
ADVANCED DIRECT PRACTICE (ADP) INTERNSHIP MANUAL

UA Little Rock School of Social Work

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Concentration Year Advanced Competencies

Advanced Competency #1: Demonstrate Ethical and Professional Behavior

Advanced Direct Practice students:

ADP 1.1-Attend to professional roles and boundaries in working with individuals, families, and groups

ADP 1.2-Demonstrate professional demeanor in behavior, appearance, oral and written communication

ADP 1.3-Use supervision and consultation to further enhance expertise with individuals, families, and groups

ADP 1.4-Make ethical decision by applying the NASW Code of Ethics, in addition to relevant laws and regulations in all practice situations

ADP 1.5-Use technology ethically and appropriately to facilitate practice outcomes

ADP 1.6-Use self-reflection and self-regulation to manage personal values and maintain professionalism in all aspects of practice.

Advanced Competency #2— Engage Diversity and Difference in Practice

Advanced Direct Practice students:

ADP 2.1-Assess all aspects of diversity that impact and influence individuals, families, and groups.

ADP 2.2-Demonstrate increased self-awareness and self-regulation to manage the influence of personal bias and values in working with diverse clients and constituencies.

Advanced Competency #3— Advance Human Rights and Social, Economic, and Environmental Justice

Advanced Direct Practice students:

ADP 3.1-Apply an understanding of social, economic, and environmental justice to advocate for human rights at all system levels.

ADP 3.2-Engage in practices that advance social and economic justice for individuals, families, and groups.

Advanced Competency #4— Engage in Practice-informed Research and Research-informed Practice

Advanced Direct Practice students:

ADP 4.1-Identify, evaluate and select effect evidence-based intervention strategies in working with individuals, families, and groups.

Advanced Competency #5— Engage in Policy Practice

Advanced Direct Practice students:

ADP 5.1-Apply critical thinking and policy practice skills in work with individuals, families, and groups.

Advanced Competency #6— Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced Direct Practice students:

ADP 6.1-Apply knowledge of advanced practice theories in addition to the continued use of empathy, use of self, and other interpersonal skills when working with individuals, families, and groups.

Advanced Competency #7— Assess Individuals, Families, Groups, Organizations, and Communities

Advanced Direct Practice students:

ADP 7.1-Draw from knowledge of advanced practice theories and treatment models to organize and collect data form the assessment with individuals, families, and groups.

ADP 7.2-Develop mutually agreed-on interventions, intervention strategies, goals and objectives based on research knowledge, critical assessment of strengths and needs, in work with client systems.

Advanced Competency #8— Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced Direct Practice students:

ADP 8.1-Draw from knowledge of advanced practice theories to select and implement prevention and intervention strategies that are informed by advanced practice theories and models for practice.

ADP 8.2-Appropriately terminate and facilitate transitions with individuals, families, and groups.

Advanced Competency #9— Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced Direct Practice students:

ADP 9.1-Apply research skills and knowledge to select appropriate methods to evaluate practice effectiveness with individuals, families, groups, organizations and communities.

ADP 9.2-Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

ADP 9.3Apply and communicate evaluation findings to improve practice effectiveness.

UNIVERSITY OF ARKANSAS AT LITTLE ROCK SCHOOL OF SOCIAL WORK
Advanced Direct Practice Internship I—Course Outline

COURSE: 8503

TITLE: Advanced Direct Practice Internship I

INSTRUCTORS: Advanced Direct Practice Internship Instructors

SEMESTER CREDITS: 5

PREREQUISITES: Foundation Year Courses

Co requisites: SOWK 8301, 8303

I. DESCRIPTION OF THE COURSE

The Advanced Direct Practice (ADP) Internship I involves 360 clock hours of internship placement. The internship prepares the student for professional practice and is an integral part of the curriculum in social work education. The objective of the internship is to produce a social work student that demonstrates mastery in each of the 9 core competencies described in the 2015 EPAS.

The advanced competencies build on the foundational competencies, with the addition of augmented **knowledge**, **values** and **skills** specific to the ADP concentration.

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

the practical application of evaluation and research in the field setting. Throughout the field experience, students are encouraged to develop their professional identity and style.

II. OBJECTIVES OF THE COURSE

At the completion of the first semester of internship, the student will demonstrate a beginning level development of the following competencies and associated behaviors:

Students will demonstrate:

1. Demonstrate ethical and professional behavior (includes behaviors ADP 1.1-1.6, 2.1).
2. The ability to begin applying social work ethical principles to guide professional practice (includes behavior ADP 1.4).
3. The ability to apply **critical thinking** to inform and communicate professional judgments
4. The ability to engage diversity and difference in practice (includes behaviors ADP 2.1-2.2).
5. The ability to advance human rights, social and economic justice (includes behaviors ADP 3.1-3.2).
6. Engage in research-informed practice and practice-informed research (includes behavior ADP 4.1).
7. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (includes behavior ADP 5.1).
8. **Skills** in engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations, and communities (includes behaviors ADP 6.1, 7.1, 7.2, 8.1, 8.2, 9.1, 9.2, 9.3).

III. UNITS AND CONTENT

The following units reflect distinct areas to be addressed throughout the course of the internship. Students should start by familiarizing themselves with the 9 2015 EPAS core competencies and associated behaviors. The ordering of the sections below does not necessarily reflect the order they are presented during the semester, nor their importance. The units may also vary among internship sites according to the clientele served and challenges addressed.

Unit 1: Introduction to the agency, population served, contexts of practice, theoretical perspective guiding practice, student roles, professional development of self and conduct (advanced competency #1 and 6 & associated behaviors).

Student Tasks:

- Student will become familiar with competencies 1 and 6, along with their associated behaviors.
- Familiarization with agency policies, **values**, technological requirements, rules and procedures, observation and interaction with population served, reading case files.
- Student will become familiar and **knowledgeable** about specific policies that impact clients served.
- Student will draw from a variety of theories, practice perspectives and models to enhance **critical thinking** and **judgement** about assessment and intervention.
- Student will develop learning contracts in conjunction with field instructor and liaison (see ADP Learning Contract).
- Student will examine one's own professional development through process recordings and informal meetings with field instructor and other appropriate professionals; evaluation of self at the end of each semester.

Unit 2: Work with individuals, Biopsychosocial assessment, policy practice, cultural considerations, ethical practice, use of critical thinking skills, interventions (micro/macro) (advanced competency # 1, 2, 3, 5, 6, 7, 8, 9 & associated behaviors).

Student Tasks:

- Students will become familiar with competencies 1, 2, 3, 5, 6, 7, 8, 9 & their associated behaviors.
- Students will demonstrate good **judgment** in applying knowledge, **values** and **skills** when seeing clients.
- Students will complete required agency recordings using **critical thinking**.
- Students will demonstrate **critical thinking skills** and **affective reactions** to clients through completing an in-depth assessment.
- Students will develop and implement interventions.
- Students will be observed by the field instructor (in person and through process recordings, audiotapes, and videotapes)

- Students will participate in interdisciplinary and interagency meetings where appropriate.

