

Management and Community Practice Internship Manual



The School of Social Work
Graduate Social Work Program
University of Arkansas at Little Rock

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Management and Community Practice Internship Manual
UALR School of Social Work

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Competencies and Practice Behaviors

Management and Community Practice Concentration

Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

At the concentration level, advanced practitioners in management and community practice recognize the uniquely useful knowledge, values, and skills brought by professional social workers to organization and program development and management, and to community-based change efforts. Students in management and community practice...

- MCP 1.1 ...identify opportunities for social workers to initiate and guide change efforts in organizations and communities.
- MCP 1.2 ...integrate self-reflection, focused use of supervision and consultation, and continued learning into their professional lives.

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

At the concentration level, advanced practitioners in management and community practice are knowledgeable about and attentive to the ethical issues that arise in connection with organizational and community conditions and change efforts. Students in management and community practice...

- MCP 2.1 ...apply ethical decision-making skills to those issues specific to macropractice situations and settings.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

At the concentration level, advanced practitioners in management and community practice use and expand their skills in critical thinking as they work with others to understand the current situation and chart a path toward desired ends. They help client systems to acquire and integrate knowledge from diverse sources. Students in management and community practice...

- MCP 3.1 ...with client systems, evaluate, select, and use appropriate tools for assessment, intervention and evaluation.
- MCP 3.2 ...communicate effectively through multiple mediums with a diverse range of stakeholders, partners, and collaborators.

Educational Policy 2.1.4—Engage diversity and difference in practice

At the concentration level, advanced practitioners in management and community practice are knowledgeable about and attentive to issues of diversity and difference as they are experienced in organizational and community life. They seek to recognize and understand the cultural context and content of organizations and communities. Students in management and community practice...

- MCP 4.1 ...work with macrolevel client systems to help them recognize and engage diversity and difference in ways that further organizational missions and community goals.

Educational Policy 2.1.5—Advance human rights and social and economic justice.

At the concentration level, advanced practitioners in management and community practice work to extend their understanding of social and economic injustice so that they can discern those organizational and social arrangements that permit or encourage it to continue. They help build critical consciousness through teaching, advocacy, organizing, and policy analysis. Students in in management and community practice...

- MCP 5.1 ...work with macrolevel client systems to help them recognize and challenge the manifestations of

systemic oppression, discrimination, and disempowerment.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.

At the concentration level, advanced practitioners in management and community practice use their practice experience to inform research, and depend on research to inform and guide their practice. They help the social welfare service delivery system to move toward higher levels of accountability for service effectiveness. Students in management and community practice...

MCP 6.1 ...use appropriate theories, models, and research methods to support their approaches to initial assessment, intervention, and evaluation.

MCP 6.2 ...work with client systems to clarify and deepen program logic models and to incorporate meaningful evaluation in their ongoing activities.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

At the concentration level, advanced practitioners in management and community practice are knowledgeable about how organizations and communities work and how they can help them work better. They are attuned to how organizations and communities make decisions and plan, and to how people work together effectively in pursuit of shared goals. Students in management and community practice...

MCP 7.1 ...assess organizational and community ecosystems, identifying strengths and gaps in the web of relationships.

MCP 7.2 ...use theoretical models and frameworks to understand and intervene in organizations and communities.

Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

At the concentration level, advanced practitioners in management and community practice are knowledgeable about multiple methods of policy practice, including legislative and administrative policy advocacy, policy analysis, and social action. They work with organizations and communities to identify needed changes in social policy and to mobilize change strategies. Students in management and community practice...

MCP 8.1 ...understand the historical and current policy contexts of their particular fields of practice.

MCP 8.2 ...join with others in networks and coalitions to alter those policy contexts in ways that benefit vulnerable populations.

Educational Policy 2.1.9—Respond to contexts that shape practice.

At the concentration level, advanced practitioners in management and community practice engage in constant appraisal of the political, economic, social, technological, and cultural contexts of the organizations and communities they work with. As change occurs, they consider the range of responses that might be made. They work proactively for change in those contexts as well. Students in management and community practice...

MCP 9.1 ...help macrolevel client systems observe, critically assess, and respond to changes, or need for changes, in the political, economic, social, technological, and cultural systems that affect them.

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers doing advanced practice with communities and organizations deepen their knowledge of and skills in working with organizations and communities, and with the people and groups who comprise them. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client-system goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and

promoting social and economic justice.

Educational Policy 2.1.10(a)—Engagement

Students in management and community practice...

MCP 10.1 ...substantively and affectively prepare for action with individuals, groups, organizations, and communities;

MCP 10.2 ...use empathic responding and other interpersonal skills; and

MCP 10.3 ...develop with their client systems a mutually agreed-on focus of work and desired outcomes.

Educational Policy 2.1.10(b)—Assessment

Students in management and community practice...

MCP 10.4 ...collect, organize, and interpret client-system data;

MCP 10.5 ...assess client systems' strengths and limitations;

MCP 10.6 ...develop clear and mutually agreed-on goals and objectives of interventions; and

MCP 10.7 ...select appropriate intervention strategies.

Educational Policy 2.1.10(c)—Intervention

Students in management and community practice...

MCP 10.8 ...initiate actions to achieve group, organizational, and community goals, helping client systems to resolve problems and capitalize on opportunities; and

MCP 10.9 ...increase client systems' own capacities to accomplish their goals;

Educational Policy 2.1.10(d)—Evaluation

Students in management and community practice...

MCP 10.10 ...critically analyze, monitor, and evaluate their own practice interventions.

MCP 10.11 ...critically analyze, monitor, and evaluate the effectiveness of social welfare programs.

MCP 10.12 ...apply the findings of evaluation to make modifications in their own behaviors and choices, and in program design and implementation.

Knowledge, Values, and Skills

Management and Community Practice Concentration

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

Knowledge

Examination of the principles and guidelines of NASW's Code of Ethics as they apply to advanced practice with organizations and communities.

Core social work values.

Use of self and self awareness.

Knowledge of the range of roles and tasks appropriate to social workers in macropractice.

Awareness of cultural and other biases.

Use of supervision.

Values

Service

Social justice

Dignity and worth of the person

Importance of human relationships

Integrity

Competence

Human rights

Scientific inquiry

Skills

Applies knowledge of the range of roles and tasks appropriate to social workers in macropractice.

Demonstrates commitment to career-long learning by independently identifying opportunities for new or deeper knowledge relevant to the tasks assigned in the internship.

Demonstrates commitment to praxis (simultaneous action and reflection).

Prepares for supervisory conferences, taking responsibility for both content and process.

Seeks and responds nondefensively to feedback about professional performance.

Identifies, along with the field instructor, strengths and areas where growth is needed in knowledge, values, skills, and practice behaviors.

Transfers skills and knowledge from one situation to another.

Demonstrates the ability to operate independently as is appropriate to the field setting.

Community as the context of a person's or family's situation and behavior.

Competency 2: ***Apply social work ethical principles to guide professional practice.***

Knowledge

NASW Code of Ethics.

The core values of social work.

Ethics in research.

Ethics in scholarship.

Understanding fiduciary responsibility.

Service effectiveness and organizational success.

Ethical issues in program evaluation.

Principles and values expressed in evaluation

Values

Service
Social justice
Dignity and worth of the person
Importance of human relationships
Integrity
Competence
Human rights
Scientific inquiry

Skills

Is knowledgeable about and abides by laws, policies, and regulations relevant to agency and community work, including but not limited to client self-determination, confidentiality, fiduciary responsibility, and the need for informed consent.
Recognizes how specific tenets of the NASW code of ethics apply to macropractice situations and settings.
Consults with others when faced with ethical challenges.
Begins identifying the origins of his or her own values.
Recognizes the boundary between one's own values and those of client systems, and seeks to understand the implications of differences.

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

Knowledge

Kurfiss's definition of critical thinking.
Ennis's taxonomy of critical-thinking dispositions and abilities.
Critical thinking as applied to research.
Ethical issues in program evaluation.
Ethical issues in community work
Ethical issues in organizational management.

Values

Service
Social justice
Dignity and worth of the person
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Competence
Human rights
Scientific inquiry

Skills

Understands, and can design and use basic planning processes.
Demonstrates use of critical analysis in the selection of tools.
Is familiar with Ennis's taxonomy of critical-thinking dispositions and abilities, and uses that knowledge to generate new and useful ways to think about assessment, intervention, and evaluation.
Speaks clearly and professionally.
Demonstrates willingness to learn and/or apply new communication technologies.
Handles routine writing tasks easily and promptly, producing documents in Standard English, plainly written, and free of errors in grammar and style.

Handles larger writing tasks competently, taking account of the purpose and intended audience for the document, and organizing complex content effectively.

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

Knowledge

Ecological systems perspective.
Strengths and empowerment perspective.
Cultural competency.
Organizational climate and culture.
Social learning theory.
Social role theory.
Feminism.
Knowledge of privilege and the role of oppression in perpetuating discrimination and oppression.
Culturally appropriate evaluation.
Empowerment practice in managing organizations and their human resources.
The relationship between organization management and social and economic justice.
The challenge of practice: joining with.
Managing diversity in the workplace.

Values

Service
Social justice
Dignity and worth of the person
Importance of human relationships
Integrity
Competence
Human rights
Scientific inquiry

Skills

Integrates knowledge of how race, gender, sexual orientation, socio-economic status, disability, and other cultural factors impact people, organizations, communities, and societies.
Employs culturally competent frameworks and skills
Helps others, colleagues and clients, consider the issues of diversity and difference.

