Internship Manual
For
MSW Students
And
Field Instructors
University of Mississippi
Department of Social Work

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# MSW INTERNSHIP MANUAL 2016

## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>I. INTRODUCTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Purpose of this Manual</td>
<td>5</td>
</tr>
<tr>
<td>The Department of Social Work</td>
<td>5</td>
</tr>
<tr>
<td>The Department of Social Work Non-Discrimination Policy</td>
<td>5</td>
</tr>
<tr>
<td>The Department of Social Work's Mission</td>
<td>5</td>
</tr>
<tr>
<td>Departmental MSW Foundation Goals</td>
<td>6</td>
</tr>
<tr>
<td>The MSW Clinical Concentration Goals</td>
<td>6</td>
</tr>
<tr>
<td>The MSW Internship Competencies and Practice Behaviors (course objectives)</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II. THE MASTER OF SOCIAL WORK INTERNSHIP</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Field Practicum</td>
<td>16</td>
</tr>
<tr>
<td>MSW Field Internship Courses, Hours, and Expectations</td>
<td>16</td>
</tr>
<tr>
<td>MSW Internship Pre-placement Process</td>
<td>17</td>
</tr>
<tr>
<td>Policy Regarding MSW Internships in Agency where Students are Employed</td>
<td>18</td>
</tr>
<tr>
<td>Selection of Field Settings</td>
<td>18</td>
</tr>
<tr>
<td>Factors Considered in Selection of Agencies</td>
<td>19</td>
</tr>
<tr>
<td>Current Approved MSW Field Settings</td>
<td>19</td>
</tr>
<tr>
<td>Selection of Field Instructors (Agency Supervisors)</td>
<td>21</td>
</tr>
<tr>
<td>Other Factors Considered in Selection of Field Instructors</td>
<td>21</td>
</tr>
<tr>
<td>Placing and Monitoring Students and Maintaining Field Liaison Contacts</td>
<td>22</td>
</tr>
<tr>
<td>Evaluating Student Learning and Agency Effectiveness</td>
<td>23</td>
</tr>
<tr>
<td>Grading and Evaluation</td>
<td>23</td>
</tr>
<tr>
<td>Attendance</td>
<td>24</td>
</tr>
<tr>
<td>Responsibilities for Internship</td>
<td>25</td>
</tr>
<tr>
<td>Field Education Director</td>
<td>25</td>
</tr>
<tr>
<td>Field Liaison</td>
<td>26</td>
</tr>
<tr>
<td>Field Instructor</td>
<td>26</td>
</tr>
<tr>
<td>The Student</td>
<td>27</td>
</tr>
<tr>
<td>The Internship Integrative Seminar</td>
<td>27</td>
</tr>
<tr>
<td>The Evaluation Process</td>
<td>28</td>
</tr>
<tr>
<td>Preparing for the Internship</td>
<td>28</td>
</tr>
<tr>
<td>A Word about Risk</td>
<td>29</td>
</tr>
<tr>
<td>Safety Contract</td>
<td>31</td>
</tr>
<tr>
<td>Insurance for Interns</td>
<td>32</td>
</tr>
<tr>
<td>Ethical Issues</td>
<td>32</td>
</tr>
<tr>
<td>Problem Resolution</td>
<td>32</td>
</tr>
<tr>
<td>Other Information about Internship</td>
<td>33</td>
</tr>
<tr>
<td>Disciplinary Policies &amp; Procedures</td>
<td>35</td>
</tr>
<tr>
<td>Academic and Professional Reasons for Dismissing an Intern from Internship</td>
<td>35</td>
</tr>
<tr>
<td>Academic and Professional Reasons for Counseling Students Out of the Major</td>
<td>36</td>
</tr>
<tr>
<td>Academic Appeals/Grievance Procedure</td>
<td>37</td>
</tr>
<tr>
<td>Transfer Course Policy and Procedures</td>
<td>37</td>
</tr>
</tbody>
</table>

2
III. LIFE AFTER GRADUATION ............................................................... 38
Professional Licensure ............................................................... 38
Other Professional Development ............................................... 38
IV. COURSE DESCRIPTIONS FOR FIELD INSTRUCTORS .......... 39
V. APPENDICES ............................................................................ 44
APPENDIX A .............................................................................. 45
Clinical Pre-Internship Evaluation ............................................ 46
MSW Internship Placement Application ................................. 47
MSW Internship Placement Acceptance Form - Agency Report .... 48
MSW Internship Placement Interview & Acceptance Form - Student Report ....................................................................... 49
Notice of MSW Internship Placement ....................................... 50
MSW Internship/Employment Dual-Settings Contract .............. 51
University-Agency Agreement .................................................. 52
APPENDIX B .............................................................................. 57
MSW Student Affidavit .............................................................. 58
MSW Student FERPA Agreement ............................................. 59
MSW Field Instructor FERPA Agreement ............................... 60
MSW Internship Code of Conduct & Internship Responsibility Contract .................................................................................. 61
APPENDIX C .............................................................................. 63
SW 621-Student Learning Contract .......................................... 64
SW 622-Student Learning Contract .......................................... 73
SW 623-Student Learning Contract .......................................... 84
SW 624-Student Learning Contract .......................................... 107
MSW Internship Contact Information ....................................... 128
APPENDIX D .............................................................................. 129
MSW Weekly Activity Report (SW 621 & SW 622) .................... 130
MSW Weekly Activity Report (SW 623 & SW 624) .................... 131
MSW Internship Supervision Form ......................................... 132
The MSW Intern's Rubric of Self-Assessing Professional SW Behaviors .................................................................................. 133
MSW Student's Evaluation of the Internship Experience .......... 157
APPENDIX E (Faculty Liaison Forms) ....................................... 159
MSW Faculty Liaison/Agency Contact Form ............................. 160
MSW Internship Setting Annual Evaluation ............................ 161
APPENDIX F (Field Instructor Forms) ....................................... 163
Agency Orientation Checklist .................................................... 164
Rubric for Assessing the Professional Behaviors of the Intern in the MSW Internship ......................................................... 165
APPENDIX G .............................................................................. 185
University of Mississippi Policies ............................................. 186
NASW Code of Ethics .............................................................. 189
APPENDIX H .............................................................................. 221
Electronic Online Assessments (Interns & Field Instructors - brief examples) ................................................................. 221
MSW Implicit Curriculum Survey (Qualtrics Survey) ............... 221
Foundation Intern's Mid & Post Internship Self-Efficacy (Qualtrics Survey) ................................................................. 221
Clinical Intern's Pre & Post Internship Self-Efficacy (Qualtrics Survey) .................................................................................. 221
Foundation Field Placement Mid-point and Exit Evaluations (FPPAI-SWEAP) ................................................................. 221
MSW Field Instructor's Clinical Mid-term and Final Evaluations (Qualtrics Survey) ........
INTRODUCTION

The purpose of the MSW Internship Manual. This manual is produced to facilitate the efforts of social work interns, faculty liaisons, field instructors, and other agency personnel in developing and maintaining a pedagogical social work educational learning environment. As the signature pedagogy of social work education, field education is the application and demonstration of the profession’s knowledge base, skills, and values (Shulman, 2005).