Unit 3: Integrating Theory and Practice (advanced competency # 6, 7, 8, 9 and associated behaviors)

Student Tasks:

- Students will identify with field instructor the use of specific theoretical concepts and techniques to enhance **critical thinking** and **judgment** in work with clients

Unit 4: Evaluation of Practice; research informed practice (advanced competency #4, 6, 7, 8, 9 & associated behaviors)

Student Tasks:

- Students will complete a research project evaluating practice process and outcomes of their **skills** using **critical thinking** and **judgment**.
- Students will access evidence-based literature in order to acknowledge and monitor their own **affective reactions** and **values** when working with a client.

IV. METHODS OF INSTRUCTION

Teaching occurs through individual, regularly scheduled weekly supervision conferences and availability on as-needed basis with the internship instructor; two meetings per semester with the internship instructor and faculty liaison; written feedback and verbal comments from the internship instructor on the student's process recordings, discussion of progress toward goals in the learning contract, access to other persons in the agency; workshops within and outside the agency as arranged with the internship instructor; agency and community meetings and media as appropriate.

Students are expected to accept responsibility for their own learning, to initiate the use of self in the learning process, to utilize supervision to fill learning needs, and to demonstrate their use

of **knowledge**, social work **values**, and acquired **skills** through supervised activities in the agency in addition to **cognitive and affective processes**.

Using a Learning Contract Guide provided by the program, the student will design a learning contract containing learning objectives in the form of activities or “tasks” that demonstrate accomplishment of each competency. The learning contract allows the student self-direction to accomplish a pre-determined competency, demonstrated by behaviors—tasks and activities—that must be mastered. Although tasks and activities will differ from agency to agency, the behaviors are common to all social work settings.

The learning contract must include one task or activity per competency (some of which are prescribed and required), a method of assessment that indicates the level of mastery of that task, and the date the activity will be completed. Activities that are a part of a consistent pattern of **skills** may include client assessments with a sample in the portfolio, progress notes, treatment plans, discharge summaries, process recordings, and supervision and activity logs. Mezzo and macro activities may include a meeting agenda, policy analysis, research proposal, meeting minutes, a generic report of outreach activities, or group progress notes.

V. READINGS

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

VI. METHODS OF EVALUATION

Learning in the field is due largely to the interactions of student, field instructor, field liaison, other students, agency workers, and clients. Students will apply **critical thinking** and **judgment (cognitive processes)** in assessing social work **values**, theoretical **knowledge** learned in the classroom, and acquired **skills** based on evidence-based practice principles. Students are also challenged to be self-reflective and to monitor their own **affective reactions** when working with client systems. Students are responsible to the field instructor to provide all necessary forms, time reminders, and requests for evaluation of each task.

By the end of the first semester, the student is required to complete the following first semester tasks:

1. Learning contract
2. One process recording per week
3. Individual Assessment that clearly identifies a specific theoretical perspective and student's rationale for selecting said theory (e.g., model utilized by agency, model taught in ADP I, promising practice model for selected client's chief complaint or population, etc.)
4. Individual Intervention Plan that identifies goals, objectives, anticipated outcomes, anticipated barriers, and anticipated resources to achieve goals. Plan is to be congruent with theoretical perspective and information presented in individual assessment.
5. Supervision & Activity Logs (one per week, chronological order beginning with the first week of internship and including internship instructor's comments)
6. Documentation of an evaluation of practice, process or outcome
7. Performance Evaluation

Documentation of these assignments must be available in portfolios for review by the faculty liaison at the mid-semester and final semester visits (see portfolio instructions). Students must have a completed portfolio, per requirements for their liaisons at the final visit. Receiving a grade in the internship course is contingent upon a completed portfolio.

Student feedback will be given through the following processes:

1. Students will evaluate their current mastery of the 9 advanced competencies by using "The ADP Internship Student Performance Evaluation" form at the end of each semester. (See a copy of this instrument in the Internship Manual).
2. Field instructor and liaison provide oral feedback to the student at mid-semester. In some cases, a written evaluation may be submitted at mid-semester.
3. The field instructor also completes "The Performance Evaluation-ADP Internship" form at the end of each semester. (See Instrument in Internship Manual).
4. Meeting of the internship instructor and the faculty liaison with the student at mid-semester and again at the end of the semester for discussion of the learning contract. The student's progress is evaluated based upon the student's overall performance of **skills** and application of **knowledge**.

VII. GRADING CRITERIA

Students will be graded credit/no credit. Students must receive a “CR” grade before continuing on in the internship. Internship instructors recommend a final grade; the faculty liaison awards the final grade. A complete portfolio is a requirement for receiving a grade.

VIII. STUDENTS WITH DISABILITIES:

Students with Disabilities: It is the policy of the University of Arkansas at Little Rock to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement- such as time-limited exams, inaccessible web content, or the use of non-captioned videos, please notify the instructor as soon as possible. Students are also welcome to contact the Disability Resource Center, telephone 501-569-3143 (v/tty). For more information, visit the DRC website at <http://ualr.edu/disability/>.

IX. HONOR CODE

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

First Semester ADP Internship Portfolio Requirements

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

Organization of documentation

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

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

ADP Concentration Year Competency Worksheet

Advanced Competency #1. Demonstrate Ethical and Professional Behavior.

ADP: At the concentration level, advanced practitioners working at the micro, mezzo, and macro level will apply ethical principles of practice. As critical thinkers, applying the frameworks of ethical decision making and apply principles of critical thinking to practice, research and policy. They also deepen their capacity for self-reflection and self-regulation, in addition to the capacity to understand how personal experiences and affective reactions influence professional judgment and behavior. Advanced practitioners integrate the importance of inter-professional contributions and lifelong learning. The significance of the historical perspective of social work provides the context of the profession and its mission. The ethical use of technology and its limitations ensures the relevancy of social work practice.

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

Tasks/activities where student could demonstrate behavior:

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

Tasks/activities where student could demonstrate behavior:

- Locate agency dress code policy and review
- Use appropriate language and behavior with clients as evidenced in process recordings and/or supervisory sessions.
- Write professionally as evidenced in progress notes, agency forms/assessment, and/or UALR field assessments).

ADP1.3—Use supervision and consultation to further enhance expertise with individuals, families, and groups

Tasks/activities where student could demonstrate behavior:

- Complete a self-assessment and/or document aspects of practice behavior (personal reflection/self-correction) in process recordings.
- Use two case examples (documented on supervision and activity log) where personal reflection and self-regulation are demonstrated.

