
MANAGEMENT AND COMMUNITY PRACTICE FIELD MANUAL

UA Little Rock School of Social Work

Ross Hall—4th Floor

<http://ualr.edu/socialwork/>

socialwork@ualr.edu

501-569-3240



MCP FIELD MANUAL 2

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Management and Community Practice Concentration Year Competencies

Competency #1: Demonstrate Ethical and Professional Behavior

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

MCP 1.2- integrate self-reflection, focused use of supervision and consultation, and continued learning into their professional lives.

MCP 1.3- apply ethical decision-making skills to those issues specific to macro practice situations and settings.

Competency #2: Engage Diversity and Difference in Practice

MCP 2.1- work with macrolevel client systems to help them recognize and engage diversity and difference in ways that further organizational missions and community goals.

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

MCP 3.1- work with macrolevel client systems to help them recognize and challenge the manifestations of systemic oppression, discrimination, environmental deprivation, and disempowerment.

Competency #4: Engage in Practice-Informed Research and Research-Informed Practice

MCP 4.1- use knowledge of appropriate theories, models, and research methods to support their approaches to initial assessment, intervention, and evaluation.

MCP 4.2- work with client systems to clarify and deepen program logic models and to incorporate meaningful evaluation in their ongoing activities.

Competency #5: Engage in Policy Practice

MCP 5.1- understand the historical and current policy contexts of their particular fields of practice.

MCP 5.2- join with others in networks and coalitions to alter those policy contexts in ways that benefit vulnerable populations.

Competency #6: Engage with Organizations, and Communities

MCP 6.1- utilize knowledge of advanced practice theories to substantively and affectively prepare for action with organizations, and communities.

MCP 6.2- use empathic responding, self-reflection and other interpersonal skills.

MCP 6.3- develop with their client systems a mutually agreed-on focus of work and desired outcomes.

Competency #7: Assess Organizations, and Communities

MCP 7.1- draws from advanced practice theories to collect, organize, and interpret client-system data.

MCP 7.2- assess client systems' strengths and limitations.

MCP 7.3- develop clear and mutually agreed-on goals and objectives of interventions.

MCP 7.4- select appropriate intervention strategies based on research knowledge.

Competency #8: Intervene with Organizations, and Communities.

MCP 8.1- use advanced practice theories to implement interventions to achieve client system goals, helping client systems to resolve problems and capitalize on opportunities.

MCP 8.2- increase client systems' own capacities to accomplish their goals

MCP 8.3- facilitate effective transitions and endings to advance mutually agreed upon goals.

Competency #9: Evaluate Practice with Organizations, and Communities

MCP 9.1- apply research skills and knowledge to select appropriate methods to critically analyze, monitor, and evaluate their own practice interventions.

MCP 9.2- critically analyze, monitor, and evaluate the effectiveness of social welfare programs.

MCP 9.3- apply the findings of evaluation to make modifications in their own behaviors and choices, and in program design, implementation and effectiveness

University of Arkansas at Little Rock School of Social Work
Management and Community Practice Internship I—Course Outline

COURSE: 8507

TITLE: Management and Community Practice Internship I

INSTRUCTORS: Faculty

SEMESTER CREDITS: 5

PREREQUISITES: Second-year standing concurrent with SOWK 8305, MCP Methods I

Co requisites: SOWK 8301, 8303

I. DESCRIPTION OF THE COURSE

The Management and Community Internship I involves 360 clock hours of internship placement. This course builds on the first-year internship and methods classes in preparing students for social work practice in the management and administration of human and community service organizations. 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 MCP concentration. The course provides practice opportunities for skill development and the integration of theoretical learnings from the accompanying Management and Community Practice Methods I course.

The student is placed by the School in a public or private social agency with a field instructor who is a manager or administrator. There the student is assigned tasks or projects, most of which stem from the normal course of agency activity. (See section IV below.) The student and field instructor jointly develop the student's learning contract for the semester, specifying objectives and key indicators, and relating task assignments and projects as they develop over the semester to those objectives.

As the student carries out assigned tasks, s/he will begin to build skill and competence in the methods of organizational and community practice. The student will examine the structure, auspices, plans, leadership and management, constituencies, and environmental context of the agency. Issues of accountability and service effectiveness, along with an ecological perspective, will inform the student's observation, analysis, and task performance. By carrying real-world administrative responsibilities on both short and long-term projects, and observing other human service managers in action, the student will acquire additional tools and techniques, and grow in their ability to understand and work effectively as a leader in the complex matrix of the human or community service organization. The course emphasizes **critical thinking** and **judgement** as foundations of competent practice and continued learning.

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) Proficiency in determining and describing key aspects of organizational auspices and structure. (Advanced practice behaviors MCP 7.1)
- 2) Understanding of organizational planning documents and processes. (Advanced practice behaviors MCP 4.1, 6.3, 7.2, 7.3, 7.4, 8.1, 8.2)
- 3) Beginning understanding and **knowledge** of the policy context of the organization. (Advanced practice behaviors MCP 3.1, 5.1, 5.2)
- 4) Beginning proficiency in describing, using **critical thinking** and assessing the external organizational environment, including such elements as funders, policy makers, client systems, advocates, contractors, and other organizations and institutions that are part of the service delivery system. (Advanced practice behaviors MCP 1.1, 5.1, 7.1)
- 5) Competence in observation and analysis of the dynamics of work groups and ability to participate effectively in them by using **skills** of **critical thinking**. (Advanced practice behaviors MCP 6.1, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 9.1, 9.2, 9.3)
- 6) Sensitivity to and **knowledge** of diversity issues in the agency and its various constituencies. (Advanced practice behaviors MCP 2.1)
- 7) Ability to communicate effectively orally and in writing in the workplace, as through presentations, memoranda, reports, briefings, and interagency correspondence. (Advanced practice behaviors MCP 6.1, 6.2)
- 8) Competence in task and project planning and organization. (Advanced practice behaviors MCP 4.1, 6.3, 7.2, 7.3, 7.4, 8.1, 8.2)
- 9) Ability to use **knowledge** and **skills** to read and accurately interpret agency financial reports. (Advanced practice behaviors MCP 9.2)
- 10) Ability to manage time and personal resources appropriately. (Advanced practice behaviors MCP 1.2, 9.1, 9.3)
- 11) Competence in professional self-development and the ability to be self-reflective and monitor their own **affective reactions**. (Advanced practice behaviors MCP 1.2, 9.1, 9.3)
- 12) Ability to apply social work **values** and ethical principles to organizational and community practice. (Advanced practice behaviors MCP 1.3)

III. Units and Contents

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 advanced competencies build on the foundational competencies, with the addition of augmented **knowledge**, **values** and **skills** specific to the MCP concentration. 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: Development of the learning contract (advanced competency # 1, 6, 7, 8, 9 & associated behaviors).

Student Tasks:

- Student will become familiar with competencies 1, 6, 7, 8, and 9 along with their associated behaviors.
- Student will develop learning contracts in conjunction with field instructor and liaison using **knowledge** and **skills**. Project and task opportunities in the agency and elsewhere are to be taken into account. (see MCP Learning Contract).

Unit 2: Understanding agency mission, goals, and planning processes (advanced competency # 4, 6, 7, 8 & associated behaviors).

Student Tasks:

- Student will become familiar with competencies 4, 6, 7, and 8 along with their associated behaviors.
- Student will use **critical thinking** and **judgement** to locate and examine agency planning documents.
- Student will discuss with appropriate informants while maintaining **values** and social work **skills**.
- Student will examine publicly distributed documents.

Unit 3: Examination of agency auspice and structure and cultural issues (advanced competency #2, 7 & associated behaviors).

Student Tasks:

- Student will become familiar with competency #7 along with their associated behavior.
- Student will locate and examine documentation, including, for example, articles of incorporation, by-laws, organization chart, job descriptions, and program descriptions.
- Student will use **critical thinking** and **knowledge** in conducting interviews with appropriate informants.

Unit 4: Examining task accomplishment and process in work groups (advanced competency # 6, 7, 8, 9 & associated behaviors).

