
SUMMER BLOCK FOUNDATION YEAR INTERNSHIP MANUAL

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Foundation Year Competencies and Competency Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

- 1.1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- 1.2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- 1.3 demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- 1.4 use technology ethically and appropriately to facilitate practice outcomes; and
- 1.5 use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

- 2.1 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- 2.2 present themselves as learners and engage clients and constituencies as experts of their own experiences; and
- 2.3 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

- 3.1 apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- 3.2 engage in practices that advance social, economic, and environmental justice.

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

- 4.1 use practice experience and theory to inform scientific inquiry and research;
- 4.2 apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- 4.3 use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

- 5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- 5.2 assess how social welfare and economic policies impact the delivery of and access to social services;
- 5.3 apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

- 6.1 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- 6.2 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

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

- 7.1 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- 7.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- 7.3 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- 7.4 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

- 8.1 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- 8.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- 8.3 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- 8.4 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- 8.5 facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

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- 9.1 select and use appropriate methods for evaluation of outcomes;
- 9.2 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- 9.3 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- 9.4 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Foundation Year Internship Portfolio Requirements and Checklist

Summer Block Internship

	Yes	No
Learning Contract		
Supervision and Activity Logs (n=10) Showing 1 hr of instructor supervision		
Process Recordings (n= 20 total, Baseline of 2 per week in chronological order with feedback from instructor; 2 of a group meeting or session; 2 of endings)		
Minimum of 3 Assessments of different client systems		
1. An individual or family in UALR format		
2. An organization, UALR Format		
3. One group assessment		
Based on the Assessments, 2 contract/intervention plans UALR format and Documentation of implementation		
1. One with an individual or family		
2. One with a group		
Documentation of an organization intervention		
Documentation of a community intervention		
Documentation of 3 home visits (Process recording or other)		
One Evaluation of Practice		
Samples of progress notes		
Midpoint evaluation		
Final evaluation (instructor)		
Organization		
Portfolio free of client identification		
Organized with dividers according to the above sections		

UA Little Rock Graduate Social Work Program Course Outline

Course: 7803

Title: Social Work Block Internship

Instructor: Foundation Year Internship Instructors **Semester Credits:** 8

Prerequisites: All foundation year classroom courses: HBSE, Policy, Foundations I, II, and III, Assessment & Differential Diagnosis, and Research.

I. Description of Course:

The social work block internship is an integral part of the curriculum in social work education. It engages the student in supervised practice activities, providing practical experience in the application of the practice behaviors at the foundational level. 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 foundation year internship fosters development of integrated **knowledge, values, skills, cognitive and affective processes** as they relate to the skills begun at the undergraduate level with individuals, families, groups, organizations and communities. The focus is on the on-going development of the relationship of the values and ethics of the profession to the agency setting, the development of the professional relationship with client systems, interviewing and data collection, and assessment at various systems levels. Additionally, the student is exposed to master's level work within a service delivery system and the role of the social worker. The internship's primary focus is on practice with various levels and types of client systems with a variety of problems, needs and resources. During the foundation year internship, students will have experience with clients who are socially and culturally diverse, including race, gender, ethnicity, class, religion, sexual orientation, or who may be physically and mentally challenged.

Note: The foundation year internship covers the entire summer in one assigned agency. The summer block internship requires five days per week for 11 weeks or 52 days (40 hours per week), for a total of 416 hours.

II. Objectives:

At the completion of the foundation year internship, the student will demonstrate development of the following competencies and associated behaviors.

1. Demonstrate Ethical and Professional Behavior (includes behaviors 1.1-1.6).

2. Engage Diversity and Difference in Practice (includes behaviors 2.1-2.3).
3. Advance Human Rights and Social, Economic, and Environmental Justice (includes behaviors 3.1-3.2).
4. Engage in Practice-informed Research and Research-informed Practice (includes behaviors 4.1-4.3).
5. Engage in Policy Practice (includes behaviors 5.1-5.3).
6. Engage with Individuals, Families, Groups, Organizations, and Communities (includes behaviors 6.1-6.2).
7. Assess Individuals, Families, Groups, Organizations, and Communities (includes behaviors 7.1-7.4).
8. Intervene with Individuals, Families, Groups, Organizations, and Communities (includes behaviors 8.1-8.5).
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (includes behaviors 9.1-9.4).

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 ordering of the sections below does not necessarily reflect the order they are presented during the semester, nor their importance. The units may also vary among internship sites according to the clientele served and challenges addressed.

Unit 1: Introduction to the agency, population served; professional expectations; and theoretical perspective guiding practice. (competency #1 and 6, & associated behaviors).

Student tasks:

- Student will become familiar with competencies 1 and 6, along with their associated behaviors.
- Familiarization with agency policies, **values**, technological requirements, rules and procedures, observation and interaction with population served, reading case files.
- Student will become familiar and **knowledgeable** about specific policies that impact clients served.
- Student will draw from a variety of theories, practice perspectives and models to enhance **critical thinking** and **judgement** about assessment and intervention.

Unit 2: Examination of one's own values, beliefs, ethical conflicts, and biases and the impact of those beliefs upon the relationship with the client system (competency #1, 2, 3 & associated behaviors).

Student tasks:

- Student will become familiar with competencies 1, 2 and 3, along with their associated behaviors.
- Students will reflect upon and **critically think** about ethical dilemmas and **values** that may present themselves throughout the course of the semester through the process recordings and in supervisory sessions.
- Students will demonstrate an awareness of their biases, **values**, and beliefs throughout the course of the semester through the process recordings and in supervisory sessions that include **affective reactions** to their biases and beliefs.

Unit 3: Development of engagement, assessment, intervention and evaluation skills with client systems, along with social work practice interventions with various client systems, including individuals, families, groups, organizations and communities (competency # 6, 7, 8, 9 & associated behaviors).

Student tasks:

- Student will become familiar with competency 6, 7, 8, and 9, and their associated behaviors.
- Students will demonstrate interviewing **skills** and engagement **skills** with client systems through process recordings and verbal discussions with the internship instructor.
- Students will complete a minimum of two process recordings per week for the entire semester. Process recordings should follow the outline in the internship manual. They should be submitted to the internship instructor by the end of student's internship week. One of a group meeting/session and one of an ending.
- Students will demonstrate assessment **skills** through the process recordings.
- Students will complete progress notes per agency policy.
- Students will complete one individual or family assessment in UA Little Rock format.
- Based upon the individual or family assessment, the student will develop a set of goals and objectives (measurable, concrete and specific, realistic and attainable) with the client systems; and develop an intervention plan to achieve those goals and objectives.
- Students will complete a group assessment in UA Little Rock format.
- Based upon the group assessment, the student will develop a set of goals and objectives (measurable, concrete and specific, realistic and attainable) with the client systems; and develop an intervention plan to achieve those goals and objectives.
- Students will complete one organizational assessment in UA Little Rock format.

- Students will complete three home visits (process recording or other format).
- Documentation of an organizational intervention. Possible interventions can be found in the manual.
- Documentation of a community intervention. Possible interventions can be found in the manual.

Unit 4: Developing ability to apply critical thinking skills to practice situations at multiple levels (#4, 5, 6, 7, 8, 9 & associated behaviors). Development of professionalism and practice skills utilizing the generalist and ecological perspectives (competency #1, 6, 7, 8, 9 & associated behaviors).

Student tasks:

- Student will become familiar with competency 1, 4, 5, 6, 7, 8, 9 and associated behaviors.
- Student will apply **critical thinking** skills and **judgement** to a variety of practice situations.
- Student will demonstrate good **judgement** in applying **knowledge, values, and skills** when intervening with clients.
- Students will develop and update the learning contract by using **critical thinking** and **judgment** within the first two weeks of the internship.
- Students will reflect upon and **critically think** about ethical dilemmas and **values** that may present themselves throughout the course of the semester through the process recordings and in supervisory sessions. The student should complete a minimum of two process recordings per week for the entire semester using the format in the internship manual.

Unit 5: Ability to advance human rights by understanding the mechanisms of oppression and discrimination; by engage diversity and difference in practice with a variety of client groups, taking into consideration such issues as race, ethnicity, age, class, culture, disability, gender identity, religion and sexual orientation (competency # 2, 3 & associated behaviors).

