) and, set a timeline for follow up. If a student responds well to this process, no referral is warranted. However, if for any reason the student does not successfully resolve the problem, then a referral to the Performance Review Committee is warranted. The goal is for early problem identification, followed by efforts to remediate the problem between those closest involved to the situation. The process described below is designed to resolve academic and/or professional behavior-related issues that are brought to the School’s attention. The purpose of the review process is: identify the academic or professional performance issues that prompted the review; identify strategies to remediate the issues; create plans of action to facilitate student success; or, determine other outcomes necessary, which may include dismissal form the School of Social Work.

Referrals may be made to the Performance Review Committee for any of the following reasons:

1. Conduct that is inconsistent with the NASW Code of Ethics or state law.
2. Behavior that threatens the welfare of clients, agency personnel, faculty, or, other students.
3. Conduct that raises concerns regarding the student’s suitability to practice social work.
4. Conduct that raises concerns regarding the student’s intellectual or emotional capacity to perform the essential skills of social work practice.

5. Failure to demonstrate a minimal level of competence in one or more of the program’s practice behaviors.

6. Conduct that raises concerns regarding how the student’s behavior may be negatively impacting the learning environment for others.

7. Breaching HIPPA or related standards for handling client information.

8. Failure to follow internship site policies/procedures, including reporting.

9. Unprofessional behavior of any kind.

10. Failure to meet professional standards outlined in the UA Little Rock Student Handbook or the student’s program’s internship manual.

**Composition of the Performance Review Committee**

The committee will consist of three (3) School of Social Work faculty members who will serve two-year staggered terms. Both the BSW and MSW Field Coordinators will serve on the committee as alternates, depending upon which program the student being referred is currently enrolled. If the student being referred to the committee is a BSW student, the BSW Field Coordinator will serve on the committee. If the student being referred is an MSW student, the MSW Field Coordinator will serve. The other two active members of the committee will include those who are tenured faculty members in the School of Social Work, or, those who are at the rank of Advanced, or, Senior Instructor. In the event that a student’s academic advisor is a committee member, an alternate member will be selected by the Department Chair. The committee will select a chairperson, or co-chairs, at the beginning of each academic year. Students are excluded from membership on the committee to ensure privacy regarding the referred student.

**Committee Referrals**

A student may be referred to the committee by any School of Social Work faculty/staff member, faculty liaison, field instructor, fellow student, or self-referred. Referrals must be first made to the committee chair, using the designated referral form.

**Student Privacy and Confidentiality**

All procedures and communications relating to the academic and performance review process will be kept confidential; however, depending on the nature of the performance issue and
outcome, it may be necessary for the committee Chair to share information to others directly involved in the situation. Members of the committee and all persons involved in the committee proceedings are expected to observe the confidential nature of the information shared and made available to them.

Procedures

The following are general procedures when a student is referred to the Performance Review Committee:

1. The Chair of the Performance Review Committee must, as an initial step, make the determination that every effort has been made to resolve the problem between the student and person making the referral. The exception to this process may include situations that warrant immediate referral.

2. If it is determined that a referral to the Performance Review Committee is warranted, the Chair provides a referral form to the person making the referral. The form is then completed and submitted to the committee Chair, who, within five (5) class days, notifies the student (through their UA Little Rock email account) and other committee members that a referral has been made, and provides a copy of the referral form to the student and each committee member. The chair will then schedule a committee meeting, which the student is expected to attend, within ten (10) class days of initial written notification to the student. It is the responsibility of the student to contact the committee chair to confirm her/his intent to attend the meeting. If the student refuses to attend, the review will be conducted in the student’s absence.

3. The student may elect to invite at least one supportive person to attend the meeting, providing this has been communicated to the committee chair at least 5 class days prior to the meeting. Generally, the student’s academic advisor in addition to others who are deemed relevant to the situation may be invited to attend the meeting.

4. Prior to the meeting with the student, the chair will gather all necessary information pertaining to the reason for the referral, and will be responsible for assuring that committee members are provided the materials regarding the student. Before the student and any possible guests enter the meeting, the committee members will first meet to orient themselves to the factors specific to the student’s situation.

5. During the meeting with the student and any invited guests, the committee Chair is responsible for facilitating the process. The Chair will present the evidence provided by the person who made the referral, in addition to other relevant information obtained in
regard to the student’s situation. The chair will then provide the student the opportunity to respond to the evidence presented.

6. Once all the evidence regarding the situation has been presented and discussed, any invited guests will be dismissed, and the student will be asked to wait nearby until a decision is reached. During this phase, it is the goal of the committee to arrive at a consensus as whether the referral is supported by the evidence, and if so, the recommendations and plan of action. Once a decision has been made, the student will be asked to re-enter the meeting and the decision and recommendations will be shared with the student.

7. Possible outcomes include, but are not limited to:
   a. A finding that the referral is not supported by the evidence in which event the committee recommends that the student may remain in the program and no further action required.
   b. A finding that the referral is supported by the evidence in which event the committee recommends a plan to remediate the problems identified (using designated form and procedures, and monitored by the appropriate program coordinator).
   c. A finding that the referral is supported by the evidence in which event the committee decides that the student is to be dismissed from the School of Social Work.

8. Following the meeting, the committee Chair will provide the student with a copy of the written recommendations no later than seven (7) class days following the performance review meeting. A copy will also be provided to the student’s advisor, program director, and Chair of the School of Social Work.

9. The committee, upon request of the program coordinators, may also meet periodically during the semester (fall/spring) to review the progress of any students who have an active remediation plan in place that is being monitored by the program coordinator. In the event that a student is not making satisfactory progress in relation to the remediation plan, the committee Chair will reconvene the committee and meet with the student to make further recommendations.

**Appeal Process**

Any student who appears before the Performance Review Committee may appeal the committee’s decision. The first level of the appeal process is for the student to contact the Chair
of the School of Social Work, outlining the reasons for the appeal. The student must submit the appeal in writing within ten (10) class days of having received the committee recommendations. The School of Social Work Chair will then review the appeal, and respond in writing to the student within ten (10) class days of having received the student’s appeal request. If the student wishes to appeal the School of Social Work Chair’s decision, the student may proceed to appeal, in writing and within ten (10) class days, to the Dean of the College of Education and Health Professions. The decision of the Dean of the College of Education and Health Professions is final.