ADP 1.4-Make ethical decision by applying the NASW Code of Ethics, in addition to relevant laws and regulations in all practice situations

Tasks/activities where student could demonstrate behavior:

- Identify an ethical issue (NASW Code), resolved or unresolved, as evidenced in process recording, supervision, and/or observation.
- Identify an understanding of dual relationships as it relates to inappropriate boundary crossings. Provide specific examples in supervision and process recordings.

ADP1.5— Use technology ethically and appropriately to facilitate practice outcomes.

Tasks/activities where student could demonstrate behavior:

- Review agency technology policies and (select one or more) reflect on it in a summary of learning(s), process it during a supervisory session and/or apply it to a case.
- Draft an agency technology policy.

ADP 1.6- Use supervision and consultation to guide professional judgment and behavior.

Tasks/activities where student could demonstrate behavior:

- Come to supervision with an agenda for meeting (as evidenced by supervisory feedback and supervision & activity logs).
- Use supervisory feedback as evidenced by process recordings.

Advanced Competency #2— Engage Diversity and Difference in Practice

ADP: Concentration students working with individuals, families, and groups understand the multifaceted nature of diversity and the challenges it presents. Students develop a deeper understanding of oppression and its effect on behavior and development. Students become aware of exclusions that marginalize.

ADP2.1—Assess all aspects of diversity that impact and influence individuals, families, and groups.

Tasks/activities where student could demonstrate behavior:

- Use culturally sensitive language and ideas as evidenced in process recordings.

ADP 2.2- Demonstrate increased self-awareness and self-regulation to manage the influence of personal bias and values in working with diverse clients and constituencies.

Tasks/activities where student could demonstrate behavior:

- Provide examples (in process recordings or supervision) of situations where personal biases and values were not allowed to influence practice with a diverse group.
- Accept feedback in a situation where the instructor perceived biases influencing practice.
- Identifies differences in one's own values/cultural background, and that of client's
- Recognizes own biases and prejudices
- Is able to differentiate one's own values from those of the social work profession
- Recognizes the boundary between one's own values and that of client's

Advanced Competency #3— Advance Human Rights and Social, Economic, and Environmental Justice

ADP: In the Advanced Direct Practice concentration, a proactive approach to work with individuals, families, and groups continue to be informed by the idea that each individual has the right to freedom, safety, privacy, and an adequate standard of living, health care, and education. Knowledge of theories related to human rights/needs, and social justice strategies to promote social and economic justice and human rights. Advanced Direct Practice students understand strategies designed to eliminate oppressive structural barriers to ensure equal distribution of resources.

ADP3.1—Apply an understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

Tasks/activities where student could demonstrate behavior:

- Research and present a case in treatment team meeting or other agency meeting involving human rights and/or social and justice issues.
- Conduct a policy review of agency to determine if changes need to be made as evidenced by supervision and activity log.
- Participate in a community event that promotes social justice.
- Attend lobby day and/or contact my legislator regarding an issue related to social justice.

ADP3.2—Engage in practices that advance social, economic, and environmental justice.

Tasks/activities where student could demonstrate behavior:

- Prepare and deliver a one-hour educational training to agency staff (or in a meeting) as evidenced by weekly log.
- Attend a caucus at the annual NASW meeting to discuss issues within a specific client system.

Advanced Competency #4— Engage In Practice-informed Research and Research-informed Practice.

ADP: At the concentration level, advanced practitioners are knowledgeable of evidence-based models in working with individuals, families, and groups, and are skilled at understanding the processes for translating research findings into effective practice. An integration of research and practice creates a greater understanding of research informs practice.

ADP4.1—-- Identify, evaluate and select effect evidence-based intervention strategies in working with individuals, families, and groups.

Tasks/activities where student could demonstrate behavior:

- Identify practice experience and research in at least two interventions as evidenced by articles in portfolio or discussion in supervision.
- Develop a referral system for clients appropriate to agency needs.
Seek consultation from two licensed social workers on identified client system as evidenced by process recording or supervision and activity log
- Conduct a literature review (at least 5 articles in peer reviewed journals) that relates to practice(s) and/or intervention(s) the agency uses.
- Conduct a literature review (at least 5 articles in peer reviewed journals) on a issue/social problem that relates to the client base and ascertain how best to address that issue/problem
- Access evidence-based approaches to working with agency population as evidenced in assessments.
- Apply an evidence-based practice model, as evidenced in UALR field assessments, and treatment plan.

Advanced Competency #5—Engage in Policy Practice

ADP: Advanced practitioners understand the impact of social policy on individuals, families, and groups. Policy development and implementation create a more comprehensive understanding of policy's influence on human behavior in practice with individuals, families and groups.

ADP5.1— Apply critical thinking and policy practice skills in work with individuals, families, and groups.

Tasks/activities where student could demonstrate behavior:

- Review federal, state and/or local policies that impact agency services/activities and (select one or more), reflect on it in a summary of learning(s), process it during a supervisory session and/or apply it to a case/example.
- Compare practices of agency against current policy implications.
- Analyze or track a bill related to agency or community services
- Review agency policies and procedures and assess how they impact service delivery as evidenced in organizational assessment.
- Identify the impact of problems that affect the agency and/or its client population's wellbeing as evidenced in organizational assessment.

Advanced Competency #6— Engage with Individuals, Families, Groups, Organizations, and Communities

ADP: Relationship skills and knowledge of advanced practice theories are enhanced for concentration level practitioners working with individuals, families and groups. Practitioners comprehend the diverse population they face and develop working relationships.

ADP 6.1— Apply knowledge of advanced practice theories in addition to the continued use of empathy, use of self, and other interpersonal skills when working with individuals, families, and groups.

Tasks/activities where student could demonstrate behavior:

- Apply theories to client systems as evidenced in UALR field assessments.
- Develop a treatment plan, which includes problem identification and interventions, as evidenced in UALR field assessments, and agency treatment plans.
- Exemplify use of theory and practice models as evidenced in progress notes, and process recordings
- Use empathy as evidenced in process recordings.

- Use four additional engagement skills as evidenced in process recordings

Advanced Competency #7— Assess Individuals, Families, Groups, Organizations, and Communities

ADP: Advanced practitioners utilize practice theories to evaluate and assess client situations with individuals, families, and groups. Collecting and organizing information about clients and client systems creates the opportunity for an accurate assessment. The use of critical thinking allows practitioners to accurately assess clients.

ADP7.1— Draw from knowledge of advanced practice theories and treatment models to organize and collect data form the assessment with individuals, families, and groups.

Tasks/activities where student could demonstrate behaviors:

- Conduct and formulate (in UALR format) an individual client assessment.
- Conduct and formulate (in UALR format) a family assessment.
- Conduct and formulate (in UALR format) a group assessment.

ADP 7.2- Develop mutually agreed-on interventions, intervention strategies, goals and objectives based on research knowledge, critical assessment of strengths and needs, in work with client systems.