Student tasks:

- Student will become familiar with competencies 2 and 3, along with their associated behaviors.
- Student will become **knowledgeable** about how issues of diversity and difference are unique to field setting.
- Student will become familiar with how issues related to oppression and discrimination impact client's served.

Unit 6: Beginning skill development in research-informed practice and practice-informed research (competency #4 & associated behaviors). Evaluation of one's own practice (competency #6, 7, 8, 9 & associated behaviors).

Student tasks:

- Student will become familiar with competency 4, 6, 7, 8, 9 and associated behaviors.
- Student will identify population served at agency and relevant research (or best practices) that inform interventions with population.
- Student will demonstrate **critical thinking** skills in consumption and interpretation of research.
- Students will design and implement an evaluation of practice using **critical thinking** and **judgment (cognitive processes)** with a minimum of one client system with whom the student is working. The format can be found in the internship manual.

Unit 7: Application of foundational social work skills to various levels of client systems.

Termination with clients. Termination can be viewed in short-term or crisis-oriented situations as the ending skills evident in a session with the client. In longer-term settings, termination should be viewed as the ending of the professional helping relationship with a client (competency #6, 7, 8, 9 & associated behaviors).

Student tasks:

- Student will become familiar with competency 6, 7, 8, 9 and associated behaviors.
- The student will document client hours on the Activity Log, including a minimum of 5 client systems.
- The student will complete a minimum of three home visits.
- Student will demonstrate interviewing, engagement, assessment, and intervention **skills** with Individual, Family, Group, Organization, and Community client systems through process recordings and verbal discussions with the internship instructor.
- Student will demonstrate termination **skills** through process recordings of at least one endings with a client system.

Unit 8: Enhanced in policy practice skills and understanding context of practice (competency #5, 6, 7, 8, 9 & associated behaviors)

- Student will become familiar with competency 5, 6, 7, 8, 9 and associated behaviors.

Unit 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

- Student will select and use appropriate methods for evaluation of outcomes;
- Student will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Student will critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

- Student will apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

These tasks do not preclude other assignments by the internship instructor.

IV. Methods of Instruction

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

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

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

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

V. Required Texts

1. UALR Graduate School of Social Work Summer Block Internship and Policy Manual.
2. Readings from the Foundations of Practice I, II & III courses and other readings as assigned by the field instructor.

3. Recommended Text: Cournoyer, Barry (2005). **The Social Work Skills Workbook** (4th edition). Belmont, California: Wadsworth Publishing Company.

VI. Methods of Evaluation

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

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

1. Learning contract with updates, at a minimum a mid-way update
2. Activity/Supervision Logs weekly (see format in manual) showing client systems contact hours (recommend 150 hours of client contact), including work with 5 systems.
3. Two process recordings per week including:
 - a. Two process recordings of a group meeting/session
 - b. Two process recordings of an ending
4. One individual or family assessment (UALR format)
5. One organizational assessment (UALR format)
6. One group assessment
7. Based on the assessments, two contract/intervention plans (UALR format) & documentation of implementation.
 - a. One with an individual or family
 - b. One with a group
8. Documentation of an organizational intervention
9. Documentation of a community intervention
10. Three home visits.
11. One Evaluation of Practice
12. Written progress notes per agency policy.
13. Final Evaluation (student & 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. Written and oral feedback and comments on the student's process recordings.
2. Written and oral feedback on student's assessments and case recordings.
3. A learning contract that serves as part of an evaluation instrument.
4. Oral feedback to the student at mid-semester, noting progress toward goals in the learning contract and demonstration of skills in recordings. In some cases, a written evaluation may be submitted at mid-semester.
5. Final written evaluation at the end of the semester.
6. Meeting of the internship instructor and the faculty liaison with the student at the end of the semester and discussion of the learning contract and student's progress is evaluated based upon the student's overall performance of **skills** and application of **knowledge**.

VII. Grading criteria

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

VIII. Disabilities Statement:

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 Statement:

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.

Guide to the Learning Contract—Foundation Year Internship—Summer Block

Student: _____ Instructor: _____

Liaison: _____ Agency: _____

Internship Period: _____

Guideline: This guide provides examples of tasks/activities that foundation year students may use in order to demonstrate specific competencies. At the beginning of the semester, the instructor and student develop a plan for specific experiences designed to help the student meet the program's competencies, outlined in the course objectives. It is important to build on the knowledge, values and skills throughout the summer term so that each competency can be mastered by the end. If the agency or program does not have services available to meet learning objectives, alternative sources outside the agency can be obtained. The faculty liaison is available to assist in the development and modification of the learning contract. Progress toward mastering the core competencies should be reviewed in weekly instructional meetings, updated, and used as an ongoing measure of student performance leading up to the final student evaluation of performance.

Instructions for students: From the beginning of the internship, identify in your learning contract, skills you will want to practice. Then proceed to add additional skills you will want to practice throughout the internship experience. List specific activities and/or tasks you will do in order to learn/demonstrate each competency behavior. You are required to document specific instances where each competency behavior is demonstrated. By the end of the summer semester, you should have demonstrated mastery in each of the 9 core competencies. You are **required** to both **list** the **dates** when the competency behaviors were demonstrated and **evidence** of where they can be found in your portfolio.

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

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.

1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical

decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.

- Recognition of how specific parts of NASW code of ethics apply to agency setting

Tasks/activities where student could demonstrate behavior:

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

1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.

Tasks/activities where student could demonstrate behavior:

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

1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.

- Dresses in a professional manner and follows agency dress code if present professional demeanor in behavior
- Acts professionally and responsibly in matters of punctuality and timeliness of assigned work
- Manages time effectively
- Follows agency attendance policies
- Works collaboratively with agency staff and professional from other disciplines professional demeanor in communication
- Communicates clearly and effectively with agency personnel and referral sources
- Speaks clearly and professionally
- Keeps accurate and up-date records
- Writes clear, concise, complete, and legible documents with proper grammar, syntax, spelling and punctuation on all written work

Tasks/activities where student could demonstrate behavior:

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

1.4 Use technology ethically and appropriately to facilitate practice outcomes.

- Uses agency-based software appropriately
- Adheres to ethical and legal requirements in regard to all work-related electronic communication
- Uses professional email in an ethical the responsible manner

1.5 Use supervision and consultation to guide professional judgment and behavior.

- Assumes the role of learner and accepts the field instructor as teacher
- Prepares for supervisory conferences ahead of time (guided questions/focus)
- Seeks and responds non-defensively to feedback about professional performance
- Identifies strengths and growth areas in knowledge, values, skills and implementation of practice behaviors with instructor
- Carries learning from supervisory sessions to work with clients
- Transfers skills from one situation to another
- Demonstrates the ability to operate independently as is appropriate to field setting

Tasks/activities where student could demonstrate behavior:

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

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and

power.

2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.

- Seeks out an understanding of the client's culture and identity through respectful questioning and observation

Tasks/activities where student could demonstrate behavior:

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

2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.

Tasks/activities where student could demonstrate behavior:

2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

- Demonstrate compassion and acceptance of difference

Tasks/activities where student could demonstrate behavior:

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

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human

rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

- Knowledge of resources for agency population
- Demonstrate advocacy skills for clients in obtaining needed resources
- Demonstrates a commitment to societal change in the service of social & economic justice

Tasks/activities where student could demonstrate behavior:

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

3.2 Engage in practices that advance social, economic, and environmental justice.

Tasks/activities where student could demonstrate behavior:

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

Competency 4. Engage In Practice-informed Research and Research-informed Practice.

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

4.1 Use practice experience and theory to inform scientific inquiry and research.

Tasks/activities where student could demonstrate behavior:

- Identify practice experience and research in at least two interventions as evidenced by articles in portfolio or discussion in supervision.
- Develop a referral system for clients appropriate to agency needs.
- Seek consultation from two licensed social workers on identified client system as evidenced by process recording or supervision and activity log.

4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.

Tasks/activities where student could demonstrate behavior:

4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.