Portions of the manual may appear redundant to some and new to others, since readers have varied levels of knowledge about the UM Department of Social Work, its goals, objectives, and processes. MSW students in internships should review the manual carefully. For clarification of any points, please contact the intern’s Faculty Liaison or the Field Education Director, Dr. Debra J. Moore, Department of Social Work, P O Box 1848, 203 Longstreet Hall, University, MS. (662) 915-5736, dmoore@olemiss.edu or 662-678-6430 (cell). Contact by email or cell is preferred.

The Department of Social Work. The Department of Social Work BSW Program began at The University of Mississippi in 1970 and has maintained continuous accreditation by the Council on Social Work Education since 1974. Since that time the program has developed and expanded to keep abreast of the changing needs of the social welfare field, its agencies, its clientele, and its students. This expansion led to the development and accreditation of the clinical MSW Program. The MSW Program received its initial accreditation by the Council on Social Work Education in 2011.

The Department of Social Work Non-Discrimination Policy. The Department of Social Work’s faculty or staff does not discriminate on the basis of age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, sexual orientation, or Vietnam era veteran status in any of its activities, programs, or classes.

Department of Social Work’s Mission: The MSW Program mission, in keeping with the university’s emphasis on excellence in teaching, research, and service, is to prepare competent, effective, and ethical social work professional leaders who are equipped to develop social work knowledge and to provide leadership in the development of service delivery systems. This process involves a thorough grounding of students in both theoretical and practice frameworks on which the professional development of social work practice is based at the advanced level. The faculty emphasizes a commitment to enhancing human well-being through alleviating social problems and emphasizing diversity and social and economic justice with systems of all sizes at the local, national, and global levels.
Departmental MSW Foundation Goals

1. Prepare professional leaders, who are able to develop knowledge for competent, effective, and ethical autonomous social work practice and the development of service delivery systems.
2. Prepare students for professional practice through the study of its history, purposes, philosophy, and theoretical and practice frameworks.
3. Prepare students who will provide leadership in the effective and ethical practice with diverse populations and systems of all sizes, to alleviate poverty and oppression, and to provide social and economic justice for all citizens at the local, national, and global levels.
4. Provide students with content about the social contexts of social work practice, the changing nature of those contexts, the behavior found in systems, and the dynamics of change.
5. Prepare students who will demonstrate a commitment to continue life-long learning and professional growth.

The MSW Clinical Concentration Goals

Students graduating from the Clinical Social Work Concentration will be able to:

1. Complete in greater depth and specificity comprehensive bio-psychosocial-spiritual assessments and articulate diagnostic impressions using the DSM 5 with a range of client systems and problems, demonstrating they have considered the client strengths and issues related to diversity in their formulations. Goals: 1, 2, 3, & 4. EPAS: 2.1.3, 2.1.4, 2.1.7, 2.1.9, 2.10b CPBs: 9, 10, 11, 14, 15, 16, 22, 23, 24, 28, 30, 31, 32, 34, 35, 36, 38.

2. Select intervention strategies based upon findings from the clinical assessment and develop and implement appropriate intervention strategies that correspond with advanced understanding and integration of clinical practice theories and models. Goals: 1, 2, & 3. EPAS: 2.1.3, 2.1.5, 2.1.6, 2.1.9, 2.10a; CPBs: 10, 11, 12, 17, 19, 20, 21, 29, 32, 33, 37, 39, 40, 41, 42, 43

3. Demonstrate knowledge and skill in leadership to enhance clinical service delivery and client well-being through indirect practice modalities such as advanced policy, practice and program evaluation. Goals: 1, 2 & 3. EPAS: 2.1.8, 2.1.9; CPBs: 25, 26, 27, 29. 30.

4. Critically analyze theoretical models of clinical practice in relation to challenging the dominant norms and world views that have served to marginalize and oppress persons on the basis of race, gender, sexual orientation, ability, culture, and other distinguishing characteristics. Goals: 1 & 2. EPAS: 2.1.4, 2.1.5, 2.10a, 2.10d; CPBs: 14, 15, 16, 17, 18, 31, 43

5. Evaluate the effectiveness of their clinical practice interventions by applying systematic evaluation strategies to client outcomes that incorporate social work values and ethics, and subsequently using the feedback from those strategies to modify case plans on an ongoing basis. Goals: 1 & 2. EPAS: 2.1.3, 2.1.6, 2.10(c-d) CPBs: 11, 12, 19, 20, 21, 39, 40, 41, 42, 43
6. Develop and promote self-awareness including the professional use of self in clinical social work practice to engage and work with diverse client populations. **Goals:** 1, 2, 3, 4, and 5. **EPAS:** 2.1., 2.1.2; **CPBs:** 1, 2, 3, 4, 5, 6, 7, 8, 9
MSW Internship Competencies (in bold) and Practice Behaviors (PB) in bullets (course objectives): During the semester, it is expected that students should:

1. Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1 Foundation Practice Behaviors)
   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. Social workers:
   - Advocate for client access to the service of social work PB 1
   - Practice personal reflection and self-correction to assure continual professional development PB 2
   - Attend to professional roles and boundaries PB 3
   - Demonstrate professional demeanor in behavior, appearance, and communication PB 4
   - Engage in career-long learning PB 5
   - Use supervision and consultation PB 6

   - Clinical Practice Behaviors
     Advanced practitioners in clinical social work recognize the importance of the therapeutic relationship, the person-in-environment and strengths perspectives, the professional use of self with clients, and adherence to ethical guidelines of professional behavior.
     Advanced practitioners in clinical social work:
     - Readily identify as social work professionals. CPB 1
     - Demonstrate professional use of self with clients(s). CPB 2
     - Understand and identify professional strengths, limitations, and challenges. CPB 3
     - Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective. CPB 4

2. Apply social work ethical principles to guide professional practice (EP 2.1.2) Foundation Practice Behaviors
   Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:
   - Recognize and manage personal values in a way that allows professional values to guide practice. PB 7
   - Make ethical decisions by applying the NASW Code of Ethics and as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles PB 8
   - Tolerate ambiguity in resolving ethical conflicts PB 9
• Apply strategies of ethical reasoning to arrive at principled decisions PB 10
  o Clinical Practice Behaviors
  Advanced practitioners in clinical social work are knowledgeable about ethical issues, legal parameters, and shifting societal mores that affect the therapeutic relationship.

  Advanced practitioners in clinical social work:
  ▪ Apply ethical decision-making skills to issues specific to clinical social work. CPB 5
  ▪ Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights. CPB 6
  ▪ Identify and use knowledge of relationship dynamics, including power differentials. CPB 7
  ▪ Recognize and manage personal biases as they affect the therapeutic relationship in the service of clients’ well-being. CPB 8

3. Apply critical thinking to inform and communicate professional judgments EP2.1.3

Foundation Practice Behaviors
Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers:
• Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice behaviors. PB 11
• Analyze models of assessment, prevention, intervention, and evaluation. PB 12
• Demonstrate effective oral and written communication in working with individuals, families, groups, and colleagues. PB 13
  o Clinical Practice Behaviors
  Advanced Practitioners understand and differentiate the strengths and limitation of multiple practice theories and methods, clinical processes and technical tools, including differential diagnosis. They deconstruct theories and methods to evaluate how they relate to clients and client systems within their environmental context. They regularly question and reflect on their own assumptions and consider how these might affect practice.