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

Knowledge

Theory of distributive justice.
Asset-based development.
Strengths and empowerment perspectives.
Taxonomy of policy-practice methods.
Social constructionism.
Advocacy.
Human capital.
The relationship between organization management and social and economic justice.
Working with coalitions.
Planning and managing strategically and with broad-based participation by stakeholders.
Empowerment evaluation.

Values

Service

Social justice
Dignity and worth of the person
Importance of human relationships
Integrity
Competence
Human rights
Scientific inquiry

Skills

Demonstrates integration of the empowerment perspective into practice, using it in even routine work with individuals, groups, and organizations.
Helps others think through the sources, mechanisms, and effects of discrimination and oppression.
Is familiar with theories about the nature of power, and with social exchange and domain theories.
Uses the ecological perspective to discover the relatedness of social problems and to identify opportunities for action related to human rights and social and economic justice.
Attends reflectively to the effects of power and powerlessness in his or her own work with client systems and in the agency.

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

Knowledge

Evaluating research.
Accessing evidence-based research and interventions.
Qualitative and quantitative research methods to assess empirical evidence that supports social work practice.
Evaluation of practice.
Exploration and application of research to macropractice.
Empowerment evaluation.
Theories-of-change evaluation.
Participatory evaluation.
Evaluation of practice for social work managers.
Incorporating program evaluation in the ongoing life of the organization.

Values

Service
Social justice
Dignity and worth of the person
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Competence
Human rights
Scientific inquiry

Skills

Locates and uses evidence-informed approaches to practice.
Understands “theories of change” as a strong and useful basis for program evaluation.
Shows commitment to helping organizations take control of evaluating their own effectiveness.
Promotes the benefits of a program-monitoring approach to evaluating the effectiveness of both program processes and outcomes.

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

Knowledge

Ecological perspective.
Strengths perspective.
Empowerment perspective.
Field studies, community power structure studies, community analysis.
Challenges in networking: competition, conflict resolution, reciprocity, costs.
Strengths-based supervision and performance evaluation.
Environmental scanning, adaptation, and healthy opportunism.
Working with coalitions.
Empowerment practice in managing organizations and their human resources.

Values

Service
Social justice
Dignity and worth of the person
Importance of human relationships
Integrity
Competence
Human rights
Scientific inquiry

Skills

Demonstrates ability to use theories, models, and other frameworks to guide analysis and assessment.
Demonstrates ability to use theories, models, and other frameworks to sort out complex situations, problems, and opportunities.
Applies knowledge of social exchange and social domain theories to help understand complex interorganizational relationships.
Applies knowledge of community practice models to community organizing and planning.
Uses ecosystem analysis to examine the web of relationships in which the agency exists.

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

Knowledge

Ecological perspective.
Conflict theory.
Theory of distributive justice.
Social role theory.
Empowerment perspective.
Current social welfare policy issues.
Networking.
Social constructionism.
The relationship between organization management and social and economic justice.
Organization planning and decision making.
Governance in public, nonprofit, and proprietary organizations.
Service effectiveness and organizational success.
Conceptualizing, defining, and framing a social or community problem.
Getting a social or community problem addressed.

Values

Service
Social justice
Dignity and worth of the person
Importance of human relationships
Integrity
Competence
Human rights
Scientific inquiry

Skills

Discovers and learns agency policies and procedures (mezzolevel).
Discovers and learns the larger policy contexts that affect the organization's work (mezzo- and macrolevel).
Discovers and learns the policy contexts that affect the beneficiaries of the organization's work (mezzo- and macrolevel),
Researches policy history.
Helps client systems with descriptive, logical, and evaluative policy analysis as appropriate.
Has beginning knowledge of the forms and purposes of coalitions and networks.
Applies practice knowledge and skills (e.g., planning, problem-solving, effective meetings, facilitation of task groups, staffing, goal- and objective-setting) to support the work of networks and coalitions.

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

Knowledge

Systems theory.
Ecological perspective.
Strengths perspective.
Empowerment perspective.
Organizational and community culture and climate.
Community assessment and development.
Rothman's typology of community intervention.
Needs assessment and program development.
Conceptualizing, defining, and framing a social or community problem.
Asset-based community building.
Field studies, community power structure studies, community analysis, problems and services studies.
Improving clients' social contexts, and assisting clients in managing their social contexts to improve their own social functioning.
Empowerment evaluation.
Needs assessment methods.
Culturally appropriate evaluation.
The politics of evaluation.

Values

Service
Social justice
Dignity and worth of the person
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Human rights
Scientific inquiry

Skills

Is able to find and use helpful primary and secondary data sources to look at trends and shifts, and to teach others to use them.
Develops personal connections and linkages to professional groups and resources in order to stay abreast of developments in the community, the society, and the field of practice.
Seeks understanding of the composition of populations who are either beneficiaries or targets of change of the internship organization.
Connects clients and colleagues to new information and analysis relevant to the work of the organization or group.
Uses skills in group work to facilitate discussions and critical assessment of changing circumstances.

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

Competency 10(a)—***Engagement.***

Knowledge

Generalist social work practice model.
Ecological model.
Empowerment perspective.
Strengths perspective.
Problem-solving model.
Use of self, and other interpersonal skills.

Values

Service
Social justice
Dignity and worth of the person
Importance of human relationships
Integrity
Competence
Human rights
Scientific inquiry

Skills

Practices self-assessment and self-reflection in undertaking new work.
Demonstrates good attending skills.
Is personable, professional, and purposeful in engaging with both clients and colleagues.
Communicates interest and warmth.
Acts in ways that demonstrate commitment to the values of self-determination and respect for all persons.

Competency 10(b)—***Assessment.***

Knowledge

Generalist social work practice model.
Ecological model.
Empowerment perspective.
Strengths perspective.

Problem-solving model.
Use of self, and other interpersonal skills.
Small group theory and practice.
Asset-based development.

Values

Service
Social justice
Dignity and worth of the person
Importance of human relationships
Integrity
Competence
Human rights
Scientific inquiry

Skills

Is knowledgeable about small-group theory and processes, and has beginning ability to use that knowledge.
Is aware of the advantages and limitations of both problem-solving and strengths-based approaches to assessment.
Is able to distinguish well-formed goals and objectives from those that are incomplete or poorly constructed.
Plans a simple needs assessment.
Helps client systems determine what information is needed and figure out how to collect it.
Is guided by the principles of empowerment practice during the assessment phase, helping expand the client system's capacity for meaningful data collection and analysis.
Works collaboratively with client systems to develop a clear focus for problem solving, project planning, or program development.
Has beginning ability to do stakeholder analysis.
Makes use of specific techniques that are helpful to clients and colleagues in the assessment process, such as asset mapping, SWOT analysis, key informant interviews.
Has beginning knowledge of how to help a group make decisions about priorities.
Seeks out knowledge of other such techniques from colleagues and from the scholarly literature.
Is able to think critically about many aspects of organizational structure, including governance, auspices, funding, staffing, and their relationship to the organizations mission, shared values, and vision.
Is able to read and understand common financial reports.

Competency 10(c)—Intervention.

Knowledge

Generalist social work practice model.
Ecological model.
Empowerment perspective.
Strengths perspective.
Problem-solving model.
Use of self, and other interpersonal skills.
Small group theory and practice.
Asset-based development.
Community development.
Organizing for social action.

Organization development.
Staffing and leadership of a variety of work groups.
Management of human and community service organizations.

Values

Service
Social justice
Dignity and worth of the person
Importance of human relationships
Integrity
Competence
Human rights
Scientific inquiry

Skills

Knows and uses the social-work problem-solving strategy both to guide and to troubleshoot efforts to solve problems.
Routinely brings to bear a strengths-based approach to change efforts.
Can articulate to colleagues the value of participatory strategies in social and organizational change efforts.
Helps groups incorporate a monitoring function in their change efforts, so that they are regularly assessing what's working well as the intervention proceeds.
Consciously develops and disseminates, and helps clients and colleagues set up norms and ongoing mechanisms to regularly develop and disseminate, the information groups need to do their work.
Can assume the role of staff to task groups.
Can assume the role of leader in a task group.
Helps develop the institutional memory of groups and organizations, as appropriate.
Understands the basic principles and mechanisms of organizational planning.
Can develop a project budget.
Confronts and deals with conflict in groups and between groups.
Understands the value of recognition and celebration during and after change efforts.

Competency 10(d)—Evaluation.

Knowledge

NASW Code of Ethics.
Use of self.
Use of supervision.
Alvarez's PRACSIS framework: Practitioner Reflection on Actions, Characteristics, and Situation, by Impact and Strategies.
Empowerment evaluation.
Theories-of-change evaluation.
Participatory evaluation.
Assessment of program evaluability.
Assessing, developing, and refining program logic models.
Ethical issues in program evaluation.
Project vs. monitoring approaches.
Needs assessment methods.
Qualitative and quantitative evaluation research.
Process, outcome, and cost-benefit evaluations.

Culturally appropriate evaluation.
Sources, sampling, data collection, and measurement in program evaluation.
Case-level and program-level evaluation.
Principles and values expressed in evaluation.
The politics of evaluation.