- Assess evidence informed approaches
- Utilize agency's assessment and evaluation tools if available
- Use research findings to improve practice, policy, and social service delivery
- Evaluate research design

Tasks/activities where student could demonstrate behavior:

- Access evidence-based approaches to working with agency population as evidenced in assessments. Apply an evidence-based practice model, as evidenced in UALR field assessments, and treatment plan.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic,

organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services

Tasks/activities where student could demonstrate behavior:

5.2 Assess how social welfare and economic policies impact the delivery of and access to social services

Tasks/activities where student could demonstrate behavior:

5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Tasks/activities where student could demonstrate behavior:

- Review agency policies and procedures and assess how they impact service delivery as evidenced in organizational assessment.
- Identify the impact of problems that affect the agency and/or its client population's wellbeing as evidenced in organizational assessment.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies

- Skills in applying theory to guide the processes of engagement, assessment and intervention

Tasks/activities where student could demonstrate behavior:

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

6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

- Convey interest & concern
- Paraphrasing
- Partializing & prioritizing
- Active listening
- Maintain focus
- Reflecting of thoughts
- Reflection of feelings
- Reflection of meaning
- Summarizing responses
- Professional use of self
- Setting limits
- Open/closed ended questions
- Seeking concreteness

Families

- Skills in joining with each member and accommodating to family's style of interaction
- Explore meaning of presenting problem with each member
- Assess attempts family has tried to resolve problem

- Skills in establishing the frame of treatment (confidentiality, meeting times, consent, fees cancellation policy)

Tasks/activities where student could demonstrate behavior:

- Use empathy as evidenced in process recordings.
- Use four additional engagement skills as evidenced in process recordings

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

- Skills in preparing a well written group assessment (good spelling, grammar, sentence construction)

Organizations

- Knowledge of how agency's broader context influences organizational functioning
- Knowledge of agency's history, mission, goals and funding
- Knowledge of agency's position in the community related to other similar providers
- Knowledge of populations served
- Knowledge of organizational dynamics and how leadership functions in agency setting

Communities

- Knowledge of social problems that have an impact on community being served
- Knowledge of the cultural, economic, political and historical influences of the community
- Knowledge of community resources

Tasks/activities where student could demonstrate behavior:

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

7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.

- Knowledge of agencies policies and procedures and how they impact service delivery
- Identifies processes involved in the agency regarding policy development
- Knowledge of how agency policies and procedures affect diverse populations eligible for services

Tasks/activities where student could demonstrate behavior:

- Apply knowledge to understand and predict human behavior through UALR field assessments, discussion in supervision, and observation.

7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.

Tasks/activities where student could demonstrate behavior:

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

7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

- Choose appropriate intervention and give rationale for choice

Tasks/activities where student could demonstrate behavior:

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

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies

- Choose appropriate intervention and give rationale for choice

Tasks/activities where student could demonstrate behavior:

- Discuss interventions with field instructor during supervision as evidenced by supervision & activity log.
- Select interventions for implementation as evidenced in field contract, assessments and process recordings.
- Explore with field instructor why certain interventions were selected and their potential outcomes.
- Knowledge of practice theories/models/perspectives that inform interventions
- Skills in obtaining published research studies and selectively applying research findings to work with individual clients
- Skills in identifying, and when appropriate, implementing interventions relevant to client's situation, needs, available resources, and agency's purpose:

Individual

- Educating
- Professional use of self

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- Giving advice
- Problem-solving
- Reframing
- Advocating for resources
- Confronting
- Skills in implementing solution-focused practice model:
- Setting goals
- Miracle question
- Finding exceptions
- Validating competence
- Coping questions
- Scaling questions

Family

- Knowledge of at least one family practice model that informs interventions
- Skills in obtaining published research studies and selectively applying research findings to work with family
- Skills in identifying, and when appropriate, implementing interventions relevant to family's situation, needs, available resources, and agency's purpose
- Skills in helping family access agency/community services

Group

- Skills in obtaining published research studies and selectively applying research findings to work with groups
- Skills in identifying, and when appropriate, implementing interventions relevant to groups purpose and function

Organizations

- Skills in obtaining published research studies and selectively applying research findings to work with client
- Skills in identifying, and when appropriate, implementing interventions relevant to organization's mission and purpose

Communities

- Skills in obtaining published research studies and selectively applying research findings to work with communities
- Skills in identifying, and when appropriate, implementing interventions relevant to community's demographic population, needs, available resources, and agency's purpose

Tasks/activities where student could demonstrate behavior:

- Access evidence-based approaches to population being served as evidenced in field contract and all assessments.
- Implement prevention/intervention strategies as evidenced in field contract, all assessments, treatment plans and process recordings.

8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

Tasks/activities where student could demonstrate behavior:

8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes

Tasks/activities where student could demonstrate behavior:

- Interview populations affected by agency policy and document in process recording.
- Attend community meeting to present identified concerns and ideas as evidenced in activity log.

8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies

Tasks/activities where student could demonstrate behavior:

- Negotiate, mediate and/or advocate for client as evidenced in process recording.

8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals.

- Provides client appropriate notice of transitions, transfers, or endings
- Skills in eliciting feelings around transitions/endings
- Skills in consolidating gains during the transition/ending phase

Tasks/activities where student could demonstrate behavior:

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

9.1 Select and use appropriate methods for evaluation of outcomes

Tasks/activities where student could demonstrate behavior:

9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes

- Skills in applying theory to guide the processes of engagement, assessment and intervention

Tasks/activities where student could demonstrate behavior:

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

9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.

- Knowledge of instruments and other evaluation tools relevant to client population being served
- Skills related to accessing evaluation tools appropriate to clients being served.

Tasks/activities where student could demonstrate behavior:

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

9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Tasks/activities where student could demonstrate behavior:

Learning Contract Outline—Foundation Year Internship

Student: _____ Instructor/Agency: _____

Internship Period: _____ Liaison: _____

Competency 1. Demonstrate Ethical and Professional Behavior	Competency 1 – Specific and possible activities/tasks to be completed this year:	Date(s) demonstrated	Evidence (i.e., process recordings, supervision/activity logs, etc.)
<p>1.1 Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</p>	<p>Complete a self-assessment and/or documents aspects of practice behavior (personal reflection/self-correction) in process recordings</p>		<p>Process Recording(s)</p>
<p>1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</p>	<p>Identify examples of (in process recordings) establishing, maintaining, or reinforcing boundaries with a client.</p>		<p>Process Recording(s)</p>

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<p>1.3 Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.</p>	<p>Use appropriate language and behavior with clients as evidenced in process recordings and/or supervisory sessions.</p>		<p>Process Recording(s) and Supervision and Activity Log(s)</p>
<p>1.4 Use technology ethically and appropriately to facilitate practice outcomes</p>	<p>Access evidence-based and/or best practice approaches by doing at least two of the following: Locate journal articles, and/or textbooks utilize evidence-based databases; as evidenced in activity log, and/or UALR field assessments.</p>		<p>Supervision and Activity Log(s), and/or UALR field assessment(s).</p>
<p>1.5 Use supervision and consultation to guide professional judgment and behavior.</p>	<p>Come to supervision with a goal directed agenda for the meeting as evidenced in supervisory feedback and supervision activity log</p>		<p>Supervision and Activity Log(s)</p>
<p>Competency 2. Engage Diversity and Difference in Practice</p>	<p>Competency 2 – Specific and possible activities/tasks to be completed this year:</p>	<p>Date(s) demonstrated</p>	<p>Evidence (i.e., process recordings, supervision/activity logs, etc.)</p>

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<p>2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.</p>	<p>Use culturally sensitive language and ideas as evidenced in process recordings.</p>		<p>Process Recording(s)</p>
<p>2.2 Present themselves as learners and engage clients and constituencies as experts of their own experiences.</p>	<p>Model oneself after other professionals who demonstrate openness to new ideas and opinions.</p>		<p>Process Recording(s)</p>
<p>2.3 Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.</p>	<p>Provide examples, as evidenced in process recordings and/or supervision/activity log, of situations where personal biases and values were not allowed to influence practice with diverse groups.</p>		<p>Process Recording(s) and Supervision and Activity Log(s)</p>

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Competency 3. Advance Human Rights and Social, Economic, and Environmental Justice	Competency 3 – Specific and possible activities/tasks to be completed this year:	Date(s) demonstrated	Evidence (i.e., process recordings, supervision/activity logs, etc.)
<p>3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.</p>	<p>Conduct a policy review of agency to determine if changes need to be made as evidenced by supervision and activity log</p>		<p>Supervision and Activity Log(s)</p>
<p>3.2 Engage in practices that advance social, economic, and environmental justice.</p>			<p>Process Recording(s)</p>
Competency 4. Engage in Practice-informed Research and Research-informed Practice	Competency 4 – Specific and possible activities/tasks to be completed this year:	Date(s) demonstrated	Evidence (i.e., process recordings, supervision/activity logs, etc.)