Tasks/activities where student could demonstrate behavior:

- Apply knowledge to understand and predict human behavior through UALR field assessments, discussion in supervision, and observation.
- Develop a mutually agreed-on focus with client as evidenced in process recordings.
- Document (in process recordings) any changes in the on-going assessment of client.
- Assess and document client strengths and needs in all assessments, process recordings, treatment plans, supervision and activity logs. Skills in identifying and prioritizing goals.
- Formulate goals, objectives and interventions with client as evidenced in field contract, assessments, treatment plans and process recordings.

- Discuss interventions with field instructor during supervision as evidenced by supervision & activity log.
- Select interventions for implementation as evidenced in field contract, assessments and process recordings.
- Explore with field instructor why certain interventions were selected and their potential outcomes.

Advanced Competency #8— Intervene with Individuals, Families, Groups, Organizations, and Communities

ADP: The selection of appropriate interventions with individuals, families, and groups is directly connected to practice theories and their application in intervention models. Knowledge of evidence-based interventions will guide the selection of appropriate interventions. Facilitating effective termination allows practitioners to effectively transition.

ADP 8.1— Draw from knowledge of advanced practice theories to select and implement prevention and intervention strategies that are informed by advanced practice theories and models for practice.

Tasks/activities where student could demonstrate behavior:

- Access evidence-based approaches to population being served as evidenced in field contract and all assessments.
- Implement prevention/intervention strategies as evidenced in field contract, all assessments, treatment plans and process recordings.
- Implement intervention plan at the micro, mezzo and/or macro level.
- Apply skills during intervention activities at the micro, mezzo and/or macro levels and (select one or more) reflect on it in a summary of learning(s), process it during a supervisory session and/or apply it to a case/example.

ADP 8.2- Appropriately terminate and facilitate transitions with individuals, families, and groups.

Tasks/activities where student could demonstrate behavior:

- Professionally terminate with client: discharge planning; aftercare plans; or the ending phase of treatment, as evidenced in process recordings.

Advanced Competency #9— Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

ADP: Advanced practitioners working with individuals, families, and groups evaluate the effectiveness of interventions and modify according to their effectiveness, based on intended outcome. Understanding theories of human behavior and the effects of the social environment and its influence on outcomes facilitates an accurate evaluation.

ADP 9.1- Apply research skills and knowledge to select appropriate methods to evaluate practice effectiveness with individuals, families, groups, organizations and communities.

Tasks/activities where student could demonstrate behavior:

- Conduct and analyze client satisfaction surveys.
- Identify specific measurements for evaluating progress for each activity on intervention plan at micro, mezzo and/or macro level.
- Tasks/activities where student could demonstrate behavior:
- Apply theories to client systems as evidenced in UALR field assessments.
- Develop a treatment plan, which includes problem identification and interventions, as evidenced in UALR field assessments, and agency treatment plans.
- Exemplify use of theory and practice models as evidenced in progress notes, and process recordings

ADP 9.2- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

Tasks/activities where student could demonstrate behavior:

- Complete an evaluation of practice in UALR format
- Review and discuss treatment plans with field instructor as evidenced by supervision & activity logs.

ADP 9.4-Apply and communicate evaluation findings to improve practice effectiveness.

Tasks/activities where student could demonstrate behavior:

- Apply data interpretation to changes at the agency at the micro, mezzo and/or macro levels.

ADP Learning Contract

Student: _____ **Agency:** _____

Semester: _____ **Year:** _____ **Field Instructor:** _____ **Faculty**

Liaison: _____

A. PRACTICUM RESPONSIBILITIES			
Competency 1. Demonstrate Ethical and Professional Behavior	Competency 1 – Specific and possible activities/tasks to be completed this year:	Date(s) demonstrated	Evidence (i.e., process recordings, supervision/activity logs, etc.)
ADP 1.1 Attend to professional roles and boundaries in working with individuals, families, and groups.			

ADP 1.2 Demonstrate professional demeanor in behavior, appearance, oral and written communication	Use appropriate language and behavior with clients as evidenced in process recordings and/or supervisory sessions.		
ADP 1.3 Use supervision and consultation to further enhance expertise with individuals, families, and groups	Come to supervision with a goal directed agenda for the meeting as evidenced in supervisory feedback and supervision activity log		
ADP 1.4 Make ethical decision by applying the NASW Code of Ethics, in addition to relevant laws and regulations in all practice situations			

<p>ADP 1.5 Use technology ethically and appropriately to facilitate practice outcomes</p>			
<p>ADP 1.6 Use self-reflection and self-regulation to manage personal values and maintain professionalism in all aspects of practice</p>			
<p>Additional Skills Unique to Placement Setting:</p>			

Competency 2. Engage Diversity and Difference in Practice	Competency 2 – Specific and possible activities/tasks to be completed this year:	Date(s) demonstrated	Evidence (i.e., process recordings, supervision/activity logs, etc.)
ADP 2.1 Assess all aspects of diversity that impact and influence individuals, families, and groups.			

<p>ADP 2.2 Demonstrate increased self-awareness and self-regulation to manage the influence of personal bias and values in working with diverse clients and constituencies.</p>			
<p>Additional Skills Unique to Placement Setting:</p>			
<p>Competency 3. Advance Human Rights and Social, Economic, and Environmental Justice</p>	<p>Competency 3 – Specific and possible activities/tasks to be completed this year:</p>	<p>Date(s) demonstrated</p>	<p>Evidence (i.e., process recordings, supervision/activity logs, etc.)</p>

<p>ADP 3.1 Apply an understanding of social, economic, and environmental justice to advocate for human rights at all system levels.</p>			
<p>ADP3.2 Engage in practices that advance social and economic justice for individuals, families, and groups.</p>			
<p>Competency 4. Engage in Practice-informed Research and Research-informed Practice</p>	<p>Competency 4 – Specific and possible activities/tasks to be completed this year:</p>	<p>Date(s) demonstrated</p>	<p>Evidence (i.e., process recordings, supervision/activity logs, etc.)</p>

<p>ADP 4.1 Identify, evaluate and select effect evidence-based intervention strategies in working with individuals, families, and groups.</p>			
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<p>Additional Skills Unique to Placement Setting:</p>			
<p>Competency 5. Engage in Policy Practice</p>	<p>Competency 5 – Specific and possible activities/tasks to be completed this year:</p>	<p>Date(s) demonstrated</p>	<p>Evidence (i.e., process recordings, supervision/activity logs, etc.)</p>

<p>ADP 5.1 Apply critical thinking and policy practice skills in work with individuals, families, and groups.</p>			
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<p>Additional Skills Unique to Placement Setting:</p>			
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<p><u>Competency 6.</u> Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Competency 6 – Specific and possible activities/tasks to be completed this year:</p>	<p>Date(s) demonstrated</p>	<p>Evidence (i.e., process recordings, supervision/activity logs, etc.)</p>
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<p>ADP 6.1 Apply knowledge of advanced practice theories in addition to the continued use of empathy, use of self, and other interpersonal skills when working with individuals, families, and groups.</p>			
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<p>Additional Skills Unique to Placement Setting:</p>			
<p>Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities</p>	<p>Competency 7 – Specific and possible activities/tasks to be completed this year:</p>	<p>Date(s) demonstrated</p>	<p>Evidence (i.e., process recordings, supervision/activity logs, etc.)</p>

ADP 7.1 Draw from knowledge of advanced practice theories and treatment models to organize and collect data form the assessment with individuals, families, and groups.			
ADP 7.2 Develop mutually agreed-on interventions, intervention strategies, goals and objectives based on research knowledge, critical assessment of strengths and needs, in work with client systems.			