Values

Service
Social justice
Dignity and worth of the person
Importance of human relationships
Integrity
Competence
Human rights
Scientific inquiry

Skills

Is capable of assessing whether a program is, in its present form, evaluable.
Can help the client system think through and made the changes necessary to do meaningful program evaluation.
Demonstrates commitment to participatory and empowerment approaches to evaluation.
Understand what a program logic model is, and is able to help client systems examine theirs.
Has beginning knowledge of social welfare policy analysis.
Understands and can use a range of methods for measuring change and the achievement of program or practice objectives.
Is able to report the results of data collection and analysis in ways that are helpful to the system being evaluated, setting the stage for new decisions based on evaluative information.
Has beginning knowledge of practice evaluation and is learning to apply it to macropractice.
Demonstrates early evidence of career-long commitment to praxis, as well as to more rigorous evaluation of the practitioner's own effectiveness.
Follows through on self-evaluation as a practitioner in multiple ways, such as by consulting with experienced practitioners, seeking new knowledge and new opportunities to gain skill, and by changing behaviors and approaches,

Student Portfolio Requirements

MANAGEMENT AND COMMUNITY PRACTICE INTERNSHIP

Because of wide variability in the kinds of placements and task assignment in the Management and Community Practice concentration, the nature of documentation in student portfolios will vary. The general principle that should guide the student in assembling and organizing materials for his or her portfolio is that of *documentation of work and learnings*.

The portfolio has several purposes:

- To help students stay focused on their learning contracts and the course objectives.
- To help field instructors monitor performance and learning.
- To help faculty liaisons review student progress at the midpoints and ends of semesters.
- To help the School assess the effectiveness of the internship program.

The “Units and Contents” section of the course outline sets out the areas in which documentation should be collected or prepared.

Each student is to keep a daily log of activities during the internship. Students will also keep a narrative journal. Process recordings will enable the student to examine in detail his or her professional behavior and interventions in meetings, work groups, and interviews and will serve as a tool for analysis of dynamics and meaning in those meetings and groups. Particular task assignments in the internship may entail the production of documents—agendas, minutes, reports, budgets, proposals, correspondence, briefing papers, policy analyses, and training materials, for example. Copies of such documents should be included in the portfolio.

A completed student portfolio is a course requirement for each semester of the internship. The student may keep the first semester portfolio for reference during the second semester, and shall turn in both semesters’ portfolios to the faculty liaison at the end of the second semester.

CONTENTS AND ORGANIZATION

Portfolios should be organized in the following sections, separated by tabbed dividers:

- Completed learning contract.
- Calendar log of activities.
- Journal.
- Process recordings.
- Work products of major tasks or projects. (This may be multiple sections.)
- Completed student self-assessment of internship learnings.
- Completed evaluation of student by field instructor.

Using the course outline and learning contract as guides, we expect to see the following in a student portfolio:

FIRST SEMESTER

1. Evidence of examination of agency’s planning documents and processes, such as log and journal entries, notes, and copies of key documents.

2. Evidence of examination of agency auspices and structure, such as log and journal entries, notes, and copies of key documents.
3. Evidence of experience with work groups, such as process recordings, written reports or minutes, meeting notes, and log and journal entries.
4. Evidence of exploration of the agency's external environmental context, such as log and journal entries, meeting notes, copies of key documents, notes of interviews with key informants.
5. Evidence of understanding the agency's policy context, such as log and journal entries, notes on the examination of relevant documents, meeting notes, records of presentations made to others outside the agency.
6. Evidence of task and/or project planning and organization, such as process recordings of meetings, written plans and reports, log and journal entries.
7. Evidence of exploration of the fiscal affairs and fiduciary responsibilities of the agency, such as meeting notes, log and journal entries, budgets prepared by the student.
8. Evidence of professional self-development, such as log and journal entries, self-evaluation, revisions of the learning contract, and advance work on preparation of the second-semester learning contract.

SECOND SEMESTER

1. Evidence of the development of boundary-spanning skills, such as log and journal entries, finished proposals, reports or process recording of meetings, and briefing papers.
2. Evidence of the development of human relations skills, such as log and journal entries, process recordings of meetings, evaluations of student-led training, and notes on a completed problem-solving process.
3. Evidence of the development of coordinating skills, such as log and journal entries, student-prepared planning documents, task products, and written reports and briefings.
4. Evidence of the development of directing skills, such as log and journal entries, process recordings of key meetings, task products, and written reports and briefings.
5. Evidence of professional self-development, such as notes on supervisory conference, other log entries, additional training opportunities taken advantage of, regular monitoring and revision, as required, of the learning contract.

Rev. August 1998

Log, Journal, and Process Recordings

MANAGEMENT AND COMMUNITY PRACTICE INTERNSHIP

You will notice in the MCP Internship course outlines a number of references to logs, journals, and process recordings. All three are referenced as “key indicators” of accomplishment of specific course objectives. Logs, journals, and process recordings serve two functions:

1. They provide you with formal mechanisms for reflection on your practice.
2. They provide your field instructor and faculty liaison with a way to apprehend both what you’re doing and how you understand what you’re doing.

Activity log

A calendar-based log of your activities should be kept throughout the internship. Two formats, one horizontal and one vertical, are included in the field manual. You may use whichever best suits you. (The forms are available as Word documents on the MSW program website, and are set up in table format. Each version includes a column for each day, Monday through Friday, but you may modify the table to show only the three days each week you’re in your internship, and thus make the columns wider.)

A completed week’s activity log should indicate how you spent your time in internship activities. Entries should be clear to your field instructor and faculty liaison. You should show time spent in reading, in supervision, in preparing process recordings, in meetings, in working on tasks or projects, and so forth. The log is not intended to account for every moment of every day, but it should be helpful to you in completing your end-of-semester self-assessment and documentation of your learnings.

It is your responsibility to keep track of your total time in the internship, being sure each semester’s requirement of 360 hours is met.

Journal

In general, your practice journal should be a loose-leaf narrative account of your internship experience. Entries may be made daily, but must be made no less than weekly.

Students will use the journal differently, depending on personal preference and individual work styles. You must discover how you can best use it to support your learning in the internship. Your journal might be, for example, a comprehensive, running document in which you do all your planning, keep your notes on meetings and phone calls, make your to-do lists, track progress on assignments, develop your agendas for meetings with your field instructor, note your observations and analysis of the organization or task environment, and reflect on how you have used yourself professionally. At the other end of a spectrum of preference and style, your journal might consist of reflections on integrating theory and practice, on the exploration of particular questions and challenges raised in the internship, on deepening your understanding of yourself in interaction with others.

How to use the journal is a good topic for discussion with both field instructor and faculty liaison. It may be useful, for example, to consciously vary the way you use it in order to focus your attention on particular aspects of practice and professional learning.

Process recordings

Certain assignments and activities in management and community practice lend themselves well to process recording. Staff meetings, for example, can be analyzed in terms of purpose, preparation, attendees, formal agenda, competing agendas, nature of debate or exchange, decisions reached, nature of closure, and follow-up. Similarly, a variety of intra- and interorganizational activities can be analyzed using process recording, among them, planning sessions, community meetings, task group meetings, training or team-building, focus groups, meetings with prospective grantors and donors, and interagency meetings for purposes of collaboration or cooperation. The points of recording and analysis may vary and should be thought through ahead of time.

Process recordings should be done following important activities so that you may test your observations, examine your own interventions and those of others, and reflect on questions and puzzles that may have arisen. Your field instructor may assign you to do a process recording of a particular event, or you may simply choose it as the best way to learn from an internship experience. You must complete at least eight process recordings each semester. The actual number should be dictated by a combination of opportunity and an energetic approach to learning and feedback.

A format for process recordings is included in this field manual.

May 1996
Rev. January 1998
Rev. August 1998
Rev. May 2010
Rev. June 2012

MCP Internship Activity Log

Student: _____

	MON, _____	TUES, _____	WED, _____	THU, _____	FRI, _____
<i>Early</i>					
7:00					
7:30					
8:00					
8:30					
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<i>Late</i>					

MCP Internship Activity Log

Student: _____

	MONDAY, _____	TUESDAY, _____	WEDNESDAY, _____	THURSDAY, _____	FRIDAY, _____
<i>Earlier...</i>					
<i>7:30a</i>					
<i>8:00a</i>					
<i>8:30a</i>					
<i>9:00a</i>					
<i>9:30a</i>					
<i>10:00a</i>					
<i>10:30a</i>					
<i>11:00a</i>					
<i>11:30a</i>					
<i>12:00p</i>					
<i>12:30p</i>					
<i>1:00p</i>					
<i>1:30p</i>					
<i>2:00p</i>					
<i>2:30p</i>					
<i>3:00p</i>					
<i>3:30p</i>					
<i>4:00p</i>					
<i>4:30p</i>					
<i>5:00p</i>					
<i>Later...</i>					

Process Recording Format

MANAGEMENT AND COMMUNITY PRACTICE INTERNSHIP

DESCRIPTION OF PROCESS RECORDING

Process recording is the intern's verbatim recollection of a social work interaction. Preparation for process recording requires that interns concentrate on participants' verbal and nonverbal behavior throughout the encounter. Documentation leads the intern to review the sequence of events and reassess the transaction. Interns also assess their skills, attitudes, and values through process recordings. Process recordings are used to develop students' assessment skills, self-awareness, and use of self in the interaction. Process recordings, like other forms of recording, serve as a basis for discussion in supervision, in the classroom, and during visits by the faculty liaison. A minimum of eight process recordings per semester are required of MCP interns.