  Advanced practitioners in clinical social work:
  ▪ Engage in reflective practice CPB 9
  ▪ Identify and articulate clients’ strengths and vulnerabilities. CPB 10
  ▪ Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools. CPB 11
- Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. CPB 12
- Communicate professional judgments to other disciplines, in both verbal and written formats. CPB 13

4. Engage diversity and difference in practice. (EP 2.1.4)

Foundation Practice Behaviors
Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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:
- Recognize to the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power PB 14
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. PB 15
- Recognize and communicate their understanding of the importance of difference in shaping life experiences PB 16
- View themselves as learners and engage those with whom they work as informants. PB 17

  o Clinical Practice Behaviors
 Advanced practitioners are knowledgeable about many forms of diversity and difference and how these influence the therapeutic relationship and client's presenting issues. Advanced practitioners are knowledgeable about the ways in which various dimensions of diversity affect (a) explanations of illness, (b) help-seeking behaviors, and (c) healing practices. Advanced practitioners are cultural beings and understand how clinical practice choices can be culture-bound.

Advanced practitioners in clinical social work:
- Research and apply knowledge of diverse populations to enhance client well-being. CPB 14
- Work effectively with diverse populations. CPB 15
- Identify and use practitioner/client differences from a strengths perspective. CPB 16
5. Advance Human rights and social and economic justice. (EP 2.1.5)  
Foundation Practice Behaviors  
Each person, regardless of position in society, has basic human rights, such freedom, safety, privacy, and adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social Work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.  
Social workers:  
- Understand the forms and mechanisms of oppression and discrimination. PB 18  
- Advocate for human rights and social and economic justice. PB 19  
- Engage in practices that advance social and economic justice. PB 20  
  - Clinical Practice Behaviors  
    Advanced practitioners in clinical social work understand the potentially challenging effects of economic, social, and cultural factors in the lives of clients and client systems. Advanced practitioners understand the stigma and shame associated with disorders, diagnoses, and help-seeking behaviors across diverse populations. They also understand strategies for advancing human rights and social and economic justice in domestic and global contexts.  
    Advanced practitioners in clinical social work:  
    - Use knowledge of the effects of oppressions, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention. CPB 17  
    - Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations. CPB 18

6. Engage in research-informed practice and practice-informed research (EP 2.1.6)  
Foundation Practice Behaviors  
Social workers use practice experience to inform research; employ evidence-based intervention; evaluate their own practice; and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.  
Social workers:  
- Use practice experiences to inform scientific inquiry. PB 21  
- Use research evidence to inform practice. PB 22  
  - Clinical Practice Behaviors  
    Advanced clinical practitioners are knowledgeable about evidence-based interventions, best practices, and the evidence-based research process.  
    Advanced practitioners in clinical social work:  
    - Use the evidence-based practice process in clinical assessment and interventions with clients. CPB 19
- Participate in the generation of new clinical knowledge, through research and practice. CPB 20
- Use research methodology to evaluate clinical practice effectiveness and/or outcomes. CPB 21

7. **Apply knowledge of human behavior and the social environment (EP 2.1.7)**

**Foundation Practice Behaviors**
Social workers are knowledgeable about human behavior across the life course, the range of social systems in which people live, and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Social workers:

- Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation PB 23
- Critique and apply knowledge to understand person and environment PB 24
  - **Clinical Practice Behaviors**
    Advanced practitioners understand how to synthesize and differentially apply the theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual). They are familiar with diagnostic classification systems used in the formulation of a comprehensive assessment. Advanced practitioners understand how sociocultural contexts influence definitions of psychopathology. They have a working knowledge of psychotropic medications that are typically used in the treatment of mental health disorders, including expected results and side-effects.

**Advanced practitioners in clinical social work:**

- Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice. CPB 22
- Use bio-psychosocial-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments. CPB 23
- Consult with medical professional, as needed, to confirm diagnosis and/ or to monitor medication in the treatment process. CPB24

8. **Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EP. 2.1.8)**

**Foundation Practice Behaviors**
Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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:
- Analyze, formulate, and advocate for policies that advance social well-being PB 25
- Collaborate with colleagues and clients for effective policy action PB 26
  - Clinical Practice Behaviors
  Advanced practitioners in clinical social work recognize the connection between clients, practice, and both public and organizational policy. Advanced practitioners have knowledge about factors that influence the development of legislation, policies, program services, and funding at all system levels. They have knowledge of advocacy methods that contribute to effective policies that promote social and economic well-being.
  Advanced practitioners in clinical social work:
  - Communicate the stakeholders the implication of policies and policy change in the lives of clients. CPB 25
  - Use evidence-based practice and practice-based evidence in advocacy for policies that advance social economic well-being. CPB 26
  - Advocate with and inform administrators and legislators to influence policies that influence policies that affect clients and service. CPB 27

9. Respond to contexts that shape practice (EP 2.1.9)

Foundation Practice Behaviors
Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic and use knowledge and skill to respond proactively.

Social workers:
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological development, and emerging societal trends to provide relevant services. PB 27
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social work services. PB 28
  - Clinical Practice Behaviors
  Advanced practitioners in clinical social work are knowledgeable about how relational, organizational, and community systems may impact clients. They anticipate and react to evolving cultural, technological, geographical, political, legal, economic, and environmental contexts. They encourage clients to effect changes within these contexts.
  Advanced practitioners in clinical social work:
  - Assess the quality of clients’ interactions within their social contexts CPB 28
  - Develop intervention plans to accomplish systemic change. CPB 29
  - Work collaboratively with others to effect systemic change that is sustainable. CPB 30
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities EP 2.1.10 (a)-(d).

Foundation Practice Behaviors
Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

Clinical Practice Behaviors
Clinical social work practice involves the dynamic, interactive, and reciprocal processes of therapeutic engagement, multidimensional assessment, clinical intervention, and practice evaluation at multiple levels. Advanced practitioners have a theoretically informed knowledge base so as to effectively practice with individuals, families, and groups. Clinical practice knowledge includes understanding and implementing practice theories (models, metaperspectives, strategies, techniques, and approaches); evaluating treatment outcomes and practice effectiveness.

- Engagement EP 2.1.10
  - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. PB 29
  - Use empathy and other interpersonal skills. PB 30
  - Develop a mutually agreed-on focus of work and desired outcomes. PB 31

- Clinical Practice Behaviors
  - Develop a culturally responsive therapeutic relationship. CPB 31
  - Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. CPB 32
  - Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. CPB 33

- Assessment EP 2.1.10b
  - Collect, organize, and interpret client data. PB 32
  - Assess client strengths, and limitations. PB 33
  - Develop mutually agreed-on intervention goals, and objectives. PB 34
  - Selective appropriate interventions strategies. PB 35
o **Clinical Practice Behaviors**
  - Use multidimensional bio-psycho-social-spiritual assessment tools. CPB 34
  - Assess client’s readiness for change. CPB 35
  - Assess client’s coping strategies to reinforce and improve adaptations to life situations, circumstances, and events. CPB 36
  - Select and modify appropriate intervention strategies based on continuous clinical assessment. CPB 37
  - Use differential and multi-axial diagnoses. CPB38

- **Intervention EP 2.1.10c**
  - Initiate actions to achieve organizational goals. PB 36
  - Implement prevention interventions that enhance client capacities. PB 37
  - Help client resolve problems. PB 38
  - Negotiate, mediate, and advocate for clients. PB 39
  - Facilitate transitions and ending. PB 40

- **Clinical Practice Behaviors**
  - Critically evaluate, select, and apply best practices and evidence-based interventions. CPB 39
  - Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment including crisis intervention strategies as needed. CPB 40
  - Collaborate with other professionals to coordinate treatment interventions. CPB 41

- **Evaluation EP 2.1.10d**
  - Critically analyze, monitor, and evaluate interventions. PB 41

- **Clinical Practice Behaviors**
  - Contribute to the theoretical knowledge base of the social work profession through practice-based research. CPB 42
  - Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psychosocial-spiritual conditions. CPB 43
II. THE MASTER OF SOCIAL WORK INTERNSHIP

The Field Practicum

The Department of Social Work provides MSW students with educationally-directed Internships (foundation and clinical) which are the signature pedagogy of social work education and is designed to connect the theoretical and conceptual contributions of the classroom with the professional application of social work knowledge, skills, and values in the internship setting, fostering the implementation of evidence-informed practice and critical thinking skills that are reflective and supportive of the profession of social work.