Student Tasks:

- Student will become familiar with competency #6, 7, 8, and 9 along with their associated behavior.
- Student will use **knowledge** and **skills** while attending and observing a variety of work group meetings and participate as appropriate.

Unit 5: Exploration of the agency's external environmental context (advanced competency # 5, 7 & associated behaviors).

Student Tasks:

- Student will become familiar with competency # 5 and 7 along with their associated behavior.
- Students will learn the agency's constituencies **values** and their issues.
- Students will use **skills** to examine the agency's sources of funds and strategies for financing services.
- Students will attend interagency meetings and use **critical thinking**.
- Student will use **critical thinking** and **knowledge** in conducting interviews with appropriate informants.
- Students will explore formal and informal interagency agreements.

Unit 6: Understanding of the agency's policy context (advanced competency # 3, 5 & associated behaviors).

Student Tasks:

- Student will become familiar with competency # 3 and 5 along with their associated behavior.
- Students will use **knowledge** and **skills** to locate and review state and federal laws (macro level policies) relevant to the agency's programs and services.
- Students will develop an understanding of the impact of those laws on the agency and on the beneficiaries of the agency's efforts in order to acknowledge and monitor their own **affective reactions** and **values** when working with the agency.
- Students will use **critical thinking** to examine organizational (mezzo level) policies, and develop understanding of their impact on employees, target systems, and beneficiaries, as appropriate.

Unit 7: Developing skill in task and/or project planning, organization, and implementation (advanced competency # 4, 6, 7, 8 & associated behaviors).

Student Tasks:

- Student will become familiar with competency # 4, 6, 7, and 8 along with their associated behavior.

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

Unit 8: Understanding fiscal affairs and fiduciary responsibilities of the agency (advanced competency # 9 & associated behaviors.

Student Tasks:

- Student will become familiar with competency # 9 along with their associated behavior.
- Student will use **knowledge** and **skills** in the exploration of program and agency budgets, balance sheets, financial statements, and audits.
- Student will demonstrate familiarization with financial controls and accountability mechanisms by using **critical thinking**.
- Student will use **values, skills** and **judgement** in the development of project or program budgets and budget narratives.

Unit 9: Professional self-development (advanced competency # 1 and 9 & associated behaviors.

Student Tasks:

- Student will use **values, skills** and **critical thinking** while taking assertive and intentional use of supervision by field instructor.
- In order to acknowledge and monitor their own **affective reactions** student will seek out appropriate opportunities for additional learning, such as taking advantage of continuing education opportunities, and independently undertaking review of research and other professional literature applicable to work in the internship.
- Student will use **judgement** and **values** in reflection on practice strengths and deficits.

IV. METHODS OF INSTRUCTION

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

The field instructor assigns tasks and projects which will move the student toward accomplishment of course learning objectives and provide the student with opportunities to use **critical thinking** and engage in the practice. Tasks outside the host agency may be initiated by the field instructor to provide the student with the opportunity to use **skills** and seek out experiences not available within it. In the latter case, the field instructor retains responsibility for educational supervision of the student.

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

V. TEXTBOOK

There is no required textbook. Readings may be drawn from MCP I, UA Little Rock Management and Community Practice Internship Manual, or 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 participants. Students will apply **critical thinking** and **judgment (cognitive processes)** in assessing social work **values**, **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 agencies. Students are responsible to the field instructor to provide all necessary forms, time reminders, and requests for evaluation of each task.

The student shall create and maintain a portfolio of her/his work throughout the internship. The portfolio shall contain, at a minimum, the learning contract, daily logs, journal, records of supervision, process recordings, work products, and any other documentation necessary to provide a full record of the student's work. In the portfolio shall be documented all the

advanced behaviors that together indicate the student's movement toward the advanced competencies. The faculty liaison shall review the portfolio at least twice each semester.

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

1. Learning contract
2. Process Recordings (8)
3. Weekly Narrative Journal (15)
4. Work projects of major tasks or projects
5. Calendar Log of Daily Activities (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. Self-Assessment of internship learnings
8. Evaluation of student by field instructor

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

of **knowledge**, field performance evaluation, and to take stock of the student's progress, along with planning for the next semester's MCP Internship II.

VII. GRADING CRITERIA

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

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 MCP Internship Portfolio Requirements

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

The portfolio has several purposes:

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

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

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

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

CONTENTS AND ORGANIZATION

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

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

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

FIRST SEMESTER

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

Knowledge, Values, Skills, Cognitive & Affective Processes

Management and Community Practice Concentration

1.) Competency 1: *Demonstrate Ethical and Professional Behavior*

- **Knowledge**
 - Examination of the principles and guidelines of NASW's Code of Ethics as they apply to advanced practice with organizations and communities.
 - Core social work values.
 - Knowledge of the range of roles and tasks appropriate to social workers in macro practice.
 - Awareness of cultural and other biases.
 - Use of supervision.
 - NASW Code of Ethics.
 - The core values of social work.
 - Ethics in research.
 - Ethics in scholarship.
 - Understanding fiduciary responsibility.
 - Service effectiveness and organizational success.
 - Ethical issues in program evaluation.
 - Principles and values expressed in evaluation
 - Kurfiss's definition of critical thinking.
 - Ennis's taxonomy of critical-thinking dispositions and abilities.
 - Ethical issues in program evaluation.
 - Ethical issues in community work
 - Ethical issues in organizational management.
- **Values**
 - Service
 - Social justice
 - Dignity and worth of the person
 - Importance of human relationships
 - Integrity
 - Competence
 - Human rights
 - Scientific inquiry
- **Skills**
 - Applies knowledge of the range of roles and tasks appropriate to social workers in macro practice.
 - Demonstrates commitment to career-long learning by independently identifying opportunities for new or deeper knowledge relevant to the tasks assigned in the internship.
 - Demonstrates commitment to praxis (simultaneous action and reflection).

- Prepares for supervisory conferences, taking responsibility for both content and process.
- Seeks and responds nondefensively to feedback about professional performance.
- Identifies, along with the field instructor, strengths and areas where growth is needed in knowledge, values, skills, cognitive and affective processes.
- Transfers skills and knowledge from one situation to another.
- Demonstrates the ability to operate independently as is appropriate to the field setting.
- Community as the context of a person's or family's situation and behavior.
- Is knowledgeable about and abides by laws, policies, and regulations relevant to agency and community work, including but not limited to client self-determination, confidentiality, fiduciary responsibility, and the need for informed consent.
- Recognizes how specific tenets of the NASW code of ethics apply to macropractice situations and settings.
- Consults with others when faced with ethical challenges.
- Begins identifying the origins of his or her own values.
- Understands, and can design and use basic planning processes.
- Demonstrates use of critical analysis in the selection of tools.
- Is familiar with Ennis's taxonomy of critical-thinking dispositions and abilities, and uses that knowledge to generate new and useful ways to think about assessment, intervention, and evaluation.
- Speaks clearly and professionally.
- Demonstrates willingness to learn and/or apply new communication technologies.
- Handles routine writing tasks easily and promptly, producing documents in Standard English, plainly written, and free of errors in grammar and style.
- Handles larger writing tasks competently, taking account of the purpose and intended audience for the document, and organizing complex content effectively.
- *Cognitive and Affective Processes*
 - Use of self and self-awareness.
 - Critical thinking as applied to research.
 - Recognizes the boundary between one's own values and those of client systems, and seeks to understand the implications of differences.
 - Uses professional judgement skills in work with organizations and communities.

2.) Competency 2: *Engage Diversity and Difference in Practice*

- *Knowledge*
 - Ecological systems perspective.
 - Strengths and empowerment perspective.