<p>Additional Skills Unique to Placement Setting:</p>			
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<p>Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Competency 8 – Specific and possible activities/tasks to be completed this year:</p>	<p>Date(s) demonstrated</p>	<p>Evidence (i.e., process recordings, supervision/activity logs, etc.)</p>
<p>ADP 8.1 Draw from knowledge of advanced practice theories to select and implement prevention and intervention strategies that are informed by advanced practice theories and models for practice.</p>			

ADP 8.2 Appropriately terminate and facilitate transitions with individuals, families, and groups.			
Additional Skills Unique to Placement Setting:			

Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Competency 9 – Specific and possible activities/tasks to be completed this year:	Date(s) demonstrated	Evidence (i.e., process recordings, supervision/activity logs, etc.)
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ADP 9.1 Apply research skills and knowledge to select appropriate methods to evaluate practice effectiveness with individuals, families, groups, organizations and communities.			
ADP 9.2 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.			

ADP 9.3 Apply and communicate evaluation findings to improve practice effectiveness.			
Additional Skills Unique to Placement Setting:			



MSW Internship Program

Documentation of Supervision and Activity for the Week of
This form is to be completed each week by the student, and reviewed and signed or initialed by the field instructor.

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Week # _____

Today's Date: _____

Student:	
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Process Recordings Submitted This Week (<i>indicate number and date</i>)	

Process Recordings Returned With Field Instructor's Comments This Week	

Any Additional Information to Be Noted?

Hours in internship this week: **MON** ____ **TUES** ____ **WED** ____ **THURS** ____ **FRI** ____

Running total of hours for the semester: _____

Student _____

Date _____

Field Instructor _____

Date _____

ADP Process Recording Format

Client Pseudonym and Date:

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

DSM V Diagnosis:

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

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

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

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

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

DSM-V Format:

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

Brief narrative about disability/impairment, which should include the following areas:

- **Occupational**
- **Social**
- **Academic/employment**

I. Purpose:

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

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

II. Goals & Objectives:

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

III. Competency Behaviors, Skills & Interventions:

In an effort to help your client achieve goals and objectives, what competency behaviors, skills and interventions did you use? How did the client seem to respond to these? What might you do in future meetings to improve your practice behaviors, skills and interventions?

IV. Observation of Process (cognitive & affective processes):

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

V. Plan for next meeting:

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

VI. Supervisory focus:

What specific questions do you have about this client/interview that might help your supervisor better understand and help you? In general, where would you like the focus of supervision to be?

Student/Client Interview (How interview began, and then verbatim recording of interview)	Competency Behaviors and Skills	Affective Reactions (Your emotional reaction)	Thoughts (Your assessment)	Supervisory Comments
I can adjust the width of the columns if necessary.		Content		

<p>Intern: "Hi, I'm the intern here and I'm advocating for a new format for the ADP process recordings."</p> <p>Client: "That sounds like a really good idea Mr. Intern. My name is I'm The Client."</p> <p>Intern: "Thank you Mr. I'm The Client. I hope they</p> <p>The table follows onto the next page.</p>	<p>Introducing and rapport</p> <p>Practice skill here</p>	<p>Happy</p>	<p>The Client seems to be accepting of this format!</p>	
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ADP Individual Assessment

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

Client Name:

Date of assessment:

- I. Identifying information:** In this section, include such things as client’s name, age, marital status, informant(s) for the assessment, etc.
- II. Reason client is being served by agency/facility:** What prompted the client to become involved in the agency/facility? And what type of help are they requesting/needing? This section should also include any precipitating events, which either caused or exacerbated the issues client is seeking help for.
- III. History:** This section should start with family background information. Next, give your account of the central events leading up to this point in client’s life.
- IV. Past psychiatric history:** If applicable, please include when the client first sought treatment, and all subsequent treatment in addition to what diagnoses the client has received. Also, include any medications the client is currently on or has been on in the past for mental health related issues.

- V. Past medical history:** If applicable, include any illness the client has or has had in the past.
- VI. Social history:** Include in this section financial status, occupational and legal history, in addition to any issues related to abuse and/or neglect. Also, include the quality of client's current social network.
- VII. Substance use history:** Include past/present substances client has used or is currently using in addition to any difficulties the client has experienced in relation to substance use/abuse/addiction.
- VIII. Issues related to diversity, oppression, social and economic justice:** Include issues related to being marginalized, oppressed and/or discriminated against and how this may contribute to, or impact the presenting problems.
- IX. Diagnostic impressions:**
- **Current Diagnostic Condition:**
 - **Code followed by condition**
 - **Any relevant medical conditions.**
 - **Any relevant V (Z) codes.**

Brief narrative about disability/impairment, which should include the following areas:

- **Occupational**
 - **Social**
 - **Academic/employment**
- X. Strengths and Impressions:** Client's and client's support system's reported strengths and your clinical impression of the client's strengths and prognostic picture.
- XI. Theoretical formulation:** For this section, discuss which theoretical perspective guided your assessment process with the client and that you believe will be utilized for ongoing work with the client.

ADP Client Intervention Plan

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

Client Name:

Date of Plan:

- I. Client goals & objectives:** Your goals for the client need to be established in mutual collaboration with the client. State the goals in measurable and specific terms. Next, provide specific examples of what the client must do in order to achieve the goals. Goals and objectives should also be congruent with selected theoretical intervention model.
- II. Plan of intervention:** In this section, describe the theoretical intervention model selected, including rationale, strengths and limitations, and implementation strategies.
- III. Measurement of goals:** What methods will you use to measure whether client's goals have been achieved and to what degree they have been met. You might think about using standardized scales, agency surveys, or you might think about developing your own measure.
- IV. Evidence-Informed Practice:** What information is available in the literature pertaining to the primary focus of intervention with your selected client in terms of best-practice models that could be considered in addition to your selected intervention model?
- V. Policy Practice Issues:** As a final piece in your intervention plan, chose one written policy (agency, state, governmental) that directly impacts your client. Briefly describe the policy and what effects it has on service delivery.

Evaluation of Practice

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

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

The following are examples of possible practice evaluations:

- 1) During the assessment phase of working with an individual, family, or groups, the student uses clinical measures to assess the extent of the presenting problem. When the student

terminates with this client system, the student administers those measures again and discusses the change (or lack of change) with the client system.