The MSW Internship can be taken as a Consecutive or as a Block placement (depending on the interns’ program cohort – Advanced Standing, Regular Standing, or the three year MDHS Regular Standing cohort). The consecutive placement is conducted in four (4) fourteen-week, three (3) semester hour (225 clock hours) internship placements which receive a letter grade (A-F). The Block placement (450 hours) is completed in one semester and also receives a letter grade (A-F).

A mandatory inclusive integrative seminar is included with the practicum courses and does not receive a grade. A major product of the internship and the integrative seminar is the MSW portfolio. The MSW Regular Standing interns will produce foundation and clinical portfolios that support the CSWE EPAS foundation competencies and practice behaviors. The Advanced Standing interns will produce a clinical portfolio that is supportive of the CSWE EPAS foundation and clinical competencies and practice behaviors.

MSW Field Internship Courses, Hours, and Expectations

Students enrolled in the Regular Standing Program will be enrolled in four internship courses (SW 621 Field Instruction I, SW 622 Field Instruction II, SW 623 Field Instruction III, & SW 624 Field Instruction IV). SW 621 & SW 622 (Foundation Internship courses) will be taken as a block placement, and SW 623 & SW 624 (Clinical Internship courses) will also be taken as a block placement.

Students enrolled in the Advanced Standing Program will only complete the two Clinical Internship courses (SW 623 Field Instruction III and SW 624 Field Instruction IV) as a block placement.

Students enrolled in the MDHS Cohort will complete the both the foundation and clinical internship in consecutive placements. Due to scheduling, the MDHS internships may be consecutive or block placement.

Consecutive placement MSW social work interns will spend eight hours a day, two days a week, in the Internship for fourteen academic weeks (not counting holidays) for a total of 225 in each semester. Internship courses taken as a block placement will require four to five days per week (eight hour days) for 13 to 14 weeks or more until 450 hours are amassed.

To aid in the development of an understanding and the appreciation of the clinical therapeutic process, clinical interns are expected to attend a one-hour counseling session at least once per month during the internship. Free counseling sessions are available at the University Counseling Center. However, the intern is free to attend counseling at any
professional counseling service of their choice. Information discussed in counseling sessions is confidential and not released without the intern’s consent. Of course, duty to warn regulations are applicable.

At the conclusion of the Clinical Internship, Regular Standing students will have amassed 900 clock hours of Internship hours (Foundation and Clinical) and the Advanced Standing students will have completed at least 450 hours of Clinical Internship hours. All UM Program goals, objectives, and CSWE EPAS core competencies/practice behaviors are reinforced throughout the Foundation and Clinical Internships. Internships, SW 623 and SW 624 are completed at the same internship setting (unless the field education director or the field instructor terminates the internship).

**MSW Internship Pre-placement Process**

The Internship pre-placement process is conducted during the semester preceding the internship (foundation and clinical). The completion of the *MSW Internship Placement Application Form* (Appendix A) will formally announce to the Field Education Director that the MSW student is ready to begin the evaluation process for admission into Internship.

The semester before the Foundation Internship is scheduled to begin; the Field Education Director will schedule an interview with each MSW foundation student to: 1) verify the completion of the MSW foundation courses before the foundation internship, 2) verify the required 3.00 GPA, and 3) assess the readiness for internship. The Field Education Director will also meet with the MSW Program Director to verify the intern’s readiness for the foundation internship. Once approval is granted by the MSW Program Director, the Field Education Director will notify students to prepare for Internship Placement Interviews. The Field Education Director will actively assist the Interns in obtaining their foundation internships.

The two semesters before the Clinical Internship is scheduled to begin; the Field Education Director urges the Clinical students to seek counseling at any facility of their choosing. The University Counseling Center and Psychological Services offer free counseling to students. Clinical students are made aware of transference and counter-transference issues that may develop in internship as well as the need for the student to be aware of personal issues, experiences, and values that might negatively affect the clinical internship.

The semester before the clinical internship, the Field Education Director, the MSW Program Director and one or two MSW faculty members will meet with students individually in the Faculty and Student Clinical Pre-Placement Interview. The purpose of the interview is to: 1) provide an overview of the intern’s academic performance, cultural competence, support of the NASW Code of Ethics, 2) to discuss the intern’s plans to manage the rigors of the Clinical Internship, and 3 to discuss any other concerns that might impact the student’s performance during the clinical internship. The clinical student will be informed this meeting if they are approved to continue with the clinical placement interviews. MSW students with identified deficits that cannot be remediated before the beginning of the internship will be given the opportunity to correct the identified deficits and return for Internship the following semester. Clinical students have the right to appeal the decision of the MSW faculty to the Department Chair, Dr. Daphne
Cain.

Once the student has been approved for Internship, he/she will work with the Field Education Director to identify an agency setting appropriate for the student. Each student will be required to schedule an interview with his/her prospective agency Field Instructor. The purpose of the interview is: 1) to introduce the intern to the agency and the Field Instructor and 2) to allow the Field Instructor to interview the intern. After the completion of the interview, the Field Instructor will fax or email the MSW Internship Agency Acceptance Form (see Appendix A) to the Field Education Director. If the intern is accepted, the Field Education Director will email a Notice of Internship Placement Form (see Appendix A) to the intern. If the intern is rejected by the agency, the Field Education Director will contact the intern and start the internship selection process again.

**Policy Regarding Internships in Agency where Students are employed**

When an MSW student requests to complete a field placement where the student is also employed, the Field Education Director will meet with the proposed agency field instructor without the MSW student in attendance to determine the quality of the proposed Internship experience. The Internship must be of a caliber expected for non-residential MSW placement requirements. This is especially important when the MSW student also holds a position within the agency. The MSW (agency) Field Instructor must demonstrate and explain how the Internship assignments and other educational experiences will differ from the present employment position.

MSW students requesting to complete an Internship at their place of employment will be instructed to seek formal approval prior to the semester of practicum by completing the MSW Internship/Employment Dual-Setting Contract (Appendix A) and addressing the following criteria: 1) release time for the field instruction (2 days per week), 2) student assignments and Internship supervision must differ and be distinct from those associated with the student’s employment responsibilities, 3) field instruction experiences must be educationally focused (supportive of EPAS competencies and practice behaviors) rather than solely centered on delivery of the agency’s services, 4) the MSW student will not receive credit for work completed as an employee, and 5) the MSW student will receive individual Internship supervision from the MSW agency Field Instructor that is totally distinct from the supervision that is associated with the student’s employment supervisor. The MSW Faculty Liaison and/or the Field Education Director will review and monitor the proposed internship distinction during the initial placement interview and throughout the remainder of the semester.