PURPOSE OF RECORDINGS

- For use by field instructors and faculty liaisons in providing feedback on students' practice.
- For evaluating interns' knowledge and skill levels.
- For evaluating interns' professional development.
- For teaching interns to assess the client-system situation and their own performance.
- For teaching interns to become more aware of their emotional and cognitive responses during professional interactions.
- For integrating theory with practice.

POLICIES CONCERNING CONFIDENTIALITY AND OWNERSHIP OF RECORDINGS

All educational recordings by interns are to be treated confidentially. Individual client names and identifying information should be disguised, preferably by assigning pseudonyms which are used consistently throughout process recordings. The names of the internship agency or organization and its staff do not need to be disguised, but the nature of the content, given the kinds of assignments macropractice students often have, is nonetheless often sensitive and always confidential. Interns, field instructors, and faculty liaisons are persons privy to process recordings, logs, and journals. Process recordings and other documentation will be kept in the student's portfolio and may be destroyed after the assessment process and/or at the end of the academic year with the approval of the field instructor and faculty liaison.

OUTLINE FOR PROCESS RECORDING

I. Purpose and context of the interview, meeting, or other event.

The student shall record the nature and purpose(s) of the encounter in concise, clear, and specific terms. The form asks the student to consider purpose in two ways: professional and personal. This section shall also provide at least minimal context necessary for the field liaison to understand the event being recorded. The purpose section can be written in outline form.

II. Observations

Here the student shall record observations of participants' appearance, demeanor, nonverbal communications, thought processes, discrepancies between words and affect, and patterns of interaction. The student shall also note general impressions of the physical environment and the

emotional climate of the interaction. Where relevant, note things the student shall comment of things such as absences or unexpected presences, use of information technology, and the exercise of leadership or facilitation.

III. Content

In this section, the student shall record the portion(s) of the event the student wishes to examine most closely. At a minimum, the content section should include the following:

1. A description of how the event began (e.g., the call to get started, the initial introduction, framing statements intended to clarify purpose, the introduction of the task).
2. A verbatim transcription of the verbal interaction, which may be supplemented by “stage directions,” that is, descriptions of actions, tone of voice, behaviors.
3. Identification of specific skills used or observed—listed in the column headed “skill used.”
4. Description of the student’s feelings during the interaction—listed in the column headed “your emotional reaction.”
5. Description of the student’s thoughts during the interaction—list in column “your assessment.”

V. Social worker’s role(s) and skills

The intern assesses the use of self in the interaction, with attention to various roles the interns may have had (such as committee staff, problem solver, advocate, resource broker, decision manager, and others) and assessment and intervention skills used (such as probing, summarizing, refocusing, framing objectives, clarifying, confronting, and others). If the intern could do the interview over again, what would she/he do differently?

IV. Post-interview or post-meeting assessment

The post-interview or post-meeting assessment includes intern impressions based on the interactions and content of the event. Was rapport established? Were the purposes clear to participants? Were the purposes achieved? What factors were influencing the meeting or interview? If it was a meeting, how did the leader lead? What factors impeded or enhanced effective communication?

Summarize, as appropriate, plans and goals for the next event if another will occur, or for next steps that may follow for the intern.

VII. Issues for supervision.

Students here frame the issues or questions they’d like to address in supervision. Students shall strive for specificity here in order to help the field instructor understand and guide them.

The process recording form follows, and may be copied for ha-written use. Many students, field instructors, and liaisons prefer that the student use the electronic version of the form, which is available on the MSW Program’s [web site](#), under “Internships > Additional Resources and Forms. Typing is often significantly faster and more legible, and the format facilitates getting the process recordings to instructors and liaisons for review.

Field instructor review: _____

Date: _____

Faculty liaison review: _____

Intern: _____

MANAGEMENT AND COMMUNITY PRACTICE INTERNSHIP

Process Recording

I. PURPOSE AND CONTEXT OF INTERVIEW OR MEETING.

A. Professional purpose:

What was the purpose of the event from the perspective of its initiator(s), its participants, or both? What outcomes were sought?

B. Context. What context do we need to know to understand the event? Note all participants here by name, and as appropriate, by title or role.

B. Personal purpose:

Why did you choose this event for a process recording? (Did you do something well? Did things get stuck? Was there an intriguing issue at play?)

II. OBSERVATIONS.

III. Contents

INTERVIEW OR MEETING. (HOW THE ENCOUNTER BEGAN, AND THEN VERBATIM RECORDING OF IT.)	SKILLS USED.	YOUR EMOTIONAL REACTION. (FEELINGS)	YOUR ASSESSMENT. (THOUGHTS)	SUPERVISORY COMMENTS.

IV. ASSESSMENT OF SOCIAL WORKER'S ROLE(S) AND SKILLS.

IV. POST-INTERVIEW OR POST-MEETING ASSESSMENT.

VI. NEXT STEPS

Learning Contract

Management and Community Practice Internships

First and Second Semesters of the Concentration Year

Student: _____ Field Instructor: _____
 Faculty Liaison: _____ Organization: _____

Semester: MCP Internship I MCP Internship II

At the beginning of each semester, the student and field instructor work together to develop a plan for specific experiences intended to move the student work toward mastery the ten advanced competencies. Competencies, as defined by the Council on Social Work Education (2008 EPAS), are comprised of knowledge, values, and/or skills, operationalized in practice behaviors specific to each. The learning contract is organized around the ten advanced competencies, their associated practice behaviors, and the knowledge, values, and/or skills that students are either learning in the classroom (MCP Methods I and II, and Evaluation Research I and II), or acquiring in the internship in order to demonstrate mastery of each competency.

The student is expected to show mastery in all ten advanced competencies by the completion of the concentration internship. The student must document at least one instance where each practice behavior was demonstrated. If the organization or program does not have opportunities available to meet these learning objectives, alternative sources outside the organization or program should be found and used. The faculty liaison is available to assist in the development and revision of the learning contract. Progress toward the competencies should be reviewed by student and field instructor throughout the semester, and activities and documentation updated in the contract as appropriate. In this way, the learning contract becomes an ongoing measure of student performance leading up to the final evaluation of student performance each semester.

Instructions: Please refer to pages 30-35 of the *MCP Internship Manual*, where there are instructions for completing the form, along with a nonexhaustive list of possible tasks and activities that may be helpful as you develop the contract.

Note: The following is in table format. If you need additional lines on this form to add tasks or activities, you can create them by copying and pasting an existing row.

Advanced Competency #1: Identifies as a professional social worker and conducts herself or himself accordingly.

<i>Practice behaviors (expected outcomes)</i>	<i>Location(s) of documentation</i>
MCP 1.1 Identifies opportunities for social workers to initiate and guide change efforts in organizations and communities.	

MCP 1.2 Integrates self-reflection, focused use of supervision and consultation, and continued learning into one's professional life.	
Tasks and activities that will move the student to mastery of the competency through these practice behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i>	

Advanced Competency #2: Applies social work ethical principals to guide professional practice.

<i>Practice behaviors (expected outcomes)</i>	<i>Location(s) of documentation</i>
MCP 2.1 Applies ethical decision-making skills to those issues specific to macropractice situations and settings.	
Tasks and activities that will move the student to mastery of the competency through these practice behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i>	

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

<i>Practice behaviors (expected outcomes)</i>	<i>Location(s) of documentation</i>
MCP 3.1 With client systems, evaluates, selects, and uses appropriate tools for assessment, intervention, and evaluation.	
MCP 3.2 Communicates effectively through multiple mediums with a diverse range of stakeholders, partners, and collaborators.	
Tasks and activities that will move the student to mastery of the competency through these practice behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i>	

Advanced Competency #4: Engages diversity and difference in practice.

<i>Practice behaviors (expected outcomes)</i>	<i>Location(s) of documentation</i>
MCP 4.1. Works with macrolevel client systems to help them recognize and engage diversity and difference in ways that further organizational missions and community goals	
Tasks and activities that will move the student to mastery of the competency through these practice behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i>	

Advanced Competency #5: Advances human rights and social and economic justice.

<i>Practice behaviors (expected outcomes)</i>	<i>Location(s) of documentation</i>
MCP 5.1. Works with macrolevel client systems to help them recognize and challenge the manifestations of systemic oppression, discrimination, and disempowerment.	
Tasks and activities that will move the student to mastery of the competency through these practice behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i>	

Advanced Competency #6: Engages in research-informed practice and practice informed research.

<i>Practice behaviors (expected outcomes)</i>	<i>Location(s) of documentation</i>
MCP 6.1. Uses appropriate theories, models, and research methods to support their approaches to initial assessment, intervention, and evaluation.	
MCP 6.2. Works with client systems to clarify and deepen program logic models and to incorporate meaningful evaluation in their ongoing activities.	
Tasks and activities that will move the student to mastery of the competency through these practice behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i>	

Advanced Competency #7: Applies knowledge of human behavior and the social environment.

<i>Practice behaviors (expected outcomes)</i>	<i>Location(s) of documentation</i>
MCP 7.1. Assesses organizational and community ecosystems, identifying strengths and gaps in the web of relationships. MCP 7.2. Uses theoretical models and frameworks to understand and intervene in organizations and communities	
Tasks and activities that will move the student to mastery of the competency through these practice behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i>	

Advanced Competency #8: Engages policy practice to advance social and economic well-being and to deliver effective social work services.

<i>Practice behaviors (expected outcomes)</i>	<i>Location(s) of documentation</i>
MCP 8.1 Understands the historical and current policy contexts of their particular fields of practice. MCP 8.2 Joins with others in networks and coalitions to alter those policy contexts in ways that benefit vulnerable populations.	
Tasks and activities that will move the student to mastery of the competency through these practice behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i>	

Advanced Competency #9: Responds to contexts that shape practice.