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<p>4.1 Use practice experience and theory to inform scientific inquiry and research.</p>	<p>Identify practice experience and research in at least two interventions as evidenced by articles in portfolio or discussion in supervision.</p>		<p>Supervision and Activity Log(s)</p>
<p>4.2 Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.</p>			
<p>4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery.</p>	<p>Apply an evidence-based practice model, as evidenced in UALR field assessments, and treatment plan.</p>		<p>UALR Field Assessments</p>
<p>Competency 5. Engage in Policy Practice</p>	<p>Competency 5 – Specific and possible activities/tasks to be completed this year:</p>	<p>Date(s) demonstrated</p>	<p>Evidence (i.e., process recordings, supervision/activity logs, etc.)</p>

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<p>5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.</p>	<p>Review agency policies and procedures and assess how they impact service delivery as evidenced in organizational assessment.</p>		<p>UALR Field Assessments</p>
<p>5.2 Assess how social welfare and economic policies impact the delivery of and access to social services.</p>	<p>Interview populations affected by agency policy and document in process recording.</p>		<p>Process Recording(s)</p>
<p>5.3 Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.</p>	<p>Complete a community assessment.</p>		<p>UALR Field Assessments</p>
<p>Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Competency 6 – Specific and possible activities/tasks to be completed this year:</p>	<p>Date(s) demonstrated</p>	<p>Evidence (i.e., process recordings, supervision/activity logs, etc.)</p>

SUMMER BLOCK FOUNDATION MANUAL 37

<p>6.1 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.</p>	<p>Apply theories to client systems as evidenced in UALR field assessments.</p>		<p>UALR Field Assessments</p>
	<p>Develop a treatment plan, which includes problem identification and interventions, as evidenced in UALR field assessments, and agency treatment plans.</p>		<p>UALR Field Assessments</p>
	<p>Exemplify use of theory and practice models as evidenced in progress notes, and process recordings.</p>		<p>Process Recording(s), Progress Note(s)</p>
<p>6.2 Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</p>	<p>Use empathy as evidenced in process recordings.</p>		<p>Process Recording(s)</p>
	<p>Use four additional engagement skills as evidenced in process recordings</p>		<p>Process Recording(s)</p>

SUMMER BLOCK FOUNDATION MANUAL 38

Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities	Competency 7 – Specific and possible activities/tasks to be completed this year:	Date(s) demonstrated	Evidence (i.e., process recordings, supervision/activity logs, etc.)
7.1 Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;	Conduct and formulate (in UALR format) an individual client assessment.		UALR Field Assessments
	Conduct and formulate (in UALR format) a family assessment.		UALR Field Assessments
	Conduct and formulate (in UALR format) a group assessment.		UALR Field Assessments
	Conduct and formulate (in UALR format) an organizational assessment.		UALR Field Assessments
	Conduct and formulate (in UALR format) a community assessment		UALR Field Assessments

SUMMER BLOCK FOUNDATION MANUAL 39

<p>7.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies</p>			
<p>7.3 Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies</p>	<p>Formulate goals, objectives and interventions with client as evidenced in field contract, assessments, treatment plans and process recordings.</p>		<p>Process Recording(s), Progress Note(s), UALR Field Assessments, and Supervision and Activity Log(s)</p>
	<p>Assess and document client strengths and needs in all assessments, process recordings, treatment plans, supervision and activity logs.</p>		<p>UALR Field Assessments</p>

SUMMER BLOCK FOUNDATION MANUAL 40

<p>7.4 Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.</p>	<p>Discuss interventions with field instructor during supervision as evidenced by supervision & activity log.</p>		<p>Supervision and Activity Log(s)</p>
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<p>Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Competency 8 – Specific and possible activities/tasks to be completed this year:</p>	<p>Date(s) demonstrated</p>	<p>Evidence (i.e., process recordings, supervision/activity logs, etc.)</p>
<p>8.1 Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies</p>	<p>Implement prevention/intervention strategies as evidenced in field contract, all assessments, treatment plans.</p>		<p>UALR Field Assessments, Treatment Plan(s)</p>
<p>8.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</p>			

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<p>8.3 Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.</p>			
<p>8.4 Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.</p>	<p>Negotiate, mediate and/or advocate for client as evidenced in process recording.</p>		<p>Process Recording(s)</p>
<p>8.5 Facilitate effective transitions and endings that advance mutually agreed-on goals</p>	<p>Professionally terminate with client: discharge planning; aftercare plans; or the ending phase of treatment, as evidenced in process recordings.</p>		<p>Process Recording(s)</p>
<p>Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities</p>	<p>Competency 9 – Specific and possible activities/tasks to be completed this year:</p>	<p>Date(s) demonstrated</p>	<p>Evidence (i.e., process recordings, supervision/activity logs, etc.)</p>

SUMMER BLOCK FOUNDATION MANUAL 42

<p>9.1 Select and use appropriate methods for evaluation of outcomes.</p>			
<p>9.2 Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.</p>	<p>Apply knowledge to understand human behavior and evaluate outcomes through UALR field assessments, discussion in supervision, and observation.</p>		<p>UALR Field Assessments</p>
<p>9.3 Critically analyze, monitor, and evaluate intervention and program processes and outcomes.</p>	<p>Complete an evaluation of practice in UALR format.</p>		<p>Evaluation of Practice</p>

SUMMER BLOCK FOUNDATION MANUAL 43

<p>9.4 Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p>			
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MSW Supervision & Activity Form

Week _____

Documentation of Supervision and Activity for the Week of _____

Today's Date: _____

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

Process Recordings Submitted This Week (<i>indicate number and date</i>)	
Process Recordings Returned with Field Instructor's Comments This Week	

Any Additional Information to Be Noted?

Hours in internship this week:

MON ____ TUES ____ WED ____ THURS ____ FRI ____

Running total of hours for the semester: _____

1. Review Of Learning Contract. (Specify the objectives and tasks discussed)		
2. Log of Activities For The Week		
Ind:	Admin/Org:	Trainings:
Group:	Staffing:	Inst. Supervision:
Fam:	Prog Notes:	
Coll:	Proc. Rec:	

--

Student _____

Date _____

Field Instructor _____

Date _____

Process Recordings: Process and Format

Foundation Year Interns

Description of process recording:

Process recording is the intern's verbatim recollection of the interaction. Preparation for process recording requires that interns concentrate on the client(s) 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 practice behaviors, skills, attitudes, and values through process recordings. Process recordings are used to develop skills in engagement, assessment, intervention, self-awareness, and use of self in the client transaction. Process recordings, like any other forms of recording, serve as a basis for discussion in supervision and in the classroom. A minimum of two process recordings per week is required of interns.

Purpose of recordings:

- method for field instructor and faculty liaison to provide corrective feedback
- mechanism for evaluating interns practice behavior/skill level
- mechanism for evaluating interns professional development
- method for teaching interns to assess the client-situation and their own performance
- method for students to become aware of their emotional and cognitive responses during client interactions
- method used in combination with other learning approaches such as audio and video recordings of client transactions □ method for integrating theory with practice

Policies concerning confidentiality and ownership of recordings:

All intern educational recordings are to be treated confidentially. Client names and identifying information should be disguised, preferably by assigning pseudonyms. The intern, field instructor, faculty liaison, and School of Social Work Assessment Panel are person's privy to intern recordings. Process recordings are to be placed in the student's internship 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 of interview/client contact

The purposes of the client(s) contacts will be concise, clear, specific to the client and the interview, and, preferably, measurable. The purpose of the contact shows the relatedness between this interview and previous interviews, when applicable. The purpose can also be personal.