**Selection of Field Settings.** All field settings are developed by social work faculty, usually the Field Education Director. Students are allowed to initiate placement requests only after meeting with the Field Education Director. Before the pre-internship visit is arranged, the Field Education Director and faculty will determine “the goodness of fit” between the proposed agency and the prospective MSW intern student.
Factors Considered in Selection of Agencies:
- Only agencies with social workers who are available full-time on-site
- The agency administration’s commitment to providing learning opportunities for students.
- Understanding by the agency that the student is there as a learner, not as an apprentice or to fill a vacant job position
- Past, positive experience with that agency as a field site for the University of Mississippi social work students
- Opportunities for students themselves to provide direct services to clients across three levels of practice, and not just to observe social work practitioners
- Appropriateness of the agency’s services for generalist and clinical social work practice
- Opportunities for the student to work with clients from diverse populations, including clients who are different from the student
- Opportunities for all of the EPAS Competencies and associated Practice Behaviors of SW 621, 622, 623, 624 Social Work Internships to be realized in the internship setting
- Opportunities to serve in rural and/or non-rural areas
- Willingness for staff to receive field instructor related trainings on a yearly basis
- Ethical and professional role-modeling by agency staff
- Equal opportunity employer

Current Approved MSW Field Settings*. The following are examples of field settings and do not constitute a comprehensive listing. New placements are developed on an ongoing basis. * Listing of an agency below does not guarantee that a student will be accepted for an internship placement.

Protective Services:
< Mississippi State Department of Human Services in many cities - for example: Jackson, Booneville, Gulfport, Holly Springs, Hernando, Oxford, Pittsboro, Tupelo, Water Valley, Pontotoc, Houston, Corinth, Clarksdale, Grenada etc.

Health Services:
< Baptist Hospitals – Oxford, Southaven, Memphis
< Mississippi State Department of Public Health in Region II (northeast)
< University of Mississippi Medical Center, Jackson
< St. Jude Hospital, Memphis
< Veteran’s Administration; Memphis, Jackson, Biloxi
< Methodist Hospital, Memphis
< Fresenius, Tupelo, Southaven, Tunica, Memphis
< St. Francis Hospital, Memphis
< North Ms. Medical Center, Tupelo

* Acute Care
Cancer Center
Rehabilitation Center
Women's Center
Center for Behavioral Health

Mental Health:
< East Mississippi State Hospital, Meridian
< Mississippi State Hospital, Whitfield, Batesville, Grenada, Corinth
< Hudspeth Center, Jackson
< Delta Community Mental Health Services, Greenville
< LifeCore (Region III Mental Health), Tupelo
< Veterans Administration, Memphis, Jackson
< North Mississippi Medical Center, Behavioral Health, Tupelo
< North Mississippi State Psychiatric Hospital, Tupelo
< Harbor House – Tupelo
< Communicare/Haven House - Oxford
< Region IV – Hernando
< Oxford Centre, Oxford

Gerontology:
< NMMC - Behavioral Health (Gero-Psych), North MS Medical Center, Tupelo
< Yalobusha Nursing Facility – Water Valley

Residential Facilities:
< Youth Villages; Memphis, Tupelo
< Millcreek Residential Facility - Pontotoc, Batesville
< Parkwood Hospital – Olive Branch

Other:
< Family Resource Center - Tupelo
< Care Lodge (domestic violence shelter), Meridian
< Mississippi Children’s Home, Batesville, Tupelo, Jackson
< Southern Christian Services, Tupelo
< Jewish Community Center Services – Memphis
< Meridian Public School District – Meridian
< Catholic Charities – Jackson
< Agape Family Services – Memphis
Selection of MSW Field Instructors: The education and experience of social workers are the first criteria considered when selecting Field Instructors. Following are the degree and experience requirements for all Field Instructors, listed in order of preference:

* MSW with at least two year post MSW degree experience

The above degrees must be from accredited programs, and all Field Instructors are required to be licensed at the appropriate level by the state in which they practice. They must have been in their present position with the host internship agency for at least one year prior to the semester in which they will be working with the student.

In the event that not enough social work degree Field Instructors can be found, the program assumes responsibility for reinforcing a social work perspective in the agency for the students. This is done in several ways: 1) quarterly Field Instructor Orientation and Training for new and experienced Field Instructors, 2) more than the usual two visits a semester will be made if the supervisor needs additional support in providing the social work education perspective, 3) monitoring of the need for increased support through contact with the students in the seminar and through the students’ weekly written assignments (Weekly Activity Reports and the Supervision Report Form), and 4) if needed, a MSW faculty member (usually the Field Education Director) assuming the field instructor role by providing weekly supervision to the MSW intern and monitoring the day to day supervision of the host agency’s task supervisor.

The Field Education Director will directly supervise the student’s practice, if the depth of required theory-based instruction is missing. However, every effort is made to use only those Field Instructors who have the MSW degree.

Other Factors Considered in Selection of Field Instructors:
- Interest in working with all students regardless of race, color, gender, age, disability, disabled veteran status or Vietnam era veteran status, ethnic or national origin; religious, political or sexual orientation.
- Education and Experience
- Expertise. Only MSWs with clinical experience will be allowed to serve as field instructors when MSW students are enrolled in the clinical internship
- Ability to be a positive professional and ethical role-model for students
- Support of the objectives of the University Of Mississippi Department Of Social Work and the CSWE EPAS competencies and associated practice behaviors, as well as a willingness and capacity to support the SW curriculum and the MSW internship learning objectives.
- Past positive experience as a Field Instructor for The University of Mississippi
- Commitment to providing meaningful learning experiences for students
- History of ethical and professional practice and supervision
- Recognized in good-standing with state licensure board.
Placing and Monitoring Students and Maintaining Field Liaison Contacts:

The Field Education Director (FED) assigns all placements. Field visits made by the Field Liaison (person assigned by the Field Education Director to work with the agency) include a conference with the Field Instructor alone and then with both the MSW Intern and the Field Instructor. The MSW Intern may also request a private conference with the Field Liaison. The Field Liaison makes at least two supervisory visits (site-based visits) for conferences (usually lasting 1 – 2 hours per visit) with the field instructor and MSW intern during each internship semester.

1. The first conference is held at the Field Instructor Orientation/Training. Interns meet with their Field Instructors in a classroom format (two hours) to make sure that the student learning contracts and internship responsibilities are appropriate for generalist and/or clinical social work practice and the social work program goals, objectives, CSWE EPAS competencies and practice behaviors. If a newly-approved field instructor is unable to attend the Field Instructor Orientation/Training, the Field Education Director will meet with the field instructor within two weeks of internship start at the internship host agency.

2. The second visit is to discuss the student mid-term evaluation and make sure that the field instructor and student are adhering to the learning contract and the student is properly supervised. Student and Field Instructor weaknesses and strengths are discussed and appropriate plan of action is developed to address weaknesses as needed. If the MSW intern is performing competently, a FaceTime or Skype session may be utilized in lieu of a face-to-face visit. The FED or the faculty liaison will communicate with the agency field instructor if the digital interview will suffice.