- Cultural competency.
- Organizational climate and culture.
- Social learning theory.
- Social role theory.
- Feminism.
- Knowledge of privilege and the role of oppression in perpetuating discrimination and oppression.
- Culturally appropriate evaluation.
- Empowerment practice in managing organizations and their human resources.
- The relationship between organization management and social and economic justice.
- The challenge of practice: joining with.
- Managing diversity in the workplace.
- *Values*
 - Service
 - Social justice
 - Dignity and worth of the person
 - Importance of human relationships
 - Integrity
 - Competence
 - Human rights
 - Scientific inquiry
- *Skills*
 - Integrates knowledge of how race, gender, sexual orientation, socio-economic status, disability, and other cultural factors impact people, organizations, communities, and societies.
 - Employs culturally competent frameworks and skills
 - Helps others, colleagues and clients, consider the issues of diversity and difference.
- *Cognitive and Affective Processes*
 - Use of self and self-awareness.
 - Critical thinking as applied issues of difference and diversity

3.) Competency 3: *Advance Human Rights and Social, Economic, and Environmental Justice*

- *Knowledge*
 - Theory of distributive justice.
 - Asset-based development.
 - Strengths and empowerment perspectives.
 - Taxonomy of policy-practice methods.
 - Social constructionism.
 - Advocacy.

- Human capital.
- The relationship between organization management and social and economic justice.
- Working with coalitions.
- Planning and managing strategically and with broad-based participation by stakeholders.
- Empowerment evaluation.
- *Values*
 - Service
 - Social justice
 - Dignity and worth of the person
 - Importance of human relationships
 - Integrity
 - Competence
 - Human rights
 - Scientific inquiry
- *Skills*
 - Demonstrates integration of the empowerment perspective into practice, using it in even routine work with individuals, groups, and organizations.
 - Helps others think through the sources, mechanisms, and effects of discrimination and oppression.
 - Is familiar with theories about the nature of power, and with social exchange and domain theories.
 - Uses the ecological perspective to discover the relatedness of social problems and to identify opportunities for action related to human rights and social and economic justice.
 - Attends reflectively to the effects of power and powerlessness in his or her own work with client systems and in the agency.
- *Cognitive and Affective Processes*
 - Use of self and self-awareness.
 - Critical thinking skills.
 - Uses professional judgement skills when considering issues related to economic and social justice.

4.) Competency 4: ***Engage in Practice-Informed Research and Research-Informed Practice***

- *Knowledge*
 - Evaluating research.
 - Accessing evidence-based research and interventions.
 - Qualitative and quantitative research methods to assess empirical evidence that supports social work practice.
 - Evaluation of practice.
 - Exploration and application of research to macropractice.

- Empowerment evaluation.
- Theories-of-change evaluation.
- Participatory evaluation.
- Evaluation of practice for social work managers.
- Incorporating program evaluation in the ongoing life of the organization.
- *Values*
 - Service
 - Social justice
 - Dignity and worth of the person
 - Importance of human relationships
 - Integrity
 - Competence
 - Human rights
 - Scientific inquiry
- *Skills*
 - Locates and uses evidence-informed approaches to practice.
 - Understands “theories of change” as a strong and useful basis for program evaluation.
 - Shows commitment to helping organizations take control of evaluating their own effectiveness.
 - Promotes the benefits of a program-monitoring approach to evaluating the effectiveness of both program processes and outcomes.
- *Cognitive and Affective Processes*
 - Uses Critical thinking and sound judgement skills in regard to research and program evaluation.

5.) Competency 5: ***Engage in Policy Practice***

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

- Getting a social or community problem addressed.
- *Values*
 - Service
 - Social justice
 - Dignity and worth of the person
 - Importance of human relationships
 - Integrity
 - Competence
 - Human rights
 - Scientific inquiry
- *Skills*
 - Discovers and learns agency policies and procedures (mezzo level).
 - Discovers and learns the larger policy contexts that affect the organization's work (mezzo- and macrolevel).
 - Discovers and learns the policy contexts that affect the beneficiaries of the organization's work (mezzo- and macrolevel),
 - Researches policy history.
 - Helps client systems with descriptive, logical, and evaluative policy analysis as appropriate.
 - Has beginning knowledge of the forms and purposes of coalitions and networks.
 - Applies practice knowledge and skills (e.g., planning, problem-solving, effective meetings, facilitation of task groups, staffing, goal- and objective-setting) to support the work of networks and coalitions.
- *Cognitive and Affective Processes*
 - Use of self and self-awareness.
 - Uses critical thinking and professional judgement when addressing policy practice issues.

6.) Competency 6: ***Engage with Organizations, and Communities***

- *Knowledge*
 - Generalist social work practice model.
 - Ecological model.
 - Empowerment perspective.
 - Strengths perspective.
 - Problem-solving model.
- *Values*
 - Service
 - Social justice
 - Dignity and worth of the person
 - Importance of human relationships
 - Integrity
 - Competence

- Human rights
- Scientific inquiry
- *Skills*
 - Demonstrates good attending skills.
 - Is personable, professional, and purposeful in engaging with both clients and colleagues.
 - Communicates interest and warmth.
 - Acts in ways that demonstrate commitment to the values of self-determination and respect for all persons.
- *Cognitive and Affective Processes*
 - Practices self-assessment and self-reflection in undertaking new work.
 - Use of self, self-awareness, and other interpersonal skills.
 - Use of critical thinking when utilizing theories of engagement.
 - Uses professional judgement skills in work with engaging with organizations and communities.

7.) Competency 7: ***Assess Organizations, and Communities***

- *Knowledge*
 - Generalist social work practice model.
 - Ecological model.
 - Empowerment perspective.
 - Strengths perspective.
 - Problem-solving model.
 - Small group theory and practice.
 - Asset-based development.
- *Values*
 - Service
 - Social justice
 - Dignity and worth of the person
 - Importance of human relationships
 - Integrity
 - Competence
 - Human rights
 - Scientific inquiry
- *Skills*
 - Is knowledgeable about small-group theory and processes, and has beginning ability to use that knowledge.
 - Is aware of the advantages and limitations of both problem-solving and strengths-based approaches to assessment.

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

8.) Competency 8: *Intervene with Organizations, and Communities.*

- *Knowledge*
 - Generalist social work practice model.
 - Ecological model.
 - Empowerment perspective.
 - Strengths perspective.
 - Problem-solving model.
 - Small group theory and practice.
 - Asset-based development.
 - Community development.
 - Organizing for social action.
 - Organization development.
 - Staffing and leadership of a variety of work groups.
 - Management of human and community service organizations.
- *Values*
 - Service

- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence
- Human rights
- Scientific inquiry
- *Skills*
 - Knows and uses the social-work problem-solving strategy both to guide and to troubleshoot efforts to solve problems.
 - Routinely brings to bear a strengths-based approach to change efforts.
 - Can articulate to colleagues the value of participatory strategies in social and organizational change efforts.
 - Helps groups incorporate a monitoring function in their change efforts, so that they are regularly assessing what's working well as the intervention proceeds.
 - Consciously develops and disseminates, and helps clients and colleagues set up norms and ongoing mechanisms to regularly develop and disseminate, the information groups need to do their work.
 - Can assume the role of staff to task groups.
 - Can assume the role of leader in a task group.
 - Helps develop the institutional memory of groups and organizations, as appropriate.
 - Understands the basic principles and mechanisms of organizational planning.
 - Can develop a project budget.
 - Confronts and deals with conflict in groups and between groups.
- Understands the value of recognition and celebration during and after change efforts
- *Cognitive and Affective Processes*
 - Use of self, and other interpersonal skills.
 - Use of critical thinking and professional judgement when selecting interventions.

9.) Competency 9: ***Evaluate Practice with Organizations, and Communities.***

- *Knowledge*
 - NASW Code of Ethics.
 - Use of supervision.
 - Alvarez's PRACSIS framework: Practitioner Reflection on Actions, Characteristics, and Situation, by Impact and Strategies.
 - Empowerment evaluation.
 - Theories-of-change evaluation.
 - Participatory evaluation.
 - Assessment of program evaluability.
 - Assessing, developing, and refining program logic models.