- a. Professional: What are you interviewing for? Remember, an interview is a conversation with a purpose. Are you assessing, evaluation, updating, linking, negotiating, confronting, responding, etc. and for what?
- b. Personal: Why did you choose this particular interview for a process recording? Was this something you did well? Something you got stuck on? Something you wanted to practice? What do you want feedback on from your supervisor? For example, "This was a routine visit for . . . and I want to assess how well I did on. . ."

II. Observations

Record observations of the client's appearance, demeanor, nonverbal communications, thought process, discrepancies between verbal statements, affect, etc. Record general impressions of the physical and emotional climate of the transaction. AS EVIDENCED BY!!! Use your five senses and get behavioral about the client and the environment.

III. Content

Record verbatim the content of the interview/transaction. At a minimum, the content section should include the following:

1. description of how the interview began (introductions, clarification of purposes of interaction, planning task implementation, etc.)
2. pertinent factual information and responses of both client and intern
3. identification of specific social work practice behaviors/skills used - list in column headed "practice behavior/skill used"
4. description of the apparent emotional content of the interview - identify intern's emotional responses in column "your emotional reaction"
5. description of thoughts that led to verbal response and/or assessment of that response/intervention - describe under column "your assessment"

IV. Post-interview assessment

The post interview assessment includes intern impressions based on the interactions and content of the interview. Was rapport established? Were the purposes attained? Why or why not? Was the focus maintained in the transaction? What are the barriers to change, if any? Were the client's motivations and capacities a help or hindrance to the process? Are additional resources needed? How did the client respond to you, your intervention? Themes present in the interview?

V. Social worker's competency behaviors, skills and roles

Practice behaviors under each competency are listed in your learning contract, with more in-depth descriptions of the knowledge, values and skills that makeup each competency being located in the final evaluation measure. As you list competency behaviors demonstrated, you may also specify the skill components of the competency. For example, if, in a sample process recording, you listed competency behavior 6.2, "use empathy, reflection, and interpersonal skills to effectively engage with diverse clients and constituencies," you could also list "use of self," as a skill for this particular competency behavior. The intern assesses the various roles (advocate, problem solver, resource broker, case manager, etc.), interview and engagement, assessment intervention skills, self-awareness, and use of self in the transaction. If the intern could do the interview over again, what would she/he do differently? What did you notice about your thoughts/feelings and how they impacted the interview?

VI. Plan

Summarize plans and goals for the next transaction, if another will occur. Ties in with the assessment. What will you and the client do next—what, when, where, why? If you do not plan to see this client again, what would you plan if you were to see them again?

Reference sources:

Dwyer, M. & Urbanowski, M. (1966). Student Process Recording: A Plea for Structure. Social Casework. May issue.

Kagle, J.D. (1991). Social Work Records (2nd edition). Prospect Heights, IL: Waveland Press, Inc.

PROCESS RECORDING FORMAT

I. PURPOSE OF INTERVIEW/CLIENT CONTACT

II. OBSERVATIONS

III. CONTENT (SEE ATTACHED PAGE FOR FORMAT)

POST-INTERVIEW ASSESSMENT (CLINICAL INTERNSHIP STUDENTS INCLUDE
DSM-V DIAGNOSIS WHEN APPROPRIATE)

IV. ASSESSMENT OF SOCIAL WORKER'S COMPETENCY BEHAVIORS, SKILLS AND ROLES

V. PLAN FOR NEXT SESSION

Page _____ of _____
Date: _____

III. Contents

Student/Client Interview (How Interview began, and then verbatim recording of interview)	Competency Behaviors/Skills Used	Feelings (Your emotional reaction)	Thoughts (Your assessment)	Supervisory Comments

Individual Client Assessment

Social Work and Advanced Standing Internship I/Foundations of Practice I

This assignment is to be completed with a client that **you** have interviewed to obtain the information.

The assignment is to be done in narrative format, using the major headings to distinguish between the sections of the assessment. NOTE: Narrative format means using complete sentences and all aspects of good writing as delineated below.

Follow this outline using all headings and sub-headings.

You are to include all information that you consider relevant to the client's presenting problem(s) AND strengths/resources.

Other private information not pertinent to the presenting problem(s) should not be included in your written narrative, nor should it be a part of the client's records.

As a part of this assignment you are to complete an eco-map with the client and refer to it during the narrative (both identifying problems AND strengths).

The eco-map is to be submitted with the narrative. All identifying information should be disguised in both the eco-map and the narrative.

You are required to use 12-point font and to paginate. Assignments should be stapled without the use of any type of cover or binder. As in all graduate classes, you are expected to use good grammar, accurate spelling, paragraphs, and clarity of sentence construction. You will be given two grades: 1.content 2.writing, which will be added together to give your total grade for this assignment.

Length of Assessment: Long enough to do the job; short enough to be concise and focused on both the problem(s) and strengths/resources with a concluding summary under section Initial Assessment Summation. About 10 pages plus eco-map.

Identifying Information:

Name of agency

Name of client: (disguise client's name)

Address: (disguise client's address) Phone:

Date of birth:

Other (important identifying data):

Presenting Problem/Referral information

This section is written in narrative form and should be a succinct, but comprehensive, reporting of the client's perception of the problem. You should include the duration, severity and frequency of the problem(s), antecedent conditions and consequences of the problem(s), and client's prior attempts to cope with the problem(s). If this client was referred to you from another professional or program include the referral information in this section.

Description of Client's Ecological System:

The subsections of this category are written in narrative form. It includes data gathered from the client, information from the eco-map, observations of the client, and the intern's interpretation of the significance of this information to the client's presenting problem. Quote where appropriate, be specific and factual. Make sure your interpretation of the situation is based on observation and facts rather than your personal speculation. Avoid jargon.

Person System: Included here are observations of the client's physical and emotional (affect) presentation at the interview; general impressions of client's intellectual and mental functioning (reality testing, etc.); client's reported present physical health, use of alcohol and drug use/abuse; current physical, sexual, emotional abuse; and, present risk of suicide. Document information in all areas above justifying the presence or absence of the condition.

Family/Household Social System: Describe the composition of the family or household, and the quality of the relationships between members. Based on the client's statements, provide your interpretation of the family/household membership functioning.

Ecological System: The client's social environment should be described, as this is related to available resources and deficits of resources to maintain or enhance his/her wellbeing. The narrative should focus on the client's home, neighborhood and community with emphasis on the support services/resources, and social supports that are available to the client in dealing with the problem. Include appropriate cultural, racial/ethnic, social class and other (as ageism, sexism/ alternative sexual identities, ableism, religion, etc.) factors that promote or become barriers to the client's solution to his/her problem.

Bio-psycho-social-spiritual History:

Several subsections are a part of this category. You should respond to information required in each section. You are to use a narrative format that offers an explanation of the client's situation. Include the information that is relevant to the presenting problem. Explore the ways in which the client coped, both positively and negatively, with significant events in her/his life.

Developmental History: Use a life span perspective to interpret quality of his/her passage through the life span.

Family of origin history, marital/partner history, children

Deaths of significant others, serious losses

History of violence, abuse and victimization

Instances of oppression and discrimination

History of alcohol and or use/abuse of other substance

Medical/physical/psychiatric history: Include major medical and psychiatric conditions, suicidal history, patterns of illness and hospitalizations; significance of illness and medical/physical conditions to client.

Legal history: Felony and misdemeanor arrests and convictions; legal judgments (bankruptcy, child custody, etc.)

Education: Include not only the highest educational level achieved, but describe the client's perception of his/her academic abilities.

Employment/unemployment: include level of financial status

Recreational/past time activities

Religious/spiritual background

History of psychological and social services

Strengths and Resources:

History: The person-environmental use of personal strengths and resources at the micro social level as well as those found at the mezzo (family and group) and macro (community, organizational, society level). What has this person done in the past that has been helpful in resolving problems? What resources have been helpful at the mezzo and macro social levels? How can client and social worker together build on historical strengths and resources?

Present: What person-environmental use of personal strengths and resources can be utilized at the personal micro social level as well as those found at the mezzo (family and group) and macro (community, organizational and society level)? How capable is this person in resolving his/her problems (motivation, coping and problem solving ability)? What resources can be utilized at this time?