<i>Practice behaviors (expected outcomes)</i>	<i>Location(s) of documentation</i>
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MCP 9.1 Helps macrolevel client systems observe, critically assess, and respond to changes, or need for changes, in the political, economic, social, technological, and cultural systems that affect them.	
Tasks and activities that will move the student to mastery of the competency through these practice behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i>	

Advanced Competency #10: Engages, assesses, intervenes, and evaluates with individuals, groups, organizations, and communities.

<i>Practice behaviors (expected outcomes)</i>	<i>Location(s) of documentation</i>
Engagement MCP 10.1 Substantively and affectively prepares for action with individuals, groups, organizations, and communities. MCP 10.2 Uses empathic responding and other interpersonal skills. MCP 10.3 Develops with one's client systems a mutually agreed-on	
Tasks and activities that will move the student to mastery of the competency through these practice behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i>	
Assessment MCP 10.4. Collects, organizes, and interprets client-system data. MCP 10.5. Assesses client systems' strengths and limitations. MCP 10.6. Develops clear and mutually agreed-on goals and objectives of interventions. MCP 10.7. Selects appropriate intervention strategies.	
Tasks and activities that will move the student to mastery of the competency through these practice behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i>	

<p>Intervention</p> <p>MCP 10.8. Initiates actions to achieve group, organizational, and community goals, helping client systems to resolve problems and capitalize on opportunities.</p> <p>MCP 10.9. Increases client systems' own capacities to accomplish their goals.</p>	
<p>Tasks and activities that will move the student to mastery of the competency through these practice behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i></p>	
<p>Evaluates:</p> <p>MCP 10.10. Critically analyzes, monitors, and evaluates one's own practice interventions.</p> <p>MCP 10.11. Critically analyzes, monitors, and evaluates the effectiveness of social welfare programs.</p> <p>MCP 10.12. Applies the findings of evaluation to make modifications in their own behaviors and choices, and in program design and implementation.</p>	
<p>Tasks and activities that will move the student to mastery of the competency through these practice behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i></p>	

Signatures

Field Instructor: _____ *Date:* _____

Student: _____ *Date:* _____

Faculty Liaison: _____ *Date:* _____

Supplement to the development of learning contracts for students in the MCP Internships I and II

Following is a list of examples of tasks, roles, functions, and activities that can result in a student demonstrating the practice behaviors that are the learning objectives of their internships. The list is certainly not exhaustive, but items on it might be useful, or might spark other thoughts by student and field instructor about tasks and activities to be specified in the learning contract.

One suggestion for us is that you begin to talk about the contract with MCP 10.8. At least preliminary decisions about what major tasks or projects a student will be working on over the semester will provide practical guidance in identifying specific tasks and activities that relate to all the other competencies. Those tasks or project assignments may change as circumstances shift and opportunities present themselves, and that's certainly fine. But the place to begin thinking about specific tasks and activities is clearly deciding what will be the student's primary work in the placement.

MCP 1.1 Identifies opportunities for social workers to initiate and guide change efforts in organizations and communities.

Is knowledgeable about the range of roles and tasks appropriate to social workers in macropractice.

Is aware of theoretical frameworks for describing the practice of macrolevel social work, including Rothman's, Weil's, and Figueira-McDonough's.

Demonstrates commitment to career-long learning by independently identifying opportunities for new or deeper knowledge relevant to the tasks assigned in the internship.

MCP 1.2 Integrates self-reflection, focused use of supervision and consultation, and continued learning into one's professional life.

Demonstrates commitment to praxis (simultaneous action and reflection).

Prepares for supervisory conferences, taking responsibility for both content and process.

Seeks and responds nondefensively to feedback about professional performance.

Identifies, along with the field instructor, strengths and areas where growth is needed in knowledge, values, skills, and practice behaviors.

Analyzes what works and what they might do differently.

Transfers skills and knowledge from one situation to another.

Demonstrates the ability to operate independently as is appropriate to the field setting.

MCP 2.1 Applies ethical decision-making skills to those issues specific to macropractice situations and settings.

Acquires and demonstrates knowledge of the laws, policies, and regulations relevant to agency and community work, including but not limited to client self-determination, confidentiality, fiduciary responsibility, and the need for informed consent.

Recognizes how specific tenets of the NASW code of ethics apply to macropractice situations and settings.

Consults with others when faced with ethical challenges.

Begins identifying the origins of one's own values.

Recognizes the boundary between one's own values and those of client systems, and seeks to understand the implications of differences.

MCP 3.1 With client systems, evaluates, selects, and uses appropriate tools for assessment, intervention, and evaluation.

Understands, and can design and use basic planning processes.

Explores the range of methods and tools appropriate to practice situation

Demonstrates use of critical analysis in the selection of tools.

Is familiar with Ennis's taxonomy of critical-thinking dispositions and abilities, and uses that knowledge to generate new and useful ways to think about assessment, intervention, and evaluation.

MCP 3.2 Communicates effectively through multiple mediums with a diverse range of stakeholders, partners, and collaborators.

Speaks clearly and professionally.

Demonstrates willingness to learn and/or apply new communication technologies.

Handles routine writing tasks easily and promptly, producing documents in Standard English, plainly written, and free of errors in grammar and style.

Handles larger writing tasks competently, taking account of the purpose and intended audience for the document, and organizing complex content effectively.

Develops and presents continuing education.

Makes presentation to groups or individuals in connection with projects.

Evaluates the effectiveness of own and others' presentations in order to learn.

MCP 4.1. Works with macrolevel client systems to help them recognize and engage diversity and difference in ways that further organizational missions and community goals

Integrates knowledge of how race, gender, sexual orientation, socio-economic status, disability, and other cultural factors impact people, organizations, communities, and societies.

Employs culturally competent frameworks and skills

Attends a meeting or debriefing related to diversity issues or one at which diversity issues are important, and writes about it.

MCP 5.1. Works with macrolevel client systems to help them recognize and challenge the manifestations of systemic oppression, discrimination, and disempowerment.

Integrates an empowerment perspective into practice, using it in even routine work with individuals, groups, and organizations.

Helps others think through the sources, mechanisms, and effects of discrimination and oppression.

Demonstrates familiarity with theories about the nature of power, and with social exchange and domain theories.

Uses the ecological perspective to discover the relatedness of social problems and to identify opportunities for action related to human rights and social and economic justice.

Participates in planning strategies for tackling a social injustice.

Works with policy makers, or otherwise contributes to the policy process.

Bears in mind Hasenfeld's adjuration to place power at the center of our model of social work practice.

MCP 6.1. Uses appropriate theories, models, and research methods to support their approaches to initial assessment, intervention, and evaluation.

Documents research about agency target problems and populations.

Uses research findings to improve practice, policy, and social service delivery

MCP 6.2. Works with client systems to clarify and deepen program logic models and to incorporate meaningful evaluation in their ongoing activities.

Locates and uses evidence-informed approaches.

Understands "theories of change" as a strong and useful basis for program evaluation.

Shows commitment to helping organizations take control of evaluating their own effectiveness.

MCP 7.1. Assesses organizational and community ecosystems, identifying strengths and gaps in the web of relationships.

MCP 7.2. Uses theoretical models and frameworks to understand and intervene in organizations and communities

Uses theories, models, and other frameworks to guide analysis and assessment.

Sorts out complex situations, problems, and opportunities so that planning, problem solving, evaluation, or other action can proceed.

Demonstrates beginning knowledge of social exchange and social domain theories to help understand complex interorganizational relationships.

Demonstrates beginning knowledge of community practice models, such as Rothman's, Weil's, Figueira-McDonough's taxonomy of policy practice, and Kretzmann & McKnight's asset-development approach to community organizing and planning.

Applies eco mapping to examine the web of relationships in which social welfare and social justice organizations typically exist, and to help use that ecomapping for organizational planning.

MCP 8.1 Understands the historical and current policy contexts of their particular fields of practice.

Discovers and learns agency policies and procedures (mezzo level).

Discovers and learns the larger policy contexts that affect the organization's work (mezzo- and macrolevel).

Discovers and learns the policy contexts that affect the beneficiaries of the organization's work (mezzo- and macrolevel),

Researches policy history.

Helps client systems with descriptive, logical, and evaluative policy analysis as appropriate.

MCP 8.2 Joins with others in networks and coalitions to alter those policy contexts in ways that benefit vulnerable populations.

Demonstrates knowledge of the forms and purposes of coalitions and networks.

Represent the internship agency in networks and coalitions.

Applies practice knowledge and skills (e.g., planning, problem-solving, effective meetings, facilitation of task groups, staffing, goal- and objective-setting) to support the work of networks and coalitions.

MCP 9.1 Helps macrolevel client systems observe, critically assess, and respond to changes, or need for changes, in the political, economic, social, technological, and cultural systems that affect them.

Finds and uses helpful primary and secondary data sources to look at trends and shifts, and to teach others to use them.

Develops personal connections and linkages to professional groups and resources in order to stay abreast of developments in the community, the society, and the field of practice.

Seeks understanding of the composition of populations who are either beneficiaries or targets of change of the internship organization.

Connects clients and colleagues to new information and analysis relevant to the work of the organization or group.

Uses skills in group work to facilitate discussions and critical assessment of changing circumstances.