3. The third visit is to discuss with the field instructor and the intern, the final evaluation of the student and to discuss the appropriate grade for the student’s performance while in Internship. The final grade is assigned by the Field Education Director.

4. The Field Liaison or Field Education Director will visit with the agency more often if problems arise or at the request of the Field Instructor and/or MSW Intern. The field instructor and MSW intern may also schedule “Skype” or “FaceTime” sessions if the need arises with the Field Education Director.
Evaluating Student Learning and Agency Effectiveness:

The Field Liaisons and the Field Education Director observe the MSW interns in the monthly seminar and monitor their discussions. Reviewing their Field Practicum Weekly Activity sheets and Supervision Report Forms further keep the Field Liaisons and the Field Education Director informed of the interns’ acquisition of and application of knowledge, skills, and professional values are demonstrative of ethical and professional practice. These frequent contacts allow ongoing evaluation of each student’s experiences and performance throughout the semester and the early detection of potential problems. Feedback is given (as needed) to the student after the evaluation of the two weekly assignments by the field instructor and/or at the seminar by the Field Education Director and/or the Faculty Liaison.

Field Instructors are trained at the Field Instructor Orientation and Trainings to constantly evaluate students’ work during the weekly supervision session and to give feedback regarding strengths, weaknesses, and areas of projected growth, in a timely manner, and to not wait until the formal evaluation process (mid-term and final evaluations).

Students are evaluated by the Field Instructor weekly on the Supervision Report Form, at mid-term and at the end of the semester. The mid-term and final evaluation forms are electronic (SWEAP/foundation or Qualtrics/clinical).

The University/Agency/MSW Student Learning Contract (Foundation and Clinical) contains the EPAS Competencies and associated Practice Behaviors/Tasks/Assignments for all of the students in the MSW program; Task/Assignments can be augmented to include other agency-specific Task/Assignments that the student and Field Instructor set at the beginning of the semester. This form is the primary tool for use in supervisory conferences and liaison visits to monitor the progress of the student in meeting field education goals. The learning contract should be reviewed by the MSW intern on a weekly basis including with the field instructor during supervision.

Grading and Evaluation

The internship carries a letter grade. Although each internship course (SW 621, 622, 623, and 624) has an integrative seminar with assignments (Internship Portfolio) included, a separate seminar grade is not given for the seminar. The letter grade will be reflective of the student’s internship performance, the Integrative Seminar, and the quality of the Internship Portfolio. Like all other social work courses, the internship can be repeated no more than one time. Grade determination is the result of collaboration between the field instructor’s evaluation and the Field Education Director or faculty liaison. In the event of disagreement, the University faculty always has the final word on grading. Students are expected to submit weekly activity forms and supervision report forms which will be a part of the evaluation process.

Students will meet 3 hours per month for an integrative seminar that is not counted in the mandatory 225 internship hours per internship courses (SW 621, 622, 623, and 624). Attendance at each monthly integrative seminar is mandatory. MSW interns will meet at the University as a group. The Field Education Director will poll the graduate students to determine which day and time of day would be most advantageous.
for the interns to meet.

The MSW internship experience is directed by the Field Education Director who has fifty percent of her academic time allocated to this endeavor during the spring and fall semesters. The Field Education Director receives input and feedback about the structure and facilitation of the program from the Internship Advisory Committee, composed of key MSW degreed field instructors representing a variety of field settings throughout the state, Memphis, TN, and the gulf coast region (New Orleans to Mobile, AL).

The MSW Foundation Internship experience is structured to allow the integration of the knowledge, values, and skill bases obtained in the liberal arts (general education) core and the social work professional foundation curriculum.

The Clinical Internship presents the first opportunity for MSW students to utilize professional clinical social work skills in direct practice. It signifies a step which can integrate and solidify social work and clinical theory with practice. Therefore, previous work or life experience cannot substitute for the educational experience of the clinical internship. Students who intern at their place of employment will have an individually-designed internship which reflects the same standards as clinical internships in other agencies.

**Attendance**

The MSW intern is expected to complete 900 hours of internship. As a result the MSW intern is expected to commit to at least 2 days per week for fourteen weeks at the internship setting (if the internships are taken consecutively). * Students may elect to take SW 621 and SW 622 or SW 623 and SW 624 concurrently and intern 4 to 5 days a week for 13-14 weeks. Interns must attend the monthly three hour internship seminar. Failure to do so, will be reflected on the final internship grade.

**All absences** whether approved by the agency field instructor or not **must be made up** during the semester that the absence occurred. Absences must be documented by the student and the field instructor. Any absences should be discussed with the field instructor prior to the absence, unless in emergency situations. Attendance also includes the MSW intern reporting to work on time, adhering to the time allotted for breaks and/or lunch, and remaining on the job until at least 8 hours are acquired each day. Interns who routinely fail to comply with the host agency and/or the Department of Social Work's attendance policy may be terminated from the internship at the request of the host agency or the determination of the Field Education Director.
RESPONSIBILITIES FOR THE MSW INTERNSHIP
Both the University of Mississippi and the host Field Instruction agencies share in promoting and implementing the educational objectives of the Department of Social Work. However, the Department of Social Work recognizes and accepts its responsibility for leadership in fulfilling this function.

The Field Education Director is Responsible for:

The Field Education Director provides training for Field Instructors regarding the CSWE EPAS Competencies and Practice Behaviors, Field Instruction objectives, and the Department’s Social Work curriculum. An understanding of the entire Social Work program is essential for Field Instructors so they can effectively help students meet the CSWE EPAS Competencies and Practice Behaviors as well as the MSW Program’s goals and objectives. A mandatory orientation/training meeting for all Field Instructors is held at the beginning of each semester (fall, spring, and summer). All MSW field instructors must attend training before they can receive approval to serve as a field instructor. Field Instructors must attend at least one Field Instructor Orientation/Training yearly within a 12 month period (regardless of years of service as a field instructor).

Field Instructor Orientation/Training provides orientation for new and inactive Field Instructors and training for all active Field Instructors. Some topics covered are: 1) how to orient students to the agency, 2) how to contract with students regarding the learning objectives, CSWE competencies and practice behaviors, 3) how to integrate social work theory and practice, 4) how to develop tasks/assignments to meet the EPAS competencies and associated Practice Behaviors, 5) how to select cases for assignment to students, 6) how to make use of weekly supervisory conferences with students, 7) how to supervise students with special needs and/or behavioral issues, and 8) how to evaluate students for recommendation in grading. In the spring or summer, the Field Education Director offers one or more workshops (separate from the Orientation/Training) to all Field Instructors regarding a variety of topics: ethics, professional liability, professional-use-self, risk assessment, evaluation of practice, research-informed practice and evidence-based practice learning activities, issues of diversity and spirituality, etc.

The Department of Social Work assumes and maintains overall responsibility for its instructional program and the education of the MSW student. The Department has basic responsibility for making decisions about the student, while using input from the agency field instructor as needed. The Department, therefore, does the following:

1. Shares non-Confidential pertinent information about the student with the Field Instructor. Shares academic and behavioral information with the field instructor after the student signs the FERPA Agreement.
2. Decides matters of students’ grade, probationary status, extending placement, and eligibility for graduation.
3. Decides when and if a student will be transferred to another host agency setting
4. Makes decisions concerning the referral of students for treatment of personal problems that are interfering with the practicum performance and experience.