- Ethical issues in program evaluation.
 - Project vs. monitoring approaches.
 - Needs assessment methods.
 - Qualitative and quantitative evaluation research.
 - Process, outcome, and cost-benefit evaluations.
 - Culturally appropriate evaluation.
 - Sources, sampling, data collection, and measurement in program evaluation.
 - Case-level and program-level evaluation.
 - Principles and values expressed in evaluation.
 - The politics of evaluation.
- *Values*
 - Service
 - Social justice
 - Dignity and worth of the person
 - Importance of human relationships
 - Integrity
 - Competence
 - Human rights
 - Scientific inquiry
 - *Skills*
 - Is capable of assessing whether a program is, in its present form, evaluable.
 - Can help the client system think through and made the changes necessary to do meaningful program evaluation.
 - Demonstrates commitment to participatory and empowerment approaches to evaluation.
 - Understand what a program logic model is, and is able to help client systems examine theirs.
 - Has beginning knowledge of social welfare policy analysis.
 - Understands and can use a range of methods for measuring change and the achievement of program or practice objectives.
 - Is able to report the results of data collection and analysis in ways that are helpful to the system being evaluated, setting the stage for new decisions based on evaluative information.
 - Has beginning knowledge of practice evaluation and is learning to apply it to macropractice.
 - Demonstrates early evidence of career-long commitment to praxis, as well as to more rigorous evaluation of the practitioner's own effectiveness.
 - *Cognitive and Affective Processes*
 - Use of self and self-regulation.
 - Use of critical thinking skills in selecting and implementing evaluation processes.

- Follows through on self-evaluation as a practitioner in multiple ways, such as by consulting with experienced practitioners, seeking new knowledge and new opportunities to gain skill, and by changing behaviors and approaches.

MCP Learning Contract

First and Second Semesters of the Concentration Year

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

Semester: MCP Internship I MCP Internship II

At the beginning of each semester, the student and field instructor work together to develop a plan for specific experiences intended to move the student work toward mastery the nine advanced competencies. Competencies, as defined by the Council on Social Work Education 2015 EPAS, are comprised of a set of related behaviors comprised of knowledge, values, skills, cognitive and affective processes. The learning contract is organized around the nine advanced competencies, their associated behaviors, and the knowledge, values, skills, cognitive and affective processes that students are either learning in the classroom (MCP Methods I and II, and Evaluation Research I and II), or acquiring in the internship in order to demonstrate mastery of each competency.

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

Instructions: Please refer to pages 30-33 of the *MCP Internship Manual*, where there are instructions for completing the form, along with a non-exhaustive list of possible tasks and activities that may be helpful as you develop the contract.

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

Advanced Competency #1: Demonstrate Ethical and Professional Behavior

| <i>Competency behaviors (expected outcomes)</i> | <i>Location(s) of documentation</i> |
|--|-------------------------------------|
| MCP 1.1 Identify opportunities for social workers to initiate and guide change efforts in organizations and communities. | |
| MCP 1.2 Integrate self-reflection, focused use of supervision and consultation, and continued learning into their professional lives. | |
| MCP 1.3 Apply ethical decision-making skills to those issues specific to macro practice situations and settings. | |
| Tasks and activities that will move the student to mastery of the competency through these behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i> | |
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Advanced Competency #2: Engage Diversity and Difference in Practice

| <i>Competency behaviors (expected outcomes)</i> | <i>Location(s) of documentation</i> |
|--|-------------------------------------|
| MCP 2.1 Work with macrolevel client systems to help them recognize and engage diversity and difference in ways that further organizational missions and community goals | |
| Tasks and activities that will move the student to mastery of the competency through these behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i> | |
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Advanced Competency #3: Advance Human Rights and Social, Economic, and Environmental Justice

| <i>Competency behaviors (expected outcomes)</i> | <i>Location(s) of documentation</i> |
|--|-------------------------------------|
| MCP 3.1 Work with macrolevel client systems to help them recognize and challenge the manifestations of systemic oppression, discrimination, environmental deprivation, and disempowerment | |
| Tasks and activities that will move the student to mastery of the competency through these behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i> | |
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Advanced Competency #4: Engage in Practice-Informed Research and Research-Informed Practice

| <i>Competency behaviors (expected outcomes)</i> | <i>Location(s) of documentation</i> |
|--|-------------------------------------|
| MCP 4.1. Use knowledge of appropriate theories, models, and research methods to support their approaches to initial assessment, intervention, and evaluation | |
| MCP 4.2. Work with client systems to clarify and deepen program logic models and to incorporate meaningful evaluation in their ongoing activities. | |
| Tasks and activities that will move the student to mastery of the competency through these behaviors: <i>(Include target dates for</i> | |

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|---|--|
| <i>completion where relevant, and indicate how the work will be documented)</i> | |
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Advanced Competency #5: Engage in Policy Practice

| <i>Competency behaviors (expected outcomes)</i> | <i>Location(s) of documentation</i> |
|--|-------------------------------------|
| MCP 5.1. Understand the historical and current policy contexts of their particular fields of practice. | |
| MCP 5.2. Join with others in networks and coalitions to alter those policy contexts in ways that benefit vulnerable populations. | |
| Tasks and activities that will move the student to mastery of the competency through these behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i> | |
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Advanced Competency #6: Engage with Organizations, and Communities

| <i>Competency behaviors (expected outcomes)</i> | <i>Location(s) of documentation</i> |
|---|-------------------------------------|
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|--|--|
| MCP 6.1. Utilize knowledge of advanced practice theories to substantively and affectively prepare for action with organizations, and communities. | |
| MCP 6.2. Use empathic responding, self-reflection and other interpersonal skills. | |
| MCP 6.3. Develop with their client systems a mutually agreed-on focus of work and desired outcomes | |
| Tasks and activities that will move the student to mastery of the competency through these behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i> | |
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Advanced Competency #7: Assess Individuals, Organizations, and Communities

| <i>Competency behaviors (expected outcomes)</i> | <i>Location(s) of documentation</i> |
|--|-------------------------------------|
| MCP 7.1. Draws from advanced practice theories to collect, organize, and interpret client-system data. | |
| MCP 7.2. Assess client systems’ strengths and limitations. | |
| MCP 7.3. Develop clear and mutually agreed-on goals and objectives of interventions. | |
| MCP 7.4. Select appropriate intervention strategies based on research knowledge. | |
| Tasks and activities that will move the student to mastery of the competency through these behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i> | |
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Advanced Competency #8: Intervene with Organizations, and Communities.

| <i>Competency behaviors (expected outcomes)</i> | <i>Location(s) of documentation</i> |
|--|-------------------------------------|
| MCP 8.1. Use advanced practice theories to implement interventions to achieve client system goals, helping client systems to resolve problems and capitalize on opportunities. | |
| MCP 8.2. Increase client systems' own capacities to accomplish their goals. | |
| MCP 8.3. Facilitate effective transitions and endings to advance mutually agreed upon goals. | |
| Tasks and activities that will move the student to mastery of the competency through these behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i> | |
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Advanced Competency #9: Evaluate Practice with Organizations, and Communities.

| <i>Competency behaviors (expected outcomes)</i> | <i>Location(s) of documentation</i> |
|--|-------------------------------------|
| MCP 9.1 Apply research skills and knowledge to select appropriate methods to critically analyze, monitor, and evaluate their own practice interventions. | |
| MCP 9.2. Critically analyze, monitor, and evaluate the effectiveness of social welfare programs. | |

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| MCP 9.3. Apply the findings of evaluation to make modifications in their own behaviors and choices, and in program design, implementation and effectiveness. | |
| Tasks and activities that will move the student to mastery of the competency through these behaviors: <i>(Include target dates for completion where relevant, and indicate how the work will be documented)</i> | |
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Signatures

| | | | |
|--------------------------|-------|--------------|-------|
| <i>Field Instructor:</i> | _____ | <i>Date:</i> | _____ |
| <i>Student:</i> | _____ | <i>Date:</i> | _____ |
| <i>Faculty Liaison:</i> | _____ | <i>Date:</i> | _____ |

MCP Process Recording Format

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

PURPOSE OF RECORDINGS

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

POLICIES CONCERNING CONFIDENTIALITY AND OWNERSHIP OF RECORDINGS

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

OUTLINE FOR PROCESS RECORDING

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

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

II. Observations

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

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

III. Content

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

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

V. Social worker’s role(s) and skills

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

IV. Post-interview or post-meeting assessment

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

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

VII. Issues for supervision.

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

The process recording form follows, and may be copied for ha-written use. Many students, field instructors, and liaisons prefer that the student use the electronic version of the form, which is

available on the MSW Program's [web site](#), under "Internships > Additional Resources and Forms. Typing is often significantly faster and more legible, and the format facilitates getting the process recordings to instructors and liaisons for review.