Carries out environmental scanning (policy, politics, economy).

Engages:

MCP 10.1 Substantively and affectively prepares for action with individuals, groups, organizations, and communities.

Prepares agendas for supervision.

Prepares agenda item for presentation to the board or to a board committee.

Carries out subject-related research in preparation for work.

Develops comfortable and effective ways to introduce self and the agency to others.

MCP 10.2 Uses empathic responding and other interpersonal skills.

Demonstrates good attending skills.

Is personable, professional, and purposeful in engaging with both clients and colleagues.

Communicates interest and warmth.

Identifies in process recordings and narratives the use of specific interpersonal and group skills.

MCP 10.3 Develops with one's client systems a mutually agreed-on focus of work and desired outcomes.

- Practices self-assessment and self-reflection in undertaking new work.
- Acts in ways that demonstrate commitment to the values of self-determination and respect for all persons.
- Works at making meetings more effective.
- Establishes shared clarity with clients and/or coworkers about the purpose of the work at hand.
- Facilitates discussion and decision-making in small groups.
- Develops and clarifies project objectives.

Assesses:

MCP 10.4. Collects, organizes, and interprets client-system data.

- Is aware of a range of methods for needs assessment.
- Helps client systems determine what information is needed and figure out how to collect it.
- Reads and understand common financial reports.
- Seeks out and uses a wide range of ordinary organizational documents, such as board minutes, planning documents, policy and procedural manuals, reports to funders, fundraising and development materials.

MCP 10.5. Assesses client systems' strengths and limitations.

- Demonstrates beginning ability to do stakeholder analysis.
- Identifies and tries out specific techniques that are helpful to clients and colleagues in the assessment process, such as asset mapping, SWOT analysis, and key informant interviews.
- Thinks critically about many aspects of organizational structure, including governance, auspices, funding, staffing, and their relationship to the organizations mission, shared values, and vision.

MCP 10.6. Develops clear and mutually agreed-on goals and objectives of interventions.

- Distinguishes well-formed goals and objectives from those that are incomplete or poorly constructed.
- Works collaboratively with client systems to develop a clear focus for problem solving, project panning, or program development.
- Demonstrates beginning knowledge of how to help a group make decisions about priorities.
- Helps groups negotiate.
- Helps groups seek and identify consensus.

MCP 10.7. Selects appropriate intervention strategies.

- Demonstrates knowledge of small-group theory and processes.
- Demonstrates understanding of the advantages and limitations of both problem-solving and strengths-based approaches to assessment.
- Is guided by the principles of empowerment practice during the assessment phase, helping expand the client system's capacity for meaningful data collection and analysis.
- Conceptualizes approaches to change-making in different situations.
- Differentiates between strategy and tactics in pursuit of change.

Intervenes:

MCP 10.8. Initiates actions to achieve group, organizational, and community goals, helping client systems to resolve problems and capitalize on opportunities.

- Designs a brochure.
- Organizes a conference.
- Organizes a fundraising event.
- Prepares for a legislative hearing.
- Assumes the role of staff to task groups.
- Assumes the role of leader in a task group.
- Takes on membership in a task group.
- Leads a planning group.
- Develop a proposal for funding.
- Develops a project budget.
- Carries out an assessment of program evaluability.

Evaluates a program.
(This list could be as long as the range of work in all the field agencies.)

MCP 10.9. Increases client systems' own capacities to accomplish their goals.

Knows and uses the social-work problem-solving strategy both to guide and to troubleshoot efforts in work groups or with client systems.
Routinely brings to bear a strengths-based approach to change efforts.
Articulates to colleagues the value of participatory strategies in social and organizational change efforts.
Helps groups incorporate a monitoring function in their change efforts, so that they are regularly assessing what's working well as the intervention proceeds.
Consciously develops and disseminates, and helps clients and colleagues set up norms and ongoing mechanisms to regularly develop and disseminate, the information groups need to do their work.
Helps develop the institutional memory of groups and organizations, as appropriate.
Confronts and deals with conflict in groups and between groups.
Advances the value of recognition and celebration during and after change efforts.

Evaluates:

MCP 10.10. Critically analyzes, monitors, and evaluates one's own practice interventions.

Through journals, supervision, and process recordings, regularly monitors and evaluates practice behaviors and skills.
Demonstrates beginning knowledge of practice evaluation and is learning to apply it to macropractice.
Formally evaluates practice on a particular project.

MCP 10.11. Critically analyzes, monitors, and evaluates the effectiveness of social welfare programs.

Assesses whether a program is, in its present form, evaluable.
Helps the client system think through and made the changes necessary to do meaningful program evaluation.
Understands and can use a range of methods for measuring change and the achievement of program or practice objectives.
Demonstrates beginning knowledge of social welfare policy analysis.

MCP 10.12. Applies the findings of evaluation to make modifications in their own behaviors and choices, and in program design and implementation.

Demonstrates commitment to participatory and empowerment approaches to evaluation.
Understands what a program logic model is, and is able to help client systems examine and improve theirs.
Reports the results of data collection and analysis in ways that are helpful to the system being evaluated, setting the stage for new decisions based on evaluative information.
Demonstrates early evidence of career-long commitment to praxis, as well as to more rigorous evaluation of the practitioner's own effectiveness.
Follows through on self-evaluation as a practitioner in multiple ways, such as by consulting with experienced practitioners, seeking new knowledge and new opportunities to gain skill, and by changing behaviors and approaches,

Evaluation of Student Internship Performance

Management and Community Practice Concentration

First and Second Semesters of the Concentration Year

Student: _____
Faculty Liaison: _____

Field Instructor: _____
Organization: _____

Form completed by: Instructor Student
Semester being evaluated: MCP Internship I MCP Internship II

Description of evaluation process

- The evaluation form is available as a Word document, and is formatted so that all information except the signatures may be easily entered electronically.
- The evaluation instrument comprises ten sections reflecting each of the ten advanced competencies of the MCP concentration and the associated practice behaviors that demonstrate mastery of the competency.
- The field instructor shall have provided ongoing feedback to the student about performance throughout the semester, and the faculty liaison shall have been included in this process at least at the mid-semester and end-of-semester visits.
- Before the end-of-semester liaison visit, the student and instructor are each to complete the evaluation form independently. The student and instructor review their ratings prior to the liaison visit, identifying discussion points, including strengths and areas for further development. At the end-of-semester visit, the liaison shares her/his observations, clarifies the performance feedback, and, at the end of the first semester, facilitates development of goals for the next evaluation period.
- Both the student's and the instructor's performance evaluation forms and the liaison's end-of-semester report shall be submitted by the liaison to the internship coordinator of the program. Copies will be maintained in the student file. Students and instructors should also keep copies.

Key to ratings

- 4 = **Exceeds expectation for competency:** Student shows a high level of ability in demonstrating the practice behavior.
- 3 = **Meets expectation for competency:** Student demonstrates the practice behavior with consistency and at an acceptable level.
- 2 = **Below expectation for competency:** Student shows beginning ability to demonstrate practice behavior; performance is uneven.
- 1 = **Does not meet expectation for competency:** Student shows little or no evidence of having developed, or being in the process of developing, the practice behavior
- NA = 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 section why each rating of NA was given.*)

Overall expectation of student performance in the Internship

First Semester (Midyear Evaluation)

The expected performance for a first semester student is level 3 for each practice behavior. If a student receives a 1 or 2 on any practice behavior, or falls below an average of 3 on any of the ten competencies, 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 or 2'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 competencies/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 MSW internship 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 a 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 describes in the narrative section what justified the rating(s). The instructor should be as specific as possible as to why student received 1's and 2's.
2. The field instructor informs the faculty liaison about the specific areas of concern
3. Performance that falls below the expected level may preclude the student from receiving credit for the internship. 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 internship coordinator

Narrative Sections

The narrative sections are designed to make the student's evaluation individual, specific, and information-rich. The narrative comments on each competency are a significant component of the evaluative process. It is important for both student and field instructor to specify...

- ... specific practice behaviors (and/or specific components of practice behaviors) that need further development,
- ... practice behaviors that have shown significant growth, and
- ... major accomplishments and areas where the student excels.

Competency #1: Identify as a professional social worker and conduct oneself accordingly

To what extent did the student demonstrate the following practice behaviors:

MCP 1.1 Identifies opportunities for social workers to initiate and guide change efforts in organizations and communities.	4	3	2	1	NA
MCP 1.2 Integrates self-reflection, focused use of supervision and consultation, and continued learning into their professional lives.	4	3	2	1	NA
Average score:					

Narrative, Advanced Competency 1
(The cell below will expand as you type.)

Competency #2: Apply social work ethical principles to guide professional practice.

To what extent did the student demonstrate the following practice behaviors:

MCP 2.1 Applies ethical decision-making skills to those issues specific to macropractice situations and settings.	4	3	2	1	NA
Average score:					

Narrative, Advanced Competency 2
(The cell below will expand as you type.)

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

To what extent did the student demonstrate the following practice behaviors:

MCP 3.1 With client systems, evaluates, selects, and uses appropriate tools for assessment, intervention, and evaluation.	4	3	2	1	NA
MCP 3.2 Communicates effectively through multiple mediums with a diverse range of stakeholders, partners, and collaborators.	4	3	2	1	NA
Average score:					

Narrative, Advanced Competency 3
(The cell below will expand as you type.)