Initial Assessment Summarization:

This section is the most critical part of the initial work with the client. It is formulated as a succinct narrative statement that combines the theoretical and conceptual knowledge base about human behavior with data about the client. Specifically the social worker intern needs to integrate both the problem solving AND the strength's perspective (solution focused) paradigms into this narrative. In this section you interpret the data provided by the client and other collateral resources and arrive at a professional impression of the client's problem and the client's strengths to satisfactorily bring some resolution to their situation **Included in this section are:**

A restatement of the presenting problem; additional problems, identified from the interview, that bear on the presenting problem

Relevant aspects of the client's bio-psycho-social-spiritual history that influence the existence or resolution of the problem.

Personal, social and community resources, and support systems available to the client and, resources (personal - environmental) that need to be developed to increase the client's capacity to resolve the problem at a level that is satisfactory to the client.

Evidence-Informed or Best Practices: (you must list sources).

Taking into consideration your client (particular problem), are there any approaches to helping this client that have proven more effective over others. If no empirical evidence is located, are there approaches considered "best practice", strategies and/or guidelines that might help to inform the intervention plan?

Mutually Agreed Upon Goals & Interventions:

Based on your assessment of this client what are the goals for treatment? State each goal in such a way that they are both specific and measurable. Next, describe what interventions are needed (both micro and macro) in order to work toward achievable goals (include in this section what, if anything, you found that supports your intervention plan).

Evaluation:

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

CONTRACT

Problems for Work

System in which problem is located

Goal Statement:

Interventions: (micro/macro)

Objectives: (Prioritize) Objective #1:

Target for change:

Tasks:

Responsibilities:

Timeline:

Objective #2:

Target for change:

Tasks:

Responsibilities:

Timeline:

Objective #3:

Target for change:

Tasks:

Responsibilities:

Timeline:

Plans for reviewing progress:

Client Signature	Date	Social Work Student	Date
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Guidelines for Contracts

The contract is based upon the assessment of the client/client system. Although the outline has three objectives, you can develop more. Be sure that it is realistic to decide upon numerous objectives with timelines. It is preferable to have fewer objectives that can be achieved within the given time period.

Using the client/client system assessment, identify which problems/challenges the client/client system and you decide to work on and in which system(s) those problems/challenges reside.

Use both micro—problem-solving, solution-focused, along with macro interventions.

Develop a set of objectives—what client will or will not do differently, and, what student will do—to reach goals.

Specific tasks/actions including who is responsible for completion and the timeline for completion should be developed for each objective.

Each contract should specify the process and times for review of the progress being made toward achieving goals and objectives.

Family Assessment & Intervention

Guidelines: Select a client family at your internship. Explain that this assessment will be reviewed by your internship instructor and faculty at the School, but that you will not use any information by which they can be identified. You should interview family members together, not individually. Ask them to all participate in the drawing of the eco-map and the discussion of that picture. Use the following outline to develop your assessment.

- I. Identifying Information:** Date, time spent, location, names, relationship, and ages of identified family members and whether present or not.
- II. Challenges Currently Facing Family:** Include who initiated contact; needs and/or problems leading to the contact; who recognizes these needs/problems and how do various family members see/define the problem; how do others (school, court, etc.) define the problem?
- III. Ecological Assessment:** Complete an eco-map then address the following:
 - A. Basic Needs:** Is income sufficient to meet basic needs; is there adequate food and shelter; is neighborhood safe and reasonably pleasant; is there access to preventive health care and good medical resources; can family get to needed resources, or are they cut off because of location, lack of private or public transportation or telephone; are there meaningful social connections with neighbors, friends, community organizations, extended kin; do family members belong to or participate in any group activities; are values in conflict or congruent with surrounding environment; is there access to educational, vocational & cultural enrichment opportunities; any family member employment, satisfaction in work, and how long since mastery of a new experience/pride in an achievement?
 - B. Individual Family Member's Relationship With Environment:** Are individual members or is family collectively cut off from environmental exchanges or involved in stressful connections; does family always have together transactions with other people/systems or do they relate to environments separately; do members have differential access to and exchange with world around them; are any helping agencies or systems involved with the family and are they pursuing similar or conflicting goals and actions; is the family caught between different and confusing sets of expectations; what is the relationship between your agency and the family and are services relevant and available to meet needs; is your agency in conflict with other important systems in the family's environment; what is the nature of relationship between you and the family-how do they view you?
- IV. Intergenerational Assessment:** Complete a genogram then address the following:
 - A. Family Patterns:** Are there any significant patterns emerging from the genogram; has the family experienced any major losses through untimely or tragic death, migration, separation; are there particular themes or events which have shame, pain, or secrecy;

what are the patterns of health; are there any noted roles individuals carry from past generations?

B. Family Definitions: How does family define itself & any themes contributing to its identity, sense of itself, and coherence; major family stories, myths, heroes & heroines; family traditions or events evoking pride and how are they marked or celebrated; rituals and ceremonies important to the family and their meaning; role of ethnicity, race, culture, or religious heritage in the family's identity; ethnic or religious intermarriages influencing family relationships & identifications?

C. Current Family Relationships: Close ties & communications with extended family (maternal & paternal); significant "cut-off" from maternal/paternal, parent-child, or sibling relationships and the explanation for the cut-off.

V. Family Structure, Organization, and Process: Observe and interview, then address the following:

A. Family Structure

1) **External Boundaries** (Links with eco-map):

- a) Open (clear but permeable) or closed (impermeable) or random (inadequate & little cohesion); is the family open to new experiences or relationships; are individuals free to make connections with other people and organizations?
- b) Variation in quantity and quality of exchanges with outer world and why?
- c) Membership--who is included within the intimate family network; does it welcome new members and how; are outsiders welcome to share a common table; does family allow others in physically or emotionally; does family protect its members when necessary and allow differentiation when appropriate?

2) **Relationships:**

- d) Enmeshment or Fusion: Parents over involved in children's lives; toleration of differences; how are efforts to individuate experienced by family--disloyal, abandoned, or applauded?
- e) Disengagement/emotional cut-off: failure to attend to emotional or physical needs of children/other family members; close emotional or physical contact avoided; members seem impervious or insensitive to one another?
- f) Loving/caring/attachment: How characterize family's affective relationship; quality of attachments to one another; ability to nurture, validate, and appreciate one another; how show or not show that they care?

Organization:

- 1) **Internal Boundaries:** Clarity of boundary between spousal subsystem and child subsystem; do all have clearly demarcated time and space for themselves; parental subsystem accessible to children; relationships among subsystems; spouses offer mutual aid and support; siblings offer mutual aid or competition and rivalry?
- 2) **Roles:** Clear & consistent; complementary or symmetrical; members possess skills & competencies to carry out familial & social roles; rigidity or flexibility in

assigned roles; conflict; how roles affected by socio-cultural heritage; role contribution to any problems; role of grandparents or other extended family members?

C. Family Processes:

- 1) **Adaptation:** What developmental and/or transitional forces are operating; how is the family adapting and processing these transitions?
- 2) **Power & Authority:** Where is the seat of power; how are family rules enforced; what happens when a rule is challenged; how are children disciplined; what is the role of power between practitioner and family?
- 3) **Communication Processes:** Who talks to whom, where, when and about what; are some members left out; do some talk for others; what does nonverbal communication demonstrate; congruence between verbal & non-verbal communication; is communication clear & understandable; do members validate each other's statements; what feelings, thoughts, emotions may or may not be expressed; taboo & explored subjects; any rules about communication and communication about communication?

VI. Assessment & Recommendations

- A. Overall Assessment of the Family's Relationship with its Environment and Recommendations:** Has family achieved an adaptive balance with surrounding environment or is it a state of disequilibrium or in danger of being overwhelmed; is most of the energy being drained from the family; is the family only "taking in" from outside systems; are essential supports/resources to meet basic needs available or lacking; does family need help or enhanced skills in tapping and making use of these resources; what sources of strength, support, or resources could be activated or enhanced; particular sources of stress or conflict; how character most salient aspects of the family environment relationship—nurtured, sustained, deprived, isolated, overburdened, etc.?
- B. Overall Assessment of Intergenerational Issues and Recommendations:** Are there any intergenerational family issues (including strengths) and how are they being transmitted; one or both parents "too" fused with their parents; effects on individuals & family as a whole of any "cut offs"; any avoidance of intergenerational "toxic" issues or maintenance of secrets?
- C. Overall Assessment of Family Processes and Recommendations:** Are there any identified strengths or weaknesses in the family's external boundaries, relationships; internal boundaries, roles, communication processes or power/authority structure? How the family life is stage affecting the family and are there any identified stressors/developmental issues?