2) The student establishes goals and objectives with a client system—an individual, a family, a group, a committee, etc. - and progress toward achievement of these goals and objectives are monitored throughout the intervention phase. Goals and objectives may be altered during this time if they become unrealistic or irrelevant. During the termination phase, the student and the client systems will discuss achievement of and/or progress toward the achievement of those goals and objectives.

3) The student develops a survey regarding his/her practice skills for client systems with whom he/she is working.

4) The student develops a pre- and post- measure for a group she/he is facilitating. These measures could be developed for a one-group session or for a period of several weeks. They could measure retention of knowledge or information, changes in attitudes, reduction in anxiety or depression, etc.

UNIVERSITY OF ARKANSAS AT LITTLE ROCK SCHOOL OF SOCIAL WORK
Advanced Direct Practice Internship II—Course Outline

COURSE: 8504 TITLE Advanced Direct Practice Internship II
INSTRUCTORS: Advanced Direct Practice Internship Instructors
SEMESTER CREDITS: 5
PREREQUISITES: SOWK 8301, 8303; Corequisites: SOWK 8302,
SOWK 8503 & 8504 must be completed consecutively in the same agency setting).

I. DESCRIPTION OF THE COURSE

The Advanced Direct Practice (ADP) Internship II involves 360 clock hours of internship placement. This internship builds upon ADP Internship I and prepares the student for professional clinical social work practice. The internship is an integral part of the curriculum in social work education. The objective of the internship is to produce a social work student that demonstrates mastery in each of the 9 core competencies described in the 2015 EPAS. The advanced competencies build on the foundational competencies, with the addition of augmented **knowledge, values** and **skills** specific to the ADP concentration.

Students entering the course are expected to have assessment and intervention **skills** with individuals. The internship provides the student with the opportunities to focus on groups and families in the context of their environment. Emphasis is placed on the application of concepts taught in ADP II & III, where students learn in-depth knowledge about group and family theory and learn to assess and intervene with groups, families and family subgroups (couples, parent-child dyad, etc.). The primary theoretical perspective presented in ADP II & III, builds upon the knowledge learned in the first year, and includes Irvin Yalom's interpersonal group psychotherapy, systems theory and selected models of family therapy and theory. The strengths and ecological perspectives continue to be stressed as important components of the assessment and intervention process. Experiences, which support learning about diversity (culture, race, ethnicity, gender, age disabilities, sexual orientation, etc.), privilege, and work with populations placed at vulnerability, are required. Information about evaluation of practice provided in the classroom setting supports the practical application of evaluation and research in the internship setting. Throughout the internship, students are encouraged to develop their professional identity and style. Students are encouraged to review their work

and identify professional strengths and areas where they will seek further development. Each student is challenged to become increasingly aware of herself/himself within a changing society and to develop a sense of self as a professional based on social work ethics and **values**.

II. OBJECTIVES OF THE COURSE:

The nine advanced competencies build on the core foundational competencies with augmented **knowledge, values** and **skills** specific to the ADP clinical concentration.

Students will demonstrate:

1. Demonstrate Ethical and Professional Behavior (includes behaviors ADP 1.1, 1.2, 1.3, 2.1).
2. The ability to begin applying social work ethical principles to guide professional practice (includes behavior ADP 1.4).
3. The ability to apply critical thinking to inform and communicate professional judgments.
4. The ability to engage diversity and difference in practice (includes behaviors ADP 2.1-2.2).
5. The ability to advance human rights, social and economic justice (includes behaviors ADP 3.1-3.2).
6. Engage in research-informed practice and practice-informed research (includes behavior ADP 4.1).
7. Engage in policy practice to advance social and economic well-being and to deliver effective social work services (includes behavior ADP 5.1).
8. **Skills** in engaging, assessing, intervening, and evaluating with individuals, families, groups, organizations, and communities (includes behaviors ADP 6.1, 7.1, 7.2, 8.1, 8.2, 9.1 9.2, 9.3).

III. UNITS AND CONTENT:

The following units reflect distinct areas to be addressed throughout the course of the internship. Students should start by familiarizing themselves with the 9 2015 EPAS core competencies and associated behaviors. The ordering of the sections below does not

necessarily reflect the order they are presented during the semester, nor their importance. The units may also vary among internship sites according to the clientele served and challenges addressed.

Unit 1: Work with groups: professionalism, ethical issues, diversity, engagement, assessment, intervention (competency # 1, 2, 3, 6, 7, 8, 9 & associated behaviors)

Student Tasks:

- Student will review behaviors for competencies 1, 2, 3, 6, 7, 8, 9 & associated behaviors.
- Student will facilitate a group using **knowledge** and **skills**.
- Where possible the student will use **cognitive thinking skills** and **judgment** to develop a group using select members and conduct the group in order to illicit **affective reactions**.

Unit 2: Work with families: professionalism, diversity, ethical issues, diversity, engagement, assessment, intervention and critical thinking (competency #, 1, 2, 6, 7, 8, 9 & associated behaviors).

Student Tasks:

- Student will review behaviors for competencies 1, 2, 6, 7, 8, 9 & associated behaviors.
- Student will work with families using **critical thinking** and **judgment**.
- Student will complete family and family subset assessments: Family subsystems (intimate couples, parent-child) nuclear and extended families (divorce, blended families, same sex families).
- Student will develop and implement plans using **knowledge, values** and **skills**.
- Student will complete required agency recordings per agency policy.

Unit 3: Continued development of the professional self when working with families and groups (competency #1 & associated behaviors).

Student Tasks:

- Students will review competency #1 and associated behaviors.
- Students will examine one's own professional development, **knowledge, skills** and **values** through process recordings, journals, formal and informal meetings with supervisor and other appropriate professionals
- Students will use **critical thinking** and **judgment** to complete an evaluation of self at the end of each semester using the performance evaluation form.

Unit 4: Integrating Theory and Practice and policy practice (competency #5, 6, 7 & associated behaviors)

Student Tasks:

- Students will review competencies 5, 6, 7 & associated behaviors.
- Students will identify in process recordings the use of specific theoretical concepts and techniques in work with clients.

Unit 5. Evaluation of Practice; research informed practice (competency #4, 6, 7, 8, 9 & associated behaviors).

Student Task:

- Student will review competencies 4, 6, 7, 8 9 & associated behaviors.
- Student will complete a project evaluating practice process and outcomes of their **skills** using **critical thinking** and **judgment**.

- Students will access evidence-based literature in order to acknowledge and monitor their own **affective reactions** and **values** when working with groups and families.

IV. METHODS OF INSTRUCTION

Teaching occurs through individual, regularly scheduled weekly supervision conferences and availability on as-needed basis with the internship instructor; two meetings per semester with the internship instructor and faculty liaison; written feedback and verbal comments from the internship instructor on the student's process recordings, discussion of progress toward goals in the learning contract, access to other persons in the agency; workshops within and outside the agency as arranged with the internship instructor; agency and community meetings and media as appropriate.