Field instructor review: _____

Date: _____

Faculty liaison review: _____

Intern: _____

MANAGEMENT AND COMMUNITY PRACTICE INTERNSHIP

Process Recording

I. PURPOSE AND CONTEXT OF INTERVIEW OR MEETING.

A. Professional purpose:

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

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

B. Personal purpose:

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

II. OBSERVATIONS.

III. Contents

| INTERVIEW OR MEETING. (HOW THE ENCOUNTER BEGAN, AND THEN VERBATIM RECORDING OF IT.) | COMPETENCY BEHAVIORS/SKIL LS | YOUR EMOTIONAL REACTION. (FEELINGS) | YOUR ASSESSMENT. (THOUGHTS) | SUPERVISORY COMMENTS. |
|---|------------------------------------|--|-----------------------------------|-----------------------|
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MCP FIELD MANUAL 38

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

IV. POST-INTERVIEW OR POST-MEETING ASSESSMENT.

VI. NEXT STEPS

University of Arkansas at Little Rock School of Social Work

MCP Internship Activity Log

Student: _____

| | MONDAY, _____ | TUESDAY, _____ | WEDNESDAY, _____ | THURSDAY, _____ | FRIDAY, _____ |
|----------------|---------------|----------------|------------------|-----------------|---------------|
| <i>Earlier</i> | | | | | |
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| <i>2:00p</i> | | | | | |
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| <i>3:00p</i> | | | | | |

MCP FIELD MANUAL 41

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|-----------------|--|--|--|--|--|
| <i>3:30p</i> | | | | | |
| <i>4:00p</i> | | | | | |
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| <i>5:00p</i> | | | | | |
| <i>Later...</i> | | | | | |

Community Assessment

The community assessment should follow the following format and be included in the fall MCP Internship Portfolio.

A. Community Geographic Information

1. What are the main geographical boundaries of the community?
2. Is the community geographically isolated or does it border other communities?

B. Economic Characteristics

1. What does the census report in terms of mean and median incomes in this community?
2. What does the census report say about unemployment?
3. What types of commercial enterprises exist in the community?
4. What type of transportation is available? Is it public or private? How available is public transportation and is it utilized?
5. Do you see evidence of an “underground” economy (i.e., illegal economic activities)?

C. Social Characteristics

1. What information does the census give you about the community in terms of age, gender, ethnicity, race, family composition, etc.?
2. How would you describe the community residents in terms of age, gender, ethnicity, race, etc.?
3. How do community residents react to you (e.g., hostile, friendly, indifferent, curious)?
4. Does the community contain places of worship?
5. Do “public” meeting places exist in the community (e.g., meeting halls, clubs, coffee shops, bakeries, and associations)?
6. Does the community contain any parks and recreational areas/buildings? What type? What are the conditions of the recreational facilities?
7. How would you describe the housing? Is it mainly rental or family-owned? Multiple or single-family dwellings? How is the housing maintained? Is there housing for sale? Is the for-sale housing dispersed through the community or clustered?
8. Are there distinct social sub-communities within the larger community?

D. Political Characteristics

1. Are there any signs of political activity/activism (e.g., yard signs, bumper stickers, political offices, political meetings etc.)?

2. What are the conditions of the roads and sidewalks? Is garbage collected regularly?

E. Assessment

1. What appear to be the most pressing needs of the community?
2. What appear to be the resources that exist in the community to address the needs?
3. How responsible do public officials appear to be to meeting the needs of the community?
4. How do you think this community affects its residents, particularly the clients of your agency?

F. Eco-map

Create an eco-map of the community and include the following:

1. All entities external to the community with which the community (as a whole) interfaces (e.g., governmental entities, other communities, social service agencies, business, and community institutions and organizations)
2. A graphic description of the relationship between the community and outside entities using different types of connections (e.g., broken lines, solid lines, etc.)
3. A legend/key that explains the types of connections.

G. Intervention

1. The objective of this requirement is for the student to develop beginning skills in working with both the community served by the agency and the human service delivery system of that community. Examples of interventions may be:
 - participation in an interagency task force
 - community outreach programs sponsored by the agency
 - community education activities such as health fairs, media events, presentations, development of brochures, etc.
 - case conferences with clients receiving services from multiple agencies
 - participation in legislative related activities
 - participation in other community organization activities

H. Evaluation

1. What evidence do you have that shows the intervention was, or, was not, successful and how was this information collected?

Organizational Assessment

The organizational assessment should follow the following format and be included in the spring MCP II section of the portfolio.

A. The organization's founding

1. When was the organization founded and why?

B. The purpose of the organization

1. What is the mission of the organization?
2. What are the goals of this organization?

C. Governance structure

1. What is the organizational structure of decision-making and accountability?
2. For private agencies, describe the board of directors - how is it comprised? What does it do and how?
3. For public agencies, is there a board or commission that impacts the organization?

D. Organizational culture

1. What is the atmosphere of the organization - are members generally pleased with the organization, do they enjoy their work?
2. What diversity is represented among staff and administration?
3. What is the physical plant of the organization like? Is there sufficient space for services? Is the space well used and conducive to a good atmosphere?

E. Funding

1. What is the annual budget of the organization?
2. Where do its funds come from and in what proportion?
3. Does this organization have sufficient funding to meet its mission and goals?

F. Client population

1. What types of clients are being served? What are the demographic characteristics of the client population?
2. What are the eligibility requirements for service?
3. What is the process of becoming a client? Is there a waiting list?
4. Is the environment of the organization supportive to clients?
5. Does the agency have some means of obtaining feedback from clients about services?

G. Organizational Evaluation

1. How does the organization evaluate its achievement of its goals? How does it use that evaluation to improve services?

H. Organization-environment relations

1. Create an eco-map of the organization which includes: Important organizations in the environment of the agency - agencies that serve as referral sources, accreditation organizations, other organizations with which the agency collaborates and networks, organizations that provide funding for the agency, etc.
2. Policy issues that impact the organization

I. Assessment

1. What are the strengths of this organization?
2. What are the challenges facing this organization?
3. What is the future direction of the agency -where is it heading?

J. Organizational Intervention

1. The objective is to develop beginning skills in organizational change, management, and administration. Examples of various interventions that would be appropriate for this requirement are:

- assisting in writing a grant
- helping to organize a fundraiser
- helping to develop a new program
- helping to develop a procedure for policy implementation
- gathering information for the development of a new program
- participating in a work group or decision-making committee
- evaluating an existing program
- participation in other organization activities

K. Evaluation

1. What was the impact of the intervention and how was that impact measured?

UA Little Rock School of Social Work

Management and Community Practice Internship II—Course Outline

COURSE: 8508

TITLE: Management and Community Practice Internship II

INSTRUCTORS: Faculty

SEMESTER CREDITS: 5

PREREQUISITES: Second-year standing concurrent with SOWK 8306, MCP Methods II

Co requisites: SOWK 8301, 8303

III. DESCRIPTION OF THE COURSE

The Management and Community Internship II involves 360 clock hours of internship placement. This course builds on the student's work in Management and Community Practice Internship I and is taken concurrently with MCP Methods II, providing practice opportunities for the integration of theoretical learnings. In this second full semester of internship, the student is prepared for greater independence in task performance, applying social work **values**, **knowledge**, and **skills** appropriately in organizational and community practice. 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 MCP concentration.

The learning contract between student and field instructor will be completed in the first week, extensive groundwork having been laid in MCP Internship II. This course is intended to take the student into more intensive exploration of the dimensions of organizational effectiveness in human and community services, and of management and leadership **skills** in human and community services. Using Quinn's metatheoretical model, the competing **values** framework of organizational and leader effectiveness, course objectives cluster around four sets of functions and **skills**: boundary spanning, human relations, coordinating, and directing.