25
The Field Education Director and/or the Field Liaison maintain close, regular contact with students and agency Field Instructors through at least two supervisory visits to the agency per semester, telephone contacts, e-mail, and the students’ Weekly Activity Report and the Supervision Report Form.

**The MSW Field Liaison is responsible for:**

1. Monitor the educational progress of assigned social work interns and report findings to the field education director. Collect, read, give feedback, and submit to the field education director a completed learning agreement and evaluation for each student, each semester.

2. Make an agency visit, including the student and field instructor, a minimum of twice per semester (face to face, Skype, or FaceTime).

3. Assist with field seminars as needed.

4. Be available to students and field instructors for support, problem-solving, and facilitation of learning activities to enhance the student’s educational experience.

5. Keep the Field Education Director informed of any problem situations in the field which may interfere with the student’s successful completion of field education.

6. Timely completion of forms and reports as required.

7. At the end of each semester, it is the responsibility of the liaison to submit a grade for each assigned student to the field education director or the Instructor of Record. The final grades for SW 621, 662, 623, and 624 are based upon the written evaluations, Internship Portfolios, recommendations of the field instructor and the students’ participation in the field integrative seminar.

**The MSW Field Instructor is responsible for:**

1. Attending training and orientation sessions at the University.

2. Orienting the agency and staff to goals and objectives of the Internship.

3. Interviewing and deciding whether to accept or reject the student for internship and if accepted, providing an orientation that includes agency mission, goals, and policies, social work roles and expectations (explicit and implicit), and day to day operation guidelines.

4. Enhancing the learning contract with practice behaviors already embedded by adding agency specific internship learning assignments/tasks that are reflective of the CSWE EPAS Competencies and Practice Behaviors and the Department’s goals and objectives. Student activities/tasks along with evaluative outcome measures must be developed to allow the student to apply in the practicum setting the social work knowledge, skills, and values.

5. Providing weekly scheduled supervision (1+ hours per week) and other evaluation sessions with the intern as needed.

6. Providing opportunities for MSW interns to practice using the planned change
model (foundation – SW 621 and SW 622 and/or other clinical intervention models (clinical – SW 623 and SW 624).

7. Completing accurate intern evaluations in timely fashion and submitting them electronically through SWEAP or Qualtrics.
8. Contacting the Field Education Director or Faculty Liaison if significant problems arise that prevent the student from performing in a competent and ethical manner.
9. Adhering to the Safety Contract as developed with the MSW intern.

The MSW Student is responsible for:

1. Participating in the planning of placement, including completion of all forms in by the date set by the Field Education Director.
2. Actively completing the learning contract in cooperation with the Field Instructor and Faculty Liaison.
3. Presenting all required documents to the host agency: HIPAA certification, evidence of malpractice and auto insurances, and a current valid drivers' license on the first day of internship or before.
4. Acquisition and development of professional and ethical practice in the field setting.
5. Abiding by all agency policies (explicit and implicit) in relation to agency operations, including schedules, dress codes, etc.
6. Completing all weekly activity and supervision reports and the Internship Portfolio assignments within the timeframe assigned.
7. Preparing for and attending weekly one hour supervisory sessions with the Field Instructor.
8. Preparing for the two conferences with the Faculty Liaison and/or the Field Education Director.
9. Maintaining confidentiality (client and workplace) and abiding by HIPAA regulations
10. Abiding by the NASW Code of Ethics
11. Completing all required paper and/or electronic evaluation forms (see Appendix)
12. Adhering to the Safety Contract as developed with the MSW field instructor.

The Internship Integrative Seminar  Three hours per month during the semester, MSW students will meet for an integrative seminar in which they discuss issues and concerns related to their professional activity in the field, make clinical presentations, and "staff" their assigned cases from a foundation or clinical perspective.

Pedagogical methodologies in the integrative seminar include discussion of critical incidents from the field, analysis of "cases" presented for staffing individually, use of evidence-based interventions, clinical evaluations, and several competency-based writing assignments.

The case staffing are developed and presented by individual field students (with appropriate safeguards for confidentiality). The experience also offers critical thinking exercises in assessment and decision-making about intervention methodologies (research-informed practice) for various client systems. The intern must also demonstrate the use of
research methodologies to evaluate client outcomes and clinical effectiveness and report findings in the case "staffing" (practice-informed research).

This seminar plays a major role in students' cognitive and affective integration of academic and practice experiences. From these experiences students can relate social work and other professional theories to case situations, can gather feedback on their own work and offer feedback to peers, and can begin to demonstrate to faculty and peers the development of a professional clinical social work identity and practice competence.

The Evaluation Process. The Field Instructor completes an evaluation of the MSW student's internship experiences at mid-term and at the end of the semester. The MSW student in turn completes an evaluation of the internship experience (included in the Implicit Curriculum Survey). Students will also engage in self-evaluation (Self-Efficacy Survey – Pre and Final) during the semester. The field liaison, the student, and the field instructor discuss all aspects of the evaluation and the grading process. The determination as to whether a student will pass or fail the internship and grading of the seminar is a joint decision between the field education director, the faculty liaison, and the agency field instructor. University faculty makes the final decision in grade disputes between faculty and field instructors. Students have the right of grade appeal in the internship as in any other academic course (See University Policies – Appendix G).

Preparation for the Internship. Planning for placement must start early. Except for rare circumstances, most MSW placements will be away from the immediate Oxford area. Therefore, students should be prepared to relocate. Priority for Oxford placements is given to persons with disabilities which require local housing and/or services, parents with children, and permanent residents of Oxford.

MSW internships take place in the fall, spring, or summer semesters. The fourteen-week internship is inclusive of 225 hours of internship placement and 3 hours per month of Integrative Internship Seminar. During the fall and spring semesters, the internship begins about five days following the first day of classes and ends approximately during the last week of classes. During the summer, the internship begins the Monday after May graduation and ends during the first full week of August.

The Field Education Director will meet with all new MSW students before the end of the first year and advise them of all Internship requirements. The purpose of this meeting is preparation for internship the following semester. During this time students will complete the following tasks in order:

1. Complete the MSW Internship Placement Application Request Form. Meet with Field Education Director to verify completion of required courses (before internship), verify the required GPA (3.00), assess readiness for internship, and schedule a pre-placement interview with the Field Education Director and two additional MSW faculty members.
2. Submit evidence of NASW membership, possession of malpractice insurance, and HIPAA certification,
3. Meet with the Field Education Director in the pre-placement interview. This interview will allow the student to demonstrate the range of social work knowledge and skills, along with a commitment to the NASW Code
of Ethics, and the capacity to handle the rigors of internship placement, coursework, and other personal commitments. Students with identified deficits will be given the opportunity to correct their deficits and return for Internship the following semester.

(4) Meet with the Field Education Director or Field Liaison to discuss the possible settings. Make pre-placement visits with Field Education Director’s approval to select a prospective setting.

(5) Visit the prospective setting for an interview with the Field Instructor where the learning needs will be discussed with the Field Instructor.

(6) Be advised about the agency’s professional expectations and such details as office hours and dress codes.

(7) Complete the required HIPAA Course offered by NASW online.