Students are expected to accept responsibility for their own learning, to initiate the use of self in the learning process, to utilize supervision to fill learning needs, and to demonstrate their use of **knowledge**, social work **values**, and acquired **skills** through supervised activities in the agency in addition to **cognitive and affective processes**.

Using a Learning Contract Guide provided by the program, the student will design a learning contract containing learning objectives in the form of activities or “tasks” that demonstrate accomplishment of each competency. The learning contract allows the student self-direction to accomplish a pre-determined competency, demonstrated by behaviors—tasks and activities—that must be mastered. Although tasks and activities will differ from agency to agency, the behaviors are common to all social work settings.

The learning contract must include one task or activity per competency (some of which are prescribed and required), a method of assessment that indicates the level of mastery of that task, and the date the activity will be completed. Activities that are a part of a consistent pattern of **skills** may include client assessments with a sample in the portfolio, progress notes, treatment plans, discharge summaries, process recordings, and supervision and activity logs.

Mezzo and macro activities may include a meeting agenda, policy analysis, research proposal, meeting minutes, a generic report of outreach activities, or group progress notes.

V. READINGS:

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

VI. METHODS OF EVALUATION:

Learning in the field is due largely to the interactions of student, field instructor, field liaison, other students, agency workers, and clients. Students will apply **critical thinking** and **judgment (cognitive processes)** in assessing social work **values**, theoretical **knowledge** learned in the classroom, and acquired **skills** based on evidence-based practice principles. Students are also challenged to be self-reflective and to monitor their own **affective reactions** when working with client systems. Students are responsible to the field instructor to provide all necessary forms, time reminders, and requests for evaluation of each task.

By the end of the second semester, the student is required to complete the following second semester tasks:

1. Second Semester Learning Contract
2. Supervision & Activity Logs (one per week, chronological order beginning with the first week of internship and including internship instructor's comments)
3. One Processing Recording per Week
 - a. Minimum of 3 groups including here and now and process
 - b. Minimum of 3 families (incorporating Bowen, structural, solution focused and narrative).

Student feedback will be given through the following processes:

1. Students will evaluate their current mastery of the 9 advanced competencies using “The ADP Internship Student Performance Evaluation” form at the end of each semester. (See a copy of this instrument in the ADP Internship Manual).
2. Field instructor and liaison provide oral feedback to the student at mid-semester. In some cases, a written evaluation may be submitted at mid-semester.
3. The field instructor also completes “The ADP Internship Performance Evaluation” form at the end of each semester. (See a copy of this instrument in ADP Internship Manual).
4. Meeting of the internship instructor and the faculty liaison with the student at mid-semester and again at the end of the semester for discussion of the learning contract. The student’s progress is evaluated based upon the student’s overall performance of **skills** and application of **knowledge**.

VII. GRADING CRITERIA:

Students will be graded credit/no credit. Students must receive a “CR” grade before continuing on in the internship. Internship instructors recommend a final grade; the faculty liaison awards the final grade. A complete portfolio is a requirement for receiving a grade.

VIII. STUDENTS WITH DISABILITIES:

Students with Disabilities: It is the policy of the University of Arkansas at Little Rock to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement- such as time-limited exams, inaccessible web content, or the use of non-captioned videos, please notify the instructor as soon as possible. Students are also welcome to contact the Disability Resource Center, telephone 501-569-3143 (v/tty). For more information, visit the DRC website at <http://ualr.edu/disability/>.

IX. HONOR CODE:

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

Second Semester ADP Internship Portfolio Requirements

The internship portfolio serves several purposes: 1) Assessment of the internship program of the School of Social Work, 2) Organization of the students' internship documentation for review by the faculty liaisons, and 3) An opportunity for the students to assess their growth in the mastery of the 9 advanced competencies. A complete and organized portfolio is a requirement for receiving the grade in the internship courses.

Organization of documentation

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

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

Family Assessment & Intervention

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

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

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

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

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

V. Evidence-Informed or Best Practices: (you must list sources in this section).

Taking into consideration this particular family, are there any approaches to helping this family that have proven more effective over others. If no empirical evidence is located, are there considered “best practice,” strategies and guidelines that might help to inform the intervention plan?

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

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

Group Assessment & Intervention

Use the following outline for your group assessment.

A. Group composition, structure and purpose:

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

B. Group processes

1. What are the ground rules for the group (length of time, attendance, who speaks when, etc.?)
2. What is the composition of this group? Are the characteristics of the group homogeneous or heterogeneous?
3. What roles do the various members of the group take during the meeting?
4. Are there any "problem" members, i.e., group scapegoat, dominator, clown, distracter, etc.?
5. In what stage of group development is this group?
6. How does the group handle conflict and controversy? 7. Describe the group's decision-making processes.

C. Basic Tasks of the leader:

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

D. Evaluation:

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

E. Evidence-Informed or best practice: (you must list sources in this section).

1. What evidence, if any, may exist that supports certain models over others for group?
2. If no evidence exists, are there any “best practice” approaches that the literature describes?

Graduate Social Work Program University of Arkansas at Little Rock
Advanced Direct Practice Internship Student Performance Evaluation

Student: _____ Instructor: _____

Liaison: _____ Agency: _____

Semester: First Second

Form Completed By: Instructor Student

Guidelines:

The second/concentration year evaluation instrument is comprised of 9 sections that reflect each of the nine advanced competencies and associated 31 competency behaviors. All demonstrated competency behaviors are applicable to individual, family, and group systems.

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

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

Advanced Competencies

Students in the concentration year are required to demonstrate competency in 9 core areas that have been augmented with additional, concentration specific, knowledge, values and skills. The 9 competencies include:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage In Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The concentration curriculum provides the augmented knowledge, values, skills, cognitive and affective processes necessary for the development of each of its advanced competencies, which become operationalized in competency behaviors specific to each competency. It is the actual competency behavior as evidenced in skills that is the focus of evaluation for each student.

Students are rated on a five-point Likert-scale for each practice behavior. Individual scores for each practice behavior are then averaged for each of the 9 competencies:

Evaluation Key

Scale	Performance Measure	Description
5	Mastered Performance	The student intern is able to demonstrate both effective and

		innovative application of the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior.
4	Superior Performance	The student intern demonstrates superior application of the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior.
3	Competent Performance	The student intern demonstrates competent application of the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior.
2	Inadequate Performance	The student intern demonstrates beginning application of the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior.
1	Lacking Performance	The student intern does not demonstrate the knowledge, values, skills, cognitive and affective processes related to the performance of the behavior.

n/a – No opportunity to develop this behavior at this point in time, or, field instructor does not have sufficient evidence to make a judgment (***instructor must explain in narrative for each n/a given***). Field instructors may give n/a's in the fall semester internship, however, no n/a's should appear in the spring semester evaluation.