VII. Evidence-Informed or Best Practices:

Taking into consideration this particular family, are there any approaches to helping this family that have proven more effective over others. If no empirical evidence is located, are there approaches considered to be "best practice" strategies and/or guidelines that might help to inform the intervention plan? (you must list sources).

VIII. Mutually Agreed Upon Goals & Interventions:

Based on your assessment of this family, what are the goals for treatment? State each goal in such a way that they are both specific and measurable. Next, describe what interventions are needed (both micro and macro) in order to work toward achievable goals (include in this section what, if anything, you found that supports your intervention plan).

IX. Evaluation:

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

Outline adapted from, Hartman, A. & Laird, J. (1983). Family-Centered Social Work Practice.
New York: The Free Press

Group Assessment & Intervention

Select a group that is part of or affiliated with your agency and attend at least two or three times. The group may be a problem-solving group, committee, board, staff meeting, therapeutic group, or other group that meets on a regular basis. Use the following outline for an assessment of the group.

A. Structure of the group

1. What are the purpose(s) and goals of the group (explicit and implicit)?
2. Is the group open-ended (members can attend as they desire for as long as they desire) or close ended (attend for a specified amount of time)?
3. Do members join the group voluntarily, require a referral (from whom?), require approval (from whom?), or are they mandated to attend (by whom)?
4. Is the group held at your agency, requiring others to come there, or is it held at a location more convenient for the majority of the members?
5. What is the frequency and duration of the group meetings?
6. What is the format of the group meetings - structured or unstructured?

B. Group processes

1. What are the ground rules for the group (length of time, attendance, who speaks when, etc?)
2. How is confidentiality handled in the group? What information can be shared outside the group? What happens if confidentiality is violated?
3. What are the goals of this group? How were they established?
4. What is the composition of this group? Are the characteristics of the group homogeneous or heterogeneous?
5. If new members attend the group session, how does the group and the group leader incorporate them into the group?
6. What roles do the various members of the group take during the meeting?
7. Who is the leader of this group? How did she/he become the leader?
8. What are the key sub-systems and group alliances within this group?
9. In what stage of group development is this group?
10. How does the group handle conflict and controversy?
11. Describe the group's decision-making processes.

C. Group-Environment Relations--Create an eco-map of the group in its environment.

Include in your discussion:

1. The environmental systems that influences the group and individual members

2. The accessibility of environmental resources
3. The impact of race, class, gender, and other cultural identities on group interaction.

D. Assessment

1. What are the strengths of this group, both for the group as a whole and the individual members?

E. Evidence-Informed/best practices

1. Given the type of group, is there any evidence for certain treatment approaches, or best practice guidelines? (List sources used).

F. Interventions

1. Given the purpose of this group, what interventions would be appropriate in order to move the group towards these goals?

Organizational Assessment for First Year Internship

The organization in which you are doing your internship is the ideal organization for you to target in this assessment, as it will give you a greater understanding of the context in which you are providing services. Use the following outline to assist in your assessment. You may use additional information that you believe is important to understanding the organization.

A. The organization's founding

1. How and why did this organization come into being?
2. What are the stories people tell about the history of this organization?

B. The purpose of the organization

1. What is the mission of the organization? Where is the mission statement located? Are people in the organization familiar with the mission statement?
2. What are the goals of this organization? Where are these goals located? Are people in the organization familiar with these goals?
3. Do people in the organization agree with the mission and goals? Do they feel that their work is in keeping with the mission and goals?

C. Auspices of the organization

1. What empowers the organization and defines its purposes?
2. What are the statutory mandates (public organizations) or charters/articles of incorporation and by-laws (private organizations) that give the organization legitimacy?

D. 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?

E. Organizational culture

1. What are the beliefs and values held by the members of the organization?
2. What is the atmosphere of the organization - are members generally pleased with the organization, do they enjoy their work?
3. What diversity is represented among staff and administration?
4. Is the compensation commensurate with job expectations?

5. 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?
6. Are volunteers used in the organization? If so, how? How do they interact with staff and clients?

F. Funding

1. What is the annual budget of the organization?
2. Where do its funds come from and in what proportion?
3. Have the budget and/or the funding sources changed materially in recent years? In what way? How did this impact services?
4. Does this organization have sufficient funding to meet its mission and goals?

G. Client population

1. What types of clients are being served? Are these the types of clients, which the agency is intending to serve, in its mission statement and goals? 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. Are individualized goals and objectives established with clients?
5. Is the environment of the organization supportive to clients?
6. Does the agency have some means of obtaining feedback from clients about services?

H. Planning

1. How does the organization evaluate its achievement of its goals? How does it use that evaluation to improve services?
2. What type of organizational planning takes place?

I. Organization-environment relations

Create an eco-map of the organization and a discussion of that eco-map which includes:

1. 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, schools that place students in the agency, organizations that house outreach programs, etc.
2. Policy issues that impact the organization
3. Cultural beliefs and values that influence the organization

J. 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?

Organizational Intervention

Students in the second semester of the first year internship are required to complete and document an organizational intervention. Rather than be developed by the School, this assignment is to be developed by the internship instructor and the student in the learning contract as the nature of the assignment will vary with the agency placement.

The objective of the assignment 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

Although the tasks will vary, each student should keep notes on the intervention. These notes and any products which result from the intervention should be placed in the portfolio and be available to the faculty liaison.

Community Assessment for First Year Internship

If you choose to do a community assessment, you should do the community in which your internship site is located or the community in which most of the agency's clients reside. Although it is important to obtain census information about this community, you will also want to walk or drive through the community, stand on a corner, or visit several stores in the area. Then use the following outline to develop your assessment.

A. Community Geographic Information

1. What are the main geographical boundaries and natural barriers?
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 about unemployment? Do you see evidence of unemployment among community residents?
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?
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.

Adapted from:

Berg-Weger, M. & Birkenmaier, J. (2000). The practicum companion for social work: Integrating class and field work. Boston: Allyn & Bacon.

Community Intervention

Students in the second semester of the first year internship are required to complete and document an intervention. Rather than be developed by the School, this assignment is to be developed by the internship instructor and the student in the learning contract as the nature of the assignment will vary with the agency placement.

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

Students should keep notes on the intervention and those notes and any products which result from this intervention should be placed in the portfolio and be available to the faculty liaison.

Evaluation of Practice

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

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

The following are examples of possible practice evaluations:

- 1) During the assessment phase of working with an individual, family, or groups, the student uses clinical measures to assess the extent of the presenting problem. When the student terminates with this client system, the student administers those measures again and discusses the change (or lack of change) with the client system.

- 2) The student establishes goals and objectives with a client system-an individual, a family, a group, a committee, etc. - and progress toward achievement of these goals and objectives are monitored throughout the intervention phase. Goals and objectives may be altered during this time if they become unrealistic or irrelevant. During the termination phase, the student and the client systems will discuss achievement of and/or progress toward the achievement of those goals and objectives.
- 3) The student develops a survey regarding his/her practice skills for client systems with whom he/she is working.
- 4) The student develops a pre- and post- measure for a group she/he is facilitating. These measures could be developed for a one-group session or for a period of several weeks. They could measure retention of knowledge or information, changes in attitudes, reduction in anxiety or depression, etc.

Graduate Social Work Program University of Arkansas at Little Rock

Evaluation of First Year Student Internship Performance

Student: _____ Instructor: _____

Liaison: _____ Agency: _____

Foundation Year Semester being evaluated: _____ (1st, 2nd, or summer block)

Form Completed By: Instructor Student Bubble sheet attached (2nd semester only)

Guidelines:

The foundation year evaluation instrument is comprised of 9 sections, which reflect each of the nine core foundational competencies and associated competency behaviors as described in the 2015 EPAS, and in the course outlines for Foundations Internship I & II. All demonstrated competency behaviors are applicable to individual, family, group, organizational, and community assignments.