--

Competency #4: Engage diversity and difference in practice,

To what extent did the student demonstrate the following practice behaviors:

MCP 4.1 Works with macrolevel client systems to help them recognize and engage diversity and difference in ways that further organizational missions and community goals.	4	3	2	1	NA
Average score:					

Narrative, Advanced Competency 4
(The cell below will expand as you type.)

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

To what extent did the student demonstrate the following practice behaviors:

MCP 5.1 Works with macrolevel client systems to help them recognize and challenge the manifestations of systemic oppression, discrimination, and disempowerment.	4	3	2	1	NA
Average score:					

Narrative, Advanced Competency 5
(The cell below will expand as you type.)

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

To what extent did the student demonstrate the following practice behaviors:

MCP 6.1 Uses appropriate theories, models, and research methods to support their approaches to initial assessment, intervention, and evaluation.	4	3	2	1	NA
MCP 6.2 Works with client systems to clarify and deepen program logic models and to incorporate meaningful evaluation in their ongoing activities.	4	3	2	1	NA
Average score:					

Narrative, Advanced Competency 6
(The cell below will expand as you type.)

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

To what extent did the student demonstrate the following practice behaviors:

MCP 7.1 Assesses organizational and community ecosystems, identifying strengths and gaps in the web of relationships.	4	3	2	1	NA
MCP 7.2 Uses theoretical models and frameworks to understand and intervene in organizations and communities.	4	3	2	1	NA
Average score:					

Narrative, Advanced Competency 7
(The cell below will expand as you type.)

--

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

To what extent did the student demonstrate the following practice behaviors:

MCP 8.1 Understands the historical and current policy contexts of one's particular fields of practice.	4	3	2	1	NA
MCP 7.2 Uses theoretical models and frameworks to understand and intervene in organizations and communities.	4	3	2	1	NA
Average score:					

Narrative, Advanced Competency 8
(The cell below will expand as you type.)

--

Competency #9: Respond to contexts that shape practice

To what extent did the student demonstrate the following practice behaviors:

MCP 9.1 Helps macrolevel client systems observe, critically assess, and respond to changes, or need for changes, in the political, economic, social, technological, and cultural systems that affect them.	4	3	2	1	NA
Average score:					

Narrative, Advanced Competency 9
(The cell below will expand as you type.)

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

Engagement

To what extent did the student demonstrate the following practice behaviors:

MCP 10.1 Substantively and affectively prepares for action with individuals, groups, organizations, and communities.	4	3	2	1	NA
MCP 10.2 Uses empathic responding and other interpersonal skills.	4	3	2	1	NA
MCP 10.3 Develops with one’s client systems a mutually agreed-on focus of work and desired outcomes.	4	3	2	1	NA

Assessment

To what extent did the student demonstrate the following practice behaviors:

MCP 10.4 Collects, organizes, and interprets client-system data.	4	3	2	1	NA
MCP 10.5 Assesses client systems’ strengths and limitations.	4	3	2	1	NA
MCP 10.6 Develops clear and mutually agreed-on goals and objectives of interventions.	4	3	2	1	NA
MCP 10.7 Selects appropriate intervention strategies.	4	3	2	1	NA

Intervention

To what extent did the student demonstrate the following practice behaviors:

MCP 10.8 Initiates actions to achieve group, organizational, and community goals, helping client systems to resolve problems and capitalize on opportunities.	4	3	2	1	NA
MCP 10.9 Increases client systems’ own capacities to accomplish their goals.	4	3	2	1	NA

Evaluation

To what extent did the student demonstrate the following practice behaviors:

MCP 10.10 Critically analyzes, monitors, and evaluates one’s own practice interventions.	4	3	2	1	NA
MCP 10.11 Critically analyzes, monitors, and evaluates the effectiveness of social welfare programs.	4	3	2	1	NA
MCP 10.12 Applies the findings of evaluation to make modifications in their own behaviors and choices, and in program design and implementation.	4	3	2	1	NA

Average score for Advanced Competency #10:
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Narrative, Advanced Competency 10
(The cell below will expand as you type.)

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Signatures

Field Instructor: _____ *Date:* _____

Student: _____ *Date:* _____

- | | |
|--------------------------|--|
| <input type="checkbox"/> | I agree with the instructor's evaluation. |
| <input type="checkbox"/> | I disagree with the instructor's evaluation. |
| <input type="checkbox"/> | I will submit an addendum. |

Date: _____

Faculty Liaison: _____ _____

- 4) Beginning proficiency in describing and assessing the external organizational environment, including such elements as funders, policy makers, client systems, advocates, contractors, and other organizations and institutions that are part of the service delivery system. (Advanced practice behaviors MCP 3.2, MCP 7.1, MCP 8.1, MCP 9.1, MCP 10.4)
- 5) Competence in observation and analysis of the dynamics of work groups and ability to participate effectively in them. (Advanced practice behaviors MCP 10.1-10.12)
- 6) Sensitivity to and knowledge of diversity issues in the agency and its various constituencies. (Advanced practice behaviors MCP 4.1)
- 7) Ability to communicate effectively orally and in writing in the workplace, as through presentations, memoranda, reports, briefings, and interagency correspondence. (Advanced practice behaviors MCP 3.2, MCP 10.1, MCP 10.2)
- 8) Competence in task and project planning and organization. (Advanced practice behaviors MCP 6.1, MCP 7.2, MCP 10.3, MCP 10.5-7, MCP 10.8-9)
- 9) Ability to read and accurately interpret agency financial reports. (Advanced practice behaviors MCP 10.11)
- 10) Ability to manage time and personal resources appropriately. (Advanced practice behaviors MCP 1.2, MCP 3.2, MCP 10.10, MCP 10.12)
- 11) Competence in professional self-development. (Advanced practice behaviors MCP 1.2, MCP 3.2, MCP 10.10, MCP 10.12)
- 12) Ability to apply social work values and ethical principles to organizational and community practice. (Advanced practice behaviors MCP 2.1)

III. Units and Contents

The following units represent distinct areas to be addressed throughout the course of the internship. Their order here does not necessarily reflect the sequence in which they are to be accomplished.

Unit one: Development of the learning contract. (Objectives 10 & 11)

Tasks: Student and field instructor jointly develop the student's learning contract for the course. Course objectives, the student's own previous experience and particular interests, and project and task opportunities in the agency and elsewhere are to be taken into account.

Key indicators: Completed contract approved by field liaison.

Advanced practice behaviors: MCP 1.1, MCP 2.1, MCP 3.1, MCP 7.2, MCP 10.2-10.12

Unit two: Understanding agency mission, goals, and planning processes. (Objectives 2, 4, & 12)

Tasks: Locate and examine agency planning documents. Discuss with appropriate informants. Examine publicly distributed documents.

Key indicators: Ability to describe accurately to others. Informed discussion with field instructor.

Advanced practice behaviors: (MCP 6.1, MCP 7.2, MCP 10.3, MCP 10.5-7, MCP 10.8-9)

Unit three: Examination of agency auspice and structure. (Objectives 1, 3, & 4)

Tasks: Locate and examine documentation, including, for example, articles of incorporation, by-laws, organization chart, job descriptions, and program descriptions. Interview appropriate informants.

Key indicators: Ability to describe accurately to others. Informed discussion with field instructor, as evidenced by records of supervision.

Advanced practice behaviors: MCP 7.1 MCP 7.2, MCP 9.1, MCP 10.4

Unit four: Examining task accomplishment and process in work groups. (Objectives 5, 6, 8, 7, & 12)

Tasks: Attend and observe a variety of work group meetings. Participate as appropriate.

Key indicators: Written reports or minutes of group's work. Process recordings of meetings. Log entries. Journal entries.

Advanced practice behaviors: MCP 10.1-10.12

Unit five: Exploration of the agency's external environmental context. (Objectives 4, 3, & 6)

Tasks: Learn the agency's constituencies and their issues. Examine the agency's sources of funds and strategies for financing services. Attend interagency meetings. Interview appropriate informants. Explore formal and informal interagency agreements.

Key indicators: Log entries. Journal entries. Presentations to others, as appropriate. Informed discussion with field instructor, as evidenced by records of supervision.

Advanced practice behaviors: MCP 3.2, MCP 7.1, MCP 8.1, MCP 9.1, MCP 10.4

Unit six: Understanding of the agency's policy context. (Objectives 3 & 12)

Tasks: Locate and review state and federal laws (macrolevel policies) relevant to the agency's programs and services. Develop understanding of the impact of those laws on the agency and on the beneficiaries of the agency's efforts. Examine organizational (mezzo level) policies, and develop understanding of their impact on employees, target systems, and beneficiaries, as appropriate.

Key indicators: Log entries. Journal entries. Presentations to others, as appropriate. Informed discussion with field instructor, as evidenced by records of supervision.

Advanced practice behaviors: MCP 5.1, MCP 8.1, MCP 8.2, MCP 9.1

Unit seven: Developing skill in task and/or project planning, organization, and implementation. (Objectives 8, 5, 2, 7, & 10.)

Tasks: Specific tasks here will be dictated by the nature of the student's project or major task assignments. In general, they will include framing the task, clarifying objectives, including appropriate others, planning and facilitating meetings and work toward the objectives, problem solving, feeding back progress to appropriate players, recording the work, moving the task to completion, and evaluating the outcome, and reporting to appropriate parties.

Key indicators: Process recordings of meetings. Written plans and reports. Oral progress reports in supervision. Work products. Log entries. Journal entries.