The themes of accountability and service effectiveness, adherence to the profession's values and overarching goals, and the ecological perspective are woven throughout the course. The course emphasizes **critical thinking**, **judgement**, **knowledge** and self-assessment as the foundations of competent practice and continued learning. As the student carries out assigned tasks, s/he will begin to build skill and competence in the methods of organizational and

community practice. The student will examine the structure, auspices, plans, leadership and management, constituencies, and environmental context of the agency. Issues of accountability and service effectiveness, along with an ecological perspective, will inform the student's observation, analysis, and task performance. By carrying real-world administrative responsibilities on both short and long-term projects, and observing other human service managers in action, the student will acquire additional tools and techniques, and grow in their ability to understand and work effectively as a leader in the complex matrix of the human or community service organization. The course emphasizes **critical thinking** and **judgement** as foundations of competent practice and continued learning.

IV. OBJECTIVES OF THE COURSE

At the completion of the second semester of internship, the student will come to demonstrate development of the following competencies and associated behaviors:

Students will demonstrate:

- 1) Ability to use **knowledge** and **skills** to apply the competing **values** framework as a metatheoretical model for deeper understanding of the roles and tasks of social welfare organizations and their leaders. (Advanced behaviors MCP 1.1 and 1.3)
- 2) Ability to critically analyze and carry out the roles, **skills** and task functions of a practicing social work manager. (Advanced behaviors MCP 1.1, 1.3, 6.2, 6.3, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 9.1, 9.2, 9.3)
- 3) Task/role competence in boundary-spanning **skills** such as analysis of service delivery systems, managing coalitions and collaborations, proposal development, influencing public policy, and dealing with the media. (Advanced behaviors MCP 3.1, 4.1 5.1, 5.2, 6.1, 9.1)
- 4) Task/role competence in human relations **skills** such as building organizational teams; employee recruitment, selection, and evaluation; staff development; altering agency structures and processes to honor diversity and **values** among staff and clientele; and facilitation of meetings and task groups. (Advanced behaviors MCP 2.1, 4.1, 8.2)
- 5) Task/role competence in coordinating **skills** such as managing information technology, implementing quality assurance; data feedback in organizations, writing effectively as a manager, and risk management. (Advanced behaviors MCP 4.1, 6.3, 7.2, 7.3, 7.4, 8.1, 8.2)
- 6) Task/role competence in directing **skills** such as organizational and project planning; strategic planning and management, motivating staff and volunteers, and managing organizational time and priorities. (Advanced behaviors MCP 4.1, and 7.1).
- 7) Ability to manage time and personal resources appropriately. (Advanced behaviors MCP 1.2, 1.3, 6.1, 9.1, 9.3)
- 8) Competence in professional self-development. (Advanced behaviors MCP 1.2, 1.3, 6.1, 9.1, 9.3)

- 9) Ability to apply social work **values, knowledge, judgement** and ethical principles to administrative and community practice, recognizing the special issues faced by women and minorities in social welfare administration, and by oppressed and vulnerable people who depend on the work of their organizations. (Advanced behaviors MCP 1.3, 2.1, 4.1, 3.1, 5.1)

III. Units and Contents

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 advanced competencies build on the foundational competencies, with the addition of augmented **knowledge, values** and **skills** specific to the MCP concentration. 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: Development of the learning contract (advanced competency # 1, 6, 7, 8, 9 & associated behaviors).

Student Tasks:

- Student will review competencies 1, 6, 7, 8, and 9 along with their associated behaviors.
- Student and field instructor jointly develop using **knowledge** and **skills**, by the second week of placement, the student's learning contract for the course.
- Course objectives, the student's own previous experience, **affective reactions, values, critical thinking**, particular interests, and task opportunities in the agency and elsewhere are to be taken into account.

Unit 2: Boundary-spanning skills (advanced competency # 3, 4, 5, 9 & associated behaviors).

Student Tasks:

- Student will review competencies 3, 4, 5, and 9 along with their associated behaviors.
- Student will use **skills** and **knowledge** to develop a proposal for funding for a new program or project, or a formal proposal to senior management for initiation of a new program or project.
- Student will participate in the organization or ongoing work of a coalition or collaboration in connection with the agency's mission.
- Student will use some analysis of the service delivery system of which the agency is a part in order to **acknowledge** and monitor their own **affective reactions** and **values** when working with the agency.
- tasks related to the influencing or development of public policy in the agency's area of service.

Unit 3: Human relations skills (advanced competency #2, 4, 8 & associated behaviors).

Student Tasks:

- Student will review competency #2, 4, and 8 along with their associated behavior.
- Student, as a task-team leader, by using **critical thinking** and **judgement** will design and conduct staff development training.
- Students will use tasks related to the agency's personnel system as appropriate.
- Student will conduct an analysis of the agency's responses to diversity issues using social work **skills** and **knowledge**.
- Student will facilitate a problem-solving process by incorporating **critical thinking**.

Unit 4: Coordinating skills (advanced competency # 4 & associated behaviors).

Student Tasks:

- Student will review competency #4 along with their associated behavior.
- Student will use **skills** and **knowledge** to complete tasks that require exploration of and interaction with the agency's information management function.
- Student will develop or revise service effectiveness measures for a program or project.
- Student will use **critical thinking** to interpret statistical data and reports routinely generated by the agency.
- Student will take part in the preparation of documents intended to communicate information or policy to agency staff.

Unit 5: Directing skills (advanced competency # 4, 7 & associated behaviors).

Student Tasks:

- Student will review competency # 4 and 7 along with their associated behavior.
- Student will use **judgement** and **skills** to be involved in ongoing agency planning processes, both operational and strategic, with responsibility for some part of the process.
- Student will design a planning process related to a new program or project development.
- Student will show **critical thinking, knowledge, skills** and leadership responsibility for a task or problem-solving team.

Unit 6: Professional self-development (advanced competency # 1, 6, 9, & associated behaviors).

Student Tasks:

- Student will review competency # 1, 6, and 9 along with their associated behavior.
- Student will make assertive and intentional use of supervisory conferences with field instructor in order to acknowledge and monitor their own **values, skills, and affective reasoning**.
- Student will use **critical thinking** and seek out appropriate opportunities for additional learning.

IV. METHODS OF INSTRUCTION

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

The field instructor assigns tasks and projects which will move the student toward accomplishment of course learning objectives and provide the student with opportunities to use **critical thinking** and engage in the practice. Tasks outside the host agency may be initiated by the field instructor to provide the student with the opportunity to use **skills** and seek out experiences not available within it. In the latter case, the field instructor retains responsibility for educational supervision of the student.

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

V. TEXTBOOK

There is no required textbook. Readings may be drawn from MCP II, UA Little Rock Management and Community Practice Internship Manual, or 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 participants. Students will apply **critical thinking** and **judgment (cognitive processes)** in assessing social work **values, 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 agencies. Students are responsible to the field instructor to provide all necessary forms, time reminders, and requests for evaluation of each task.

The student shall create and maintain a portfolio of her/his work throughout the internship. The portfolio shall contain, at a minimum, the learning contract, daily logs, journal, records of supervision, process recordings, work products, and any other documentation necessary to provide a full record of the student's work. In the portfolio shall be documented all the advanced behaviors that together indicate the student's movement toward the advanced competencies. The faculty liaison shall review the portfolio at least twice each semester.

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

9. Learning contract
10. Process Recordings (8)
11. Weekly Narrative Journal (15)
12. Work projects of major tasks or projects
13. Calendar Log of Daily Activities (15) (one per week, chronological order beginning with the first week of internship and including internship instructor's comments)
14. Self-Assessment of internship learnings
15. Evaluation of student by field instructor

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) The field instructor and faculty liaison will review entries in the student's daily log of activities.
- 2) The student and the field instructor together will periodically and regularly review progress on the learning contract jointly developed at the beginning of the semester and modified as changing circumstances require.