Performance Red Flags

First Semester (Mid-Year Evaluation)

The expected levels of performance for a first semester concentration level student are levels 2 and 3. If a student scores a 1 on any practice behavior, the following steps should be taken:

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

Second Semester (Final Evaluation)

The expected levels of performance for a second semester concentration level student are levels 3 and 4 for each competency behavior and an overall average of at least 3 for each of the 9 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 nine competencies:

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

Narrative Section

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

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

Competency #1: Demonstrate Ethical and Professional Behavior

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

Intern attends to professional roles and boundaries in practice situations	1	2	3	4	5	na
Intern makes ethical decisions by applying the NASW Code of Ethics, in addition to relevant laws and regulations in all practice situations.	1	2	3	4	5	na
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	2	3	4	5	na
Intern is able to demonstrate professional demeanor in behavior, appearance,	1	2	3	4	5	na
Intern is able to demonstrate professional demeanor in oral, written, and electronic communication.	1	2	3	4	5	na
Intern is able to use technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4	5	na
Intern is able to use supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5	na

Narrative:

Competency #2: Engage Diversity and Difference in Practice

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

Intern assesses all aspects of diversity that impact and influence practice situations.	1	2	3	4	5	na
Intern demonstrates increased self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5	na

Narrative:

Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice

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

Intern applies their understanding of social, economic, and environmental justice to advocate for human rights at all system levels.	1	2	3	4	5	na
Intern engages in practices that advance social, economic, and environmental justice.	1	2	3	4	5	na

Narrative:

Competency #4: Engage In Practice-informed Research and Research-informed Practice

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

Intern identifies, evaluates, and selects effective evidence-based intervention strategies in working with client systems.	1	2	3	4	5	na
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Narrative:

Competency #5: Engage in Policy Practice

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

Intern applies critical thinking and policy practice skills in practice situations.	1	2	3	4	5	na
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Narrative:

Competency #6: Engage with Individuals, Families, Groups, Organizations, and Communities

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

Intern applies advanced practice theories to practice situations	1	2	3	4	5	na
Intern uses empathy, use of self, self-reflection, and other interpersonal skills to effectively engage with individuals, families and groups. .	1	2	3	4	5	na

Narrative:

Competency #7: Assess Individuals, Families, Groups, Organizations, and Communities
--

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

Intern draws from advanced practice theories and treatment models to organize and collect data from the assessment with individuals, families, and groups.	1	2	3	4	5	na
Intern develops mutually agreed-on interventions, intervention strategies, goals, and objectives based on	1	2	3	4	5	na

research knowledge, critical assessment of strengths and needs, in work with client systems.						
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Narrative:

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities

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

Intern draws from knowledge of advanced practice theories to select and implement prevention and intervention strategies that are informed by advanced practice theories and models of practice.	1	2	3	4	5	na
Intern appropriately terminates and facilitates effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4	5	na

Narrative:

<p>Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>

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

Intern applies research skills and knowledge to select and use appropriate methods to evaluate practice effectiveness with client systems.	1	2	3	4	5	na
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes.	1	2	3	4	5	na
Intern applies and communicates evaluation findings to improve practice effectiveness	1	2	3	4	5	na

Narrative:

Further Comments & Signature Page:

Instructor Signature & Date

Student Signature & Date

I agree with this evaluation: Yes No

_ Liaison Signature & Date

MSW Student Evaluation of Internship
UA Little Rock 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:

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

17. What recommendations, if any, would you make to improve the opportunities for learning in this internship site?

Evaluation of UALR MSW School of Social Work Faculty Liaison

Name of Liaison:

Completed By: Student Instructor

1. Was your liaison prepared for visits and arrive on time?

Not At All 0 1 2 3 4 Always Comments:

2. Did your liaison use time effectively during the agency visit?

Not At All 0 1 2 3 4 Always Comments:

3. Did your liaison stimulate discussion and communicate effectively?

Not At All 0 1 2 3 4 Always Comments:

4. Did you perceive your liaison as approachable?

Not At All 0 1 2 3 4 Always Comments:

5. Was your liaison prompt in returning materials or providing you with information? Not At

All 0 1 2 3 4 Always Comments:

6. Did your liaison contact you early in the first semester?

Not At All 0 1 2 3 4 Always Comments:

7. Did your liaison make visits at both mid-term and the end of the semester?

Not At All 0 1 2 3 4 Always Comments:

8. During visits, did your liaison meet with both the student and the instructor?

Not At All 0 1 2 3 4 Always Comments:

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

10. Did your liaison read and give meaningful feedback on the learning contract?

Not At All 0 1 2 3 4 Always Comments:

11. Was your liaison helpful in problem solving?

Not At All 0 1 2 3 4 Always Comments:

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

Comments:

13. What did you find least helpful?

Comments:

14. Would you recommend this liaison? Yes No Why or why not?

Thank you! Please return to the UALR School of Social Work by: fax (501)569-3184; or mail to UALR School of Social Work, 2801 S. University, Little Rock, AR 72204; or in person.

MSW Internship Instructor Evaluation of UA Little Rock 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.

Field Experience Safety Policy and Procedures

The University of Arkansas at Little Rock School of Social Work is adopting the following policy and procedures to ensure the safety of students while completing their field practicum. Unfortunately, potential dangers sometimes face social workers while working in the field. Social Workers interact with clients who may have issues ranging from mental illness, substance abuse, and/or intellectual disabilities that may prevent them from being able to appropriately assess situations and may contribute to acting out or aggressive behaviors. We believe that it is important for School of Social Work students to be aware of these concerns and urge them to become familiar with this policy regardless of the location of their internship placements.

- I. Policy
 - a. It is the policy of the UA Little Rock School of Social Work to encourage attention to safety in field education.
 - b. The School of Social Work is responsible for providing information to students about safety in the field.
 - c. Field agencies should have policies and procedures regarding safety and security issues for all employees. This should be communicated to the students when they begin in their internship to orient them to their safety procedures.
 - d. School of Social Work students should not be given assignments in which they feel physically at risk. Agencies should ensure students' safety as they do their own employees.

- II. Procedures
 - a. The field coordinators will present safety information at orientation sessions for students.
 - b. While in the field, students have the right to question potentially unsafe work assignments without repercussions from their field instructor, liaison, or coordinator. Students given what they consider to be an unsafe work assignment are responsible for notifying their field instructor and contacting the liaison or field coordinator before proceeding.
 - c. If an incident occurs in which a student is threatened or hurt, it is the student's responsibility to notify their field instructor immediately. The field instructor

should then contact the field coordinator to discuss how to ensure the student's safety, or to intervene to facilitate the student's emotional and physical well-being after an incident.

- d. The field coordinator will document the incident and meet with the student to assess the student's readiness to continue in or return to the field. It is the responsibility of the field coordinator to notify the Director of the School of Social Work.