Advanced practice behaviors: MCP 6.1, MCP 7.2, MCP 10.3, MCP 10.5-7, MCP 10.8-9

Unit eight: Understanding fiscal affairs and fiduciary responsibilities of the agency. (Objectives 9, 4, & 12)

Tasks: Exploration of program and agency budgets, balance sheets, financial statements, and audits. Familiarization with financial controls and accountability mechanisms. Development of project or program budgets and budget narratives.

Key indicators: Reading and accurately interpreting basic financial documents. Preparation of a project or program budget. Log entries. Journal entries. Records of supervision.

Advanced practice behaviors: MCP 10.11, MCP 10.11

Unit nine: Professional self-development. (Objectives 11, 12, & 10)

Tasks: Making assertive and intentional use of supervision by field instructor. Seeking out appropriate opportunities for additional learning, such as taking advantage of continuing education opportunities, and independently undertaking review of research and other professional literature applicable to work in the internship. Reflection on practice strengths and deficits.

Key indicators: Log entries. Journal entries. Regular monitoring and revision as necessary of the learning contract. Records of supervision. Reports on research. Advance preparation for the MCP Internship II learning contract.

Advanced practice behaviors: MCP 1.2, MCP 2.1, MCP 3.2, MCP 10.10, MCP 10.12

IV. Methods of Instruction

Agency-based field work in management and community practice consists primarily of major task and project assignments for the student which flow from normal program operations in the host agency. Educational instruction in field work has as its foundation weekly individual conferences between student and field instructor. In addition to the scheduled conferences, the field instructor is available to the student as needed. Other valuable instruction is available to the student through access to other agency staff, to workshops and meetings within the agency and in the community, to written and recorded materials relevant to the placement, to the faculty liaison, and of course, through the student's classes in Management and Community Practice Methods I and Evaluation Research I, taken concurrently with the internship.

The field instructor assigns tasks and projects which will move the student toward accomplishment of course learning objectives and provide the student with opportunities to engage in the practice behaviors that are the indicators of the ten advanced competencies for the concentration. Tasks outside the host agency may be initiated by the field instructor to provide the student experiences not available within it. In the latter case, the field instructor retains responsibility for educational supervision of the student.

The student is expected to take an active role in the weekly conferences with the field instructor, using that opportunity to debrief experiences, check for accurate understanding, report progress and problems, consult on planned activities, make connections between practice and theory, raise questions and concerns, and celebrate successes.

V. Textbook

There is no required textbook. Readings may be drawn from MCP Methods I or assigned by the field instructor.

VI. Method of Evaluation

The student shall create and maintain a portfolio of her/his work throughout the internship. The portfolio shall contain, at a minimum, the learning contract, daily logs, journal, records of

supervision, process recordings, work products, and any other documentation necessary to provide a full record of the student's work. In the portfolio shall be documented all the advanced practice behaviors that together indicate the student's movement toward the advanced competencies. The faculty liaison shall review the portfolio at least twice each semester.

Evaluation will be accomplished in the following ways:

- 1) The field instructor and faculty liaison will review entries in the student's daily log of activities.
- 2) The student and the field instructor together will periodically and regularly review progress on the learning contract jointly developed at the beginning of the semester and modified as changing circumstances require.
- 3) The field instructor and faculty liaison will review the practice journal, in which the student reflects on his or her internship experience.
- 4) The field instructor and faculty liaison will review at least eight process recordings by the student of meetings or other appropriate interactions.
- 6) The field instructor and the faculty liaison will meet with the student at mid-semester, noting progress toward the objectives of the learning contract, and providing feedback to the student on his or her performance.
- 7) The field instructor and student shall each complete the School's designated form for end-of-semester evaluation of the student's performance.
- 8) The student, field instructor, and faculty liaison shall meet together at the end of the semester to discuss the results of the field performance evaluation, to take stock of the student's progress, and to plan for the next semester's MCP Internship II.

Grading scale: Students will receive a grade of "Credit" or of "No Credit." The field instructor recommends a grade, and the final grade is awarded by the faculty liaison.

Honor Code

All students in the School of Social Work are expected to adhere to the UALR code of student conduct and to 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.

Support services for 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/>.

- 2) Ability to critically analyze and carry out the roles and task functions of a practicing social work manager. (Advanced practice behaviors MCP 1.1, MCP 2.1, MCP 3.1, MCP 10.2-10.12)
- 3) Task/role competence in boundary-spanning skills such as analysis of service delivery systems, managing coalitions and collaborations, proposal development, influencing public policy, and dealing with the media. (Advanced practice behaviors MCP 3.1, MCP 5.1, MCP 6.1, MCP 8.1, MCP 8.2, MCP 9.1)
- 4) Task/role competence in human relations skills such as building organizational teams; employee recruitment, selection, and evaluation; staff development; altering agency structures and processes to honor diversity among staff and clientele; and facilitation of meetings and task groups. (Advanced practice behaviors MCP 3.1, MCP 4.1, MCP 6.1, MCP 10.9)
- 5) Task/role competence in coordinating skills such as managing information technology, implementing quality assurance; data feedback in organizations, writing effectively as a manager, and risk management. (Advanced practice behaviors MCP 3.1, MCP 6.1, MCP 9.1)
- 6) Task/role competence in directing skills such as organizational and project planning; strategic planning and management, motivating staff and volunteers, and managing organizational time and priorities. (Advanced practice behaviors MCP 3.1, MCP 6.1, MCP 10.4),
- 7) Ability to manage time and personal resources appropriately. (Advanced practice behaviors MCP 1.2, MCP 2.1, MCP 10.1, MCP 10.10, MCP 10.12)
- 8) Competence in professional self-development. (Advanced practice behaviors MCP 1.2, MCP 2.1, MCP 10.1, MCP 10.10, MCP 10.12)
- 9) Ability to apply social work values and ethical principles to administrative and community practice, recognizing the special issues faced by women and minorities in social welfare administration, and by oppressed and vulnerable people who depend on the work of their organizations. (Advanced practice behaviors MCP 2.1, MCP 4.1, MCP 5.1, MCP 8.1)

III. Units and Contents

The following units represent distinct areas to be addressed throughout the course of the internship. Their order here does not necessarily reflect the sequence in which they are to be accomplished.

Unit one: Development of the learning contract.

Tasks: Student and field instructor jointly develop, by the second week of placement, the student's learning contract for the course. Course objectives, the student's own previous experience and particular interests, and task opportunities in the agency and elsewhere are to be taken into account.

Key indicators: Completed contract approved by field liaison.

Advanced practice behaviors: MCP 1.1, MCP 2.1, MCP 3.1, MCP 7.2, MCP 10.2-10.12

Unit two: Boundary-spanning skills.

Tasks: Tasks will vary by placement, but should include: 1) developing a proposal for funding for a new program or project, or a formal proposal to senior management for initiation of a new program or project, 2) participating in the organization or ongoing work of a coalition or collaboration in connection with the agency's mission, 3) some analysis of the service delivery system of which the agency is a part, and 4) tasks related to the influencing or development of public policy in the agency's area of service.

Key indicators: Log entries. Journal entries. Finished proposal. Reports or process recordings of meetings. Briefing papers, as appropriate. Informed discussion with field instructor.

Advanced practice behaviors: MCP 3.1, MCP 5.1, MCP 6.1, MCP 8.1, MCP 8.2, MCP 9.1

Unit three: Human relations skills.

Tasks: Tasks will vary by placement, but should include: 1) experience as a task-team leader, 2) designing and conducting staff development training, 3) tasks related to the agency's personnel system as appropriate, 4) analysis of the agency's responses to diversity issues, and 5) facilitating a problem-solving process.

Key indicators: Log entries. Journal entries. Process recordings. Work products. Oral and written reports and briefings. Informed discussion with field instructor.

Advanced practice behaviors: MCP 3.1, MCP 4.1, MCP 6.1, MCP 10.9

Unit four: Coordinating skills.

Tasks: Tasks will vary by placement, but should include: 1) tasks that require exploration of and interaction with the agency's information management function, 2) development or revision of service effectiveness measures for a program or project, 3) interpreting statistical data and reports routinely generated by the agency, and 4) preparation of documents intended to communicate information or policy to agency staff.

Key indicators: Log entries. Journal entries. Process recordings, as appropriate. Task products. Oral and written reports and briefings. Informed discussion with field instructor.

Advanced practice behaviors: MCP 3.1, MCP 6.1, MCP 9.1

Unit five: Directing skills.

Tasks: Tasks will vary by placement, but should include: 1) involvement in ongoing agency planning processes, both operational and strategic, with responsibility for some part of the process, 2) designing a planning process related to new program or project development, and 3) leadership responsibility for a task or problem-solving team.

Key indicators: Log entries. Journal entries. Process recordings of key meetings. Oral and written reports and briefings. Task products. Informed discussion with field instructor.

Advanced practice behaviors: MCP 3.1, MCP 6.1, MCP 10.4

Unit six: Professional self-development.

Tasks: Making assertive and intentional use of supervisory conferences with field instructor.
Seeking out appropriate opportunities for additional learning. Reflection on practice strengths and deficits.

Key indicators: Log entries. Journal entries. Informed discussion with field instructor. Regular monitoring and revision as necessary of the learning contract.

Advanced practice behaviors: MCP 1.2, MCP 2.1, MCP 10.1, MCP 10.10, MCP 10.12

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**MSW STUDENT EVALUATION OF INTERNSHIP
UALR SCHOOL OF SOCIAL WORK**

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 email: aegarland@ualr.edu, 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?

Comments:

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 from 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.