- 3) The field instructor and faculty liaison will review the practice journal, in which the student reflects on his or her internship experience.
- 4) The field instructor and faculty liaison will review at least eight process recordings by the student of meetings or other appropriate interactions.
- 6) The field instructor and the faculty liaison will meet with the student at mid-semester, noting progress toward the objectives of the learning contract, and providing feedback to the student on his or her performance.
- 7) The field instructor and student shall each complete the School's designated form for end-of-semester evaluation of the student's performance.
- 8) The student, field instructor, and faculty liaison shall meet together at the end of the semester to discuss the results of the student's overall performance of **skills** and application of **knowledge**, field performance evaluation, and to take stock of the student's progress.

VII. GRADING CRITERIA

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

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 MCP Internship Portfolio Requirements

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

The portfolio has several purposes:

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

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

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

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

CONTENTS AND ORGANIZATION

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

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

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

SECOND SEMESTER

- Evidence of the development of boundary-spanning skills, such as log and journal entries, finished proposals, reports or process recording of meetings, and briefing papers.
- Evidence of the development of human relations skills, such as log and journal entries, process recordings of meetings, evaluations of student-led training, and notes on a completed problem-solving process.
- Evidence of the development of coordinating skills, such as log and journal entries, student-prepared planning documents, task products, and written reports and briefings.
- Evidence of the development of directing skills, such as log and journal entries, process recordings of key meetings, task products, and written reports and briefings.

Evaluation of Student Internship Performance

Management and Community Practice Concentration
 First and Second Semesters of the Concentration Year

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

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

Description of evaluation process

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

Key to ratings

| 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. |

It is acceptable to put “na,” in the first semester evaluation, however, there should be no instances of “na,” in the second semester evaluation.

Overall expectation of student performance in the Internship

First Semester (Midyear Evaluation)

The expected performance for a first semester student is level 3 for each competency behavior. If a student receives a 1 or 2 on any competency behavior, or falls below an average of 3 on any of the nine competencies, the following steps should be taken:

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

Second Semester (Final Evaluation)

The expected levels of performance for a second semester student are levels 3 and 4 for each competency behavior and an overall average of at least a 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 any competency behaviors, or fell under an average score of 3 for **any** of the 9 competencies:

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

Narrative Sections

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

- ... specific competency behaviors (and/or specific components of competency behaviors) that need further development,

- ... competency behaviors that have shown significant growth, and
- ... major accomplishments and areas where the student excels.

Competency #1: Demonstrate Ethical and Professional Behavior

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

| | | | | | | |
|--|---|---|---|---|---|----|
| Intern identifies opportunities for social workers to initiate and guide change efforts in organizations and communities. | 5 | 4 | 3 | 2 | 1 | NA |
| Intern integrates self-reflection and self-regulation to manage personal values and maintain professionalism in practice situations. | 5 | 4 | 3 | 2 | 1 | NA |
| Intern applies ethical decision-making skills to practice situations. | 5 | 4 | 3 | 2 | 1 | NA |
| Intern uses supervision and consultation to guide professional judgement and behavior. | 5 | 4 | 3 | 2 | 1 | NA |
| Average score: | | | | | | |

Narrative, Advanced Competency 1

(The cell below will expand as you type.)

Competency #2: Engage Diversity and Difference in Practice

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

| | | | | | | |
|---|---|---|---|---|---|----|
| Intern works with macro-level client systems to help them recognize and engage diversity and difference in ways that further organizational missions and community goals. | 5 | 4 | 3 | 2 | 1 | NA |
|---|---|---|---|---|---|----|

| | |
|--|----------------|
| | Average score: |
|--|----------------|

Narrative, Advanced Competency 2

(The cell below will expand as you type.)

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

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

| | | | | | | |
|---|----------------|---|---|---|---|----|
| Intern works with macro-level client systems to help them recognize and challenge the manifestations of systemic oppression, discrimination, environmental deprivation, and disempowerment. | 5 | 4 | 3 | 2 | 1 | NA |
| | Average score: | | | | | |

Narrative, Advanced Competency 3

(The cell below will expand as you type.)

Competency #4: Engage in Practice-Informed Research and Research-Informed Practice

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

| | | | | | | |
|--|---|---|---|---|---|--------|
| Intern uses knowledge of appropriate theories, models, and research methods to support their approaches to initial assessment, intervention and evaluation | 5 | 4 | 3 | 2 | 1 | NA |
| Intern works with client systems to clarify and deepen program logic models and incorporate meaningful evaluation. | 5 | 4 | 3 | 2 | 1 | N A |

| | |
|--|----------------|
| | Average score: |
|--|----------------|

Narrative, Advanced Competency 4

(The cell below will expand as you type.)

Competency #5: Engage in Policy Practice

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

| | | | | | | |
|---|---|---|---|---|---|----|
| Intern understands the historical and current policy contexts related to practice situations. | 5 | 4 | 3 | 2 | 1 | NA |
| Intern joins with others in networks and coalitions to alter those policy contexts in ways that benefit vulnerable populations. | 5 | 4 | 3 | 2 | 1 | NA |
| Average score: | | | | | | |

Narrative, Advanced Competency 5

(The cell below will expand as you type.)

Competency #6: Engage with Organizations, and Communities

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

| | | | | | | |
|---|---|---|---|---|---|----|
| Intern utilizes knowledge of advanced practice theories to substantively and affectively prepare for action with client systems. | 5 | 4 | 3 | 2 | 1 | NA |
| Intern uses empathic responding, self-reflection, and other interpersonal skills to effectively engage diverse clients and constituencies | 5 | 4 | 3 | 2 | 1 | NA |

| | | | | | | |
|--|---|---|---|---|---|--------|
| Intern develops with their client systems mutually agreed-on focus of work and desired outcomes. | 5 | 4 | 3 | 2 | 1 | N A |
| Average score: | | | | | | |

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

Competency #7: Assess Individuals, Organizations, and Communities

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

| | | | | | | |
|--|---|---|---|---|---|--------|
| Intern draws from advanced practice theories and treatment models to collect, organize, and, interpret data from the assessment with individuals, families, groups, communities and organizations. | 5 | 4 | 3 | 2 | 1 | NA |
| Intern assess client systems' strengths and limitations. | 5 | 4 | 3 | 2 | 1 | NA |
| Intern develops clear and mutually agreed-on interventions, intervention strategies, based on research knowledge. | 5 | 4 | 3 | 2 | 1 | N A |
| Intern develops clear and mutually agreed-on goals, and objectives of interventions. | 5 | 4 | 3 | 2 | 1 | N A |
| Average score: | | | | | | |

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

Competency #8: Intervene with Organizations, and Communities.

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

| | | | | | | |
|---|---|---|---|---|---|----|
| Intern utilizes advanced practice theories to select and implement interventions to achieve client system goals, helping client systems resolve problems and capitalize on opportunities. | 5 | 4 | 3 | 2 | 1 | NA |
| Intern increases client systems' own capacities to accomplish their goals. | 5 | 4 | 3 | 2 | 1 | NA |
| Intern facilitates effective transitions and endings that advance mutually agreed-on goals. | 5 | 4 | 3 | 2 | 1 | NA |
| Average score: | | | | | | |

Narrative, Advanced Competency 8

(The cell below will expand as you type.)

Competency #9: Evaluate Practice with Organizations, and Communities.

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

| | | | | | | |
|---|---|---|---|---|---|----|
| Intern applies research skills and knowledge to select and use appropriate methods to critically analyze, monitor, and evaluate practice interventions and outcomes | 5 | 4 | 3 | 2 | 1 | NA |
| Intern critically analyzes, monitors, and evaluates the effectiveness of social welfare programs. | 5 | 4 | 3 | 2 | 1 | NA |
| Intern applies the findings of evaluation to make modifications in their own behaviors and choices, and in program design, implementation and effectiveness. | 5 | 4 | 3 | 2 | 1 | NA |
| Average score: | | | | | | |

Narrative, Advanced Competency 9

(The cell below will expand as you type.)

Signatures

Field Instructor: _____ *Date:* _____

Student: _____ *Date:* _____

- I agree with the instructor’s evaluation.
- I disagree with the instructor’s evaluation.
- I will submit an addendum.

Date: _____

Faculty Liaison: _____

MSW Student Evaluation of Internship**University of Arkansas at 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?