It is intended that the instructor will provide ongoing feedback to the student about performance throughout the semester and that the liaison will be included in this process at the midterm and final visits. Before the final semester liaison visit, the student and instructor each independently complete the evaluation form. The student and instructor review their ratings prior to the liaison visit, identifying discussion points, areas for development, etc. At the final visit, the liaison shares her/his evaluation for discussion and facilitates development of goals for the next evaluation period. This should be included with the instructor's evaluation form. Scores should not be changed on the individual forms. Both original forms should then be given to the liaison for submission to the Internship Office. Copies will be maintained in the student file. Students and instructors should also keep a copy.

Core Competencies

Students in the foundation year are required to demonstrate competency in 9 core areas, they include:

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

9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.

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

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

Evaluation Key

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

Performance Red Flags
Mid-Term Evaluation

The expected performance for a second 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 field coordinator.

Final Evaluation

The expected levels of performance for a student at the end of their foundation year internship 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 20% or more of the practice behaviors (8 or more practice behaviors), or fell under an average score of 3 for **any** of the ten competencies:

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

Narrative Section

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

1. Specific competency behaviors (and/or specific components of competency behaviors) that need further development

2. Competency behaviors that have shown significant growth
3. Major accomplishments and areas where the students excels

Competency #1: Demonstrate Ethical and Professional Behavior

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

Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics) as appropriate to context.	1	2	3	4	5	na
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1	2	3	4	5	na
Intern demonstrates professional demeanor in behavior.	1	2	3	4	5	na
Intern demonstrates professional demeanor in appearance.	1	2	3	4	5	Na
Intern demonstrates professional demeanor in oral communication.	1	2	3	4	5	Na
Intern demonstrates professional demeanor in written communication.	1	2	3	4	5	Na
Intern demonstrates professional demeanor in electronic communication.	1	2	3	4	5	Na
Intern uses technology ethically and appropriately to facilitate practice outcomes.	1	2	3	4	5	na
Intern uses supervision and consultation to guide professional judgment and behavior.	1	2	3	4	5	na

Narrative:

Competency #2: Engage Diversity and Difference in Practice

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

Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level.	1	2	3	4	5	na
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level.	1	2	3	4	5	na
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level.	1	2	3	4	5	na
Intern presents themselves as learners to clients and constituencies.	1	2	3	4	5	na
Intern engages clients and constituencies as experts of their own experiences.	1	2	3	4	5	na
Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	1	2	3	4	5	na

Narrative:

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

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

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

Narrative:

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

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

Intern uses theory to inform scientific inquiry and research.	1	2	3	4	5	na
Intern uses practice experience to inform scientific inquiry and research.	1	2	3	4	5	na
Intern applies critical thinking to engage in analysis of quantitative research methods and research findings.	1	2	3	4	5	na

Intern applies critical thinking to engage in analysis of qualitative research methods and research findings.	1	2	3	4	5	na
The ability to use and translate research evidence to inform and improve practice, policy, and service delivery.	1	2	3	4	5	na

Narrative:

Competency #5: Engage in Policy Practice

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

Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	1	2	3	4	5	na
Intern assesses how social welfare and economic policies impact the delivery of and access to social services.	1	2	3	4	5	na
Intern applies critical thinking to analyze policies that advance human rights and social, economic, and environmental justice.	1	2	3	4	5	na
Intern applies critical thinking to formulate policies that advance human rights and social, economic, and environmental justice.	1	2	3	4	5	na
Intern applies critical thinking to advocate for policies that advance human rights and social, economic, and environmental justice.	1	2	3	4	5	na

Narrative:

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

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

Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	1	2	3	4	5	na
Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	1	2	3	4	5	na

Narrative:

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

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

Intern collects and organizes data and applies critical thinking to interpret information from clients and constituencies.	1	2	3	4	5	na
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	1	2	3	4	5	na
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	1	2	3	4	5	Na
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	1	2	3	4	5	na

Narrative:

Competency #8: Intervene with Individuals, Families, Groups, Organizations, and Communities
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To what extent was student able to demonstrate....?

Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	1	2	3	4	5	na
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	1	2	3	4	5	na
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes	1	2	3	4	5	na

Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.	1	2	3	4	5	na
Intern facilitates effective transitions and endings that advance mutually agreed-on goals.	1	2	3	4	5	na

Narrative:

Competency #9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
--

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

Intern selects and uses appropriate methods for evaluation of outcomes	1	2	3	4	5	na
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	1	2	3	4	5	na
Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes.	1	2	3	4	5	na
Intern applies evaluation findings to improve practice effectiveness at the micro level.	1	2	3	4	5	na
Intern applies evaluation findings to improve practice effectiveness at the mezzo level.	1	2	3	4	5	na
Intern applies evaluation findings to improve practice effectiveness at the macro level.	1	2	3	4	5	na

Narrative:

Instructor Signature & Date

Student Signature & Date

- I agree with evaluation
- I disagree with evaluation
- I will submit an addendum

Liaison Signature & Date

Please use additional space if needed.

MSW Student Evaluation of Internship

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

AGENCY: _____ **PROGRAM:** _____
INSTRUCTOR: _____ **STUDENT:** _____
1ST YEAR ___ **ADP** ___ **MCP** ___ **DATE:** _____

Please circle the answer, which most closely represents your opinion of your internship experience.

0=Not At All 1=Rarely 2=Sometimes 3=Most of the Time 4=Always

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

2. Are students viewed as learners and not adjunct staff?

Not At All 0 1 2 3 4 Always Comments:

3. Did the agency include you in appropriate meetings and in-service activities?

Not At All 0 1 2 3 4 Always Comments:

4. Were you provided the proper physical environment and adequate equipment?

Not At All 0 1 2 3 4 Always Comments:

5. Were you given the opportunity to see and analyze the modeling of professional social work skills, judgment, and values in action?

Not At All 0 1 2 3 4 Always Comments:

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

Not At All 0 1 2 3 4 Always Comments:

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

Not At All 0 1 2 3 4 Always Comments:

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

Not At All 0 1 2 3 4 Always Comments:

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

Not At All 0 1 2 3 4 Always Comments:

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

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

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

Not At All 0 1 2 3 4 Always Comments:

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

Not At All 0 1 2 3 4 Always Comments:

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

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

Not At All 0 1 2 3 4 Always Comments:

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

Not At All 0 1 2 3 4 Always

Comments:

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

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

Evaluation of UALR MSW School of Social Work Faculty Liaison

Name of Liaison:

Completed By: Student
Instructor

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

Not At All 0 1 2 3 4 Always Comments:

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

Not At All 0 1 2 3 4 Always Comments:

3. Did your liaison stimulate discussion and communicate effectively?

Not At All 0 1 2 3 4 Always Comments:

4. Did you perceive your liaison as approachable?

Not At All 0 1 2 3 4 Always Comments:

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

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

Not At All 0 1 2 3 4 Always Comments:

7. Did your liaison make visits at both mid-term and the end of the semester? Not At All 0
1 2 3 4 Always Comments:

8. During visits, did your liaison meet with both the student and the instructor? Not At All 0
1 2 3 4 Always Comments:

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

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

11. Was your liaison helpful in problem solving?

Not At All 0 1 2 3 4 Always Comments:

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

13. What did you find least helpful?

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:
edfowler@ualr.edu, fax (501)569-3184; or mail to UALR School of Social Work, 2801 S.
University, Little Rock, AR 72204; or in person.***

Thank YOU!

MSW Internship Instructor Evaluation of UALR Internship Program

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

AGENCY: _____ **DATE:** _____

INSTRUCTOR: _____ **LIAISON:** _____

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

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

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

1. Were your students well matched with your agency?

Not At All 0 1 2 3 4 Always Comments:

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

Not At All 0 1 2 3 4 Always Comments:

3. Were your Internship Manuals helpful to you?

Not At All 0 1 2 3 4 Always Comments:

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

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

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

Not At All 0 1 2 3 4 Always Comments:

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

Not At All 0 1 2 3 4 Always Comments:

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

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

Not At All 0 1 2 3 4 Always Comments:

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

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

Performance Review Committee

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

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

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

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.

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.

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

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.

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.

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.

Possible outcomes include, but are not limited to:

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.

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).

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.

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.

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.