6. Did the agency support your personal safety in internship activities?

Not At All 0 1 2 3 4 Always Comments:

7. Did the agency provide appropriate reimbursement for your out-of-pocket expenses involved in rendering agency service?

Not At All 0 1 2 3 4 Always Comments:

8. Did your instructor develop in “concert” with you your learning contract each semester?

Not At All 0 1 2 3 4 Always Comments:

9. Did you have practice activities (clients) within the first two weeks of the internship?

Not At All 0 1 2 3 4 Always Comments:

10. Were you assigned a sufficient number and variety of assignments including the following diverse backgrounds?

| | | | | | | | |
|-------------------|-------------|----------|----------|----------|----------|----------|------------------|
| Sexual: | None | 0 | 1 | 2 | 3 | 4 | Very Many |
| Racial: | None | 0 | 1 | 2 | 3 | 4 | Very Many |
| Ethnic: | None | 0 | 1 | 2 | 3 | 4 | Very Many |
| Cultural: | None | 0 | 1 | 2 | 3 | 4 | Very Many |
| Disability | None | 0 | 1 | 2 | 3 | 4 | Very Many |

11. Did your field instructor spend a minimum of two hours a week of supervisory time with you?

Not At All 0 1 2 3 4 Always Comments:

12. Do you think you had reasonable time (3 hrs. per week) during the internship to complete written assignments and agency record keeping?

Not At All 0 1 2 3 4 Always Comments:

13. Were you provided learning opportunities to develop professional written skills?

Not At All 0 1 2 3 4 Always Comments:

14. Were you provided learning opportunities to develop professional oral skills?

Not At All 0 1 2 3 4 Always Comments:

15. Would you recommend this internship to a fellow student?

Not At All 0 1 2 3 4 Always

Comments:

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

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

Evaluation of UALR MSW School of Social Work Faculty Liaison

Name of Liaison:

Completed By:

Student

Instructor

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

Not At All 0 1 2 3 4 Always Comments:

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

Not At All 0 1 2 3 4 Always Comments:

3. Did your liaison stimulate discussion and communicate effectively?

Not At All 0 1 2 3 4 Always Comments:

4. Did you perceive your liaison as approachable?

Not At All 0 1 2 3 4 Always Comments:

5. Was your liaison prompt in returning materials or providing you with information?

Not At All 0 1 2 3 4 Always Comments:

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

Not At All 0 1 2 3 4 Always Comments:

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

Not At All 0 1 2 3 4 Always Comments:

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

Not At All 0 1 2 3 4 Always Comments:

9. Was your liaison familiar with the content of the student's portfolio?

Not At All 0 1 2 3 4 Always Comments:

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

Not At All 0 1 2 3 4 Always Comments:

11. Was your liaison helpful in problem solving?

Not At All 0 1 2 3 4 Always Comments:

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

Comments:

13. What did you find least helpful?

Comments:

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

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

MSW Internship Instructor Evaluation of UALR MSW Internship Program

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

AGENCY: _____ **DATE:** _____

INSTRUCTOR: _____ **LIAISON:** _____

STUDENT SUPERVISED WAS: _____ **1ST YEAR** _____ **ADP** _____ **MCP**

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

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

1. Were your students well matched with your agency?

Not At All 0 1 2 3 4 Always Comments:

2. Do you think you have been kept updated about changes in the MSW Program?

Not At All 0 1 2 3 4 Always Comments:

3. Were your Internship Manuals helpful to you?

Not At All 0 1 2 3 4 Always Comments:

4. Are the ongoing training and education programs from the School helpful to you?

Not At All 0 1 2 3 4 Always Comments:

5. What topics would you like to see addressed in the future?

Comments:

6. In your opinion, is the student's workload expectation realistic given the amount of time she/he spends in your agency?

Not At All 0 1 2 3 4 Always Comments:

7. In your opinion, was the student's classroom preparation relevant to the current practice environment?

Not At All 0 1 2 3 4 Always Comments:

8. Overall, do you find the School responsive to your questions and concerns?

Not At All 0 1 2 3 4 Always Comments:

9. Would you recommend being an instructor to another social worker?

Not At All 0 1 2 3 4 Always Comments:

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

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

Performance Review Committee

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

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

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

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

1. Conduct that is inconsistent with the NASW Code of Ethics or state law.
2. Behavior that threatens the welfare of clients, agency personnel, faculty, or, other students.
3. Conduct that raises concerns regarding the student's suitability to practice social work.
4. Conduct that raises concerns regarding the student's intellectual or emotional capacity to perform the essential skills of social work practice.
5. Failure to demonstrate a minimal level of competence in one or more of the program's practice behaviors.
6. Conduct that raises concerns regarding how the student's behavior may be negatively impacting the learning environment for others.
7. Breaching HIPPA or related standards for handling client information.

8. Failure to follow internship site policies/procedures, including reporting.
9. Unprofessional behavior of any kind.
10. Failure to meet professional standards outlined in the UA Little Rock Student Handbook or the student's program's internship manual.

Composition of the Performance Review Committee

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

Students are excluded from membership on the committee to ensure privacy regarding the referred student.

Committee Referrals

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

Student Privacy and Confidentiality

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

Procedures

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

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

2. If it is determined that a referral to the Performance Review Committee is warranted, the Chair provides a referral form to the person making the referral. The form is then completed and submitted to the committee Chair, who, within five (5) class days, notifies the student (through their UA Little Rock email account) and other committee members that a referral has been made, and provides a copy of the referral form to the student and each committee member. The chair will then schedule a committee meeting, which the student is expected to attend, within ten (10) class days of initial written notification to the student,. It is the responsibility of the student to contact the committee chair to confirm her/his intent to attend the meeting. If the student refuses to attend, the review will be conducted in the student's absence.
3. The student may elect to invite at least one supportive person to attend the meeting, providing this has been communicated to the committee chair at least 5 class days prior to the meeting. Generally, the student's academic advisor in addition to others who are deemed relevant to the situation may be invited to attend the meeting
4. Prior to the meeting with the student, the chair will gather all necessary information pertaining to the reason for the referral, and will be responsible for assuring that committee members are provided the materials regarding the student. Before the student and any possible guests enter the meeting, the committee members will first meet to orient themselves to the factors specific to the student's situation.
5. During the meeting with the student and any invited guests, the committee Chair is responsible for facilitating the process. The Chair will present the evidence provided by the person who made the referral, in addition to other relevant information obtained in regard to the student's situation. The chair will then provide the student the opportunity to respond to the evidence presented.
6. Once all the evidence regarding the situation has been presented and discussed, any invited guests will be dismissed, and the student will be asked to wait nearby until a decision is reached. During this phase, it is the goal of the committee to arrive at a consensus as whether the referral is supported by the evidence, and if so, the recommendations and plan of action. Once a decision has been made, the student will be asked to re-enter the meeting and the decision and recommendations will be shared with the student.
7. Possible outcomes include, but are not limited to:
 - a. A finding that the referral is not supported by the evidence in which event the committee recommends that the student may remain in the program and no further action required.
 - b. A finding that the referral is supported by the evidence in which event the committee recommends a plan to remediate the problems identified (using designated form and procedures, and monitored by the appropriate program coordinator).

- c. A finding that the referral is supported by the evidence in which event the committee decides that the student is to be dismissed from the School of Social Work.
8. Following the meeting, the committee Chair will provide the student with a copy of the written recommendations no later than seven (7) class days following the performance review meeting. A copy will also be provided to the student's advisor, program director, and Chair of the School of Social Work.
9. The committee, upon request of the program coordinators, may also meet periodically during the semester (fall/spring) to review the progress of any students who have an active remediation plan in place that is being monitored by the program coordinator. In the event that a student is not making satisfactory progress in relation to the remediation plan, the committee Chair will reconvene the committee and meet with the student to make further recommendations.

Appeal Process

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

(10) class days of having received the student's appeal request. If the student wishes to appeal the School of Social Work Chair's decision, the student may proceed to appeal, in writing and within ten (10) class days, to the Dean of the College of Education and Health Professions. The decision of the Dean of the College of Education and Health Professions is final.

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.