Good faith attempts are made by the field education director to arrange internship settings at least four weeks prior to the end of the semester preceding the internship, to provide ample time for arrangements about moving, etc. If the student fails to pass all pre-requisite course work, the internship will be delayed until the course work is completed. The final approval for internship cannot be made until all semester and any incomplete grades are submitted. Students may begin internships only at the beginning of a semester, not at mid-points during a semester.

**A Word About Risk.** Participation in the field experience exposes students to certain inherent risks and dangers common to all social workers in certain agencies. Such dangers include but are not limited to physical injury from clients or from unsafe environments, physical illness from exposure to disease, and secondary trauma related to stressful situations.

The student should understand that the Department of Social Work and the University make good faith efforts to provide adequate supervision and instruction about safety issues but cannot guarantee the student’s safety or otherwise protect the student from risks that s/he might encounter. Safety issues will be addressed in the preparation meeting at the end of the first year of social work courses. MSW students are strongly encouraged to enroll in basic self-defense classes. Students are encouraged to think on two levels: appropriate professional response and personal safety awareness. Students should remain alert to the presence of risks and take reasonable precautions to protect themselves from harm. They must know and understand their agency and its environment. Students should report immediately to both the field instructor, the faculty liaison, and field education director any incident or development which could expose them to risk of harm.

Each MSW student intern and Field Instructor must read and sign the Safety Contract and send a copy of the form to the Field Education Director. A copy of the safety contract must be maintained in the intern’s field portfolio. If an injury occurs, the University does not have any mechanism to assume responsibility. For example, Workers’ Compensation does not cover students.

As an MSW intern, the intern may be involved directly and indirectly with stressors that may lead to symptoms of Acute Stress, Post-traumatic Stress and/or
Secondary Traumatic Stress disorders. Interns have free access to counseling services at the University Counseling Services and are encouraged to attend personal counseling sessions as needed throughout the internship.
University of Mississippi  
Department of Social Work  
MSW Safety Contract

Cognizant of the dangers that are sometimes present in our society, the Department of Social Work requires that all field instructors:

1. Orient the intern to the agency’s safety regulations and protocol.
2. Monitor the intern’s interactions with clients and agency personnel for signs of provocation on the part of the intern. Discuss observations in the weekly Supervision Session.
3. Never send a MSW social work intern on an investigation alone.
4. Never send a MSW social work intern to a residence alone where there is a known history of violence, drug abuse, or other criminal activity.
5. Never send a MSW social work intern alone into a residential area that has a history of high crime activity.
6. Never allow a MSW social work intern to transport alone a client who has a history of violence or erratic behavior.
7. Advise the MSW intern of clients with erratic and/or dangerous behaviors such as elopement, aggression, etc.
8. Make sure the MSW intern thoroughly reads all client charts before meeting with the client.
9. Never allow a MSW social work intern to work alone in the office.
10. Make sure that MSW social work intern dresses appropriately at all times.
11. Never assume that the MSW intern knows where they are traveling. Give precise written directions.
12. Make sure that the MSW intern has received appropriate clinical instruction (possessing in-depth theoretical knowledge) and is monitored routinely before being allowed to provide therapy to clients.
13. Make sure the MSW intern has received training regarding infectious diseases, i.e., tuberculosis, MRSA, HIV, etc. and follows agency protocol appropriately.
14. Make sure that the MSW intern has the agency phone number(s) and your cell number (emergencies only).
15. Ask the MSW intern for phone numbers, i.e., home, cell, parents, and emergency contact numbers.
16. Call or email the Field Education Director if you are unsure of what to do in a particular situation.
17. Make sure that the MSW intern properly notates all scheduled home visits before leaving the office.
18. 

____________________________  __________________________
Field Instructor                     Date

____________________________  __________________________
Social Work Intern                    Date
**Insurance for Interns.**

All interns are required to show proof of a basic professional liability insurance coverage before placement can be finalized. The plan used by most students was developed especially for student social workers and is provided for student members of the National Association of Social Workers. The cost is minimal. Because of the time necessary to process applications, students are required to join NASW during the semester prior to placement. Application for liability insurance should be made by midterm of that semester to allow ample time for the certificate of coverage to be returned.

Students who will be using their automobiles as a part of the internship are required to show proof of automobile liability insurance, along with a current drivers' license. Students, who provide transportation services for their internship site, must be compensated for miles driven.

**All of these procedures are covered in the preparation meetings at the end of the first year of MSW coursework.** The certificate of insurance coverage must be in hand when the internship placement begins, as some agencies require proof of coverage before allowing the intern to come into the agency.

**Ethical Issues.**

Students in placement are expected to adhere to the same ethical code as professional social workers. The National Association of Social Workers' Code of Ethics is the standard for social work professionals and is addressed with students throughout the curriculum. A copy of the Code can be downloaded from: http://www.socialworkers.org/pubs/code/default.asp

**Problem Resolution.**

Interns sometimes encounter problems which they cannot resolve on their own. Examples may include such things as perceiving that one is not getting sufficient instruction in the field, has insufficient or inappropriate cases to support the adequate demonstration of the CSWE EPAS competencies and practice behaviors, or there is a personal conflict with the field instructor. Sometimes students think that the agency staff is not acting in a professional manner or does not have the clients' best interests at heart.

On the other hand, the Field Instructor may believe that a student is not performing in an acceptable manner, or may perceive that there are too many personality conflicts between student and field instructor for the placement to be successful. Either party having concerns about the placement should present specific data to the liaison and/or the Field Education Director. Generalizations such as "I just don't like this placement" do not facilitate an objective, professional discussion of the problem. Students are rarely transferred from an internship setting to another setting at the request of the MSW student. Rather students are encouraged to work through these difficulties with the field instructor and/or agency staff. The field liaison and field education director are brought into the process only if necessary. Such experiences become personal and professional growth opportunities for the MSW student.

Some problems are resolved through discussions in the integrative seminar.
Problems appropriate for discussion in this forum include universal issues, i.e., feeling incompetent for the tasks at hand or confusion because agency assessment documents do not take the same form as those used in practice courses. Personality conflicts and other sensitive issues may be aired in seminar only in a general fashion which will protect the confidentiality of clients and the professional reputations of students, field instructors, and other agency staff. There are appropriate channels for problem resolution.

Whether the concern is with the agency field instructor or with the MSW intern student, or both, it is best that the initial concern be discussed between the intern student and the field instructor. If that is not satisfactory, the issues would then be discussed with the faculty liaison, who will follow channels for resolution through the field education director and the department chair as necessary.

Students should read and follow the appeals process as outlined in the M Book: Handbook of Standards and Activities. The M Book can be found online: http://conflictresolution.olemiss.edu/m-book/

**Other Information About Internship.**

1. Confidentiality is a major concern and shall be exercised throughout the internship. Many students will be placed in rural communities where people expect to know about other people's affairs - often out of genuine concern for the other person's well-being. Any questions about how to handle difficult situations should be immediately addressed with the field instructor and/or the faculty liaison.

   Boundary violations can be an issue of concern when residing in low population density areas such as ours. But problems can also arise when interns want to establish friendships with clients, field instructors, agency personnel, etc. The NASW Code of Ethics has already informed you that intimate (close) relationships are a definite NO!

2. Rumors usually abound about paid Internships. In reality, there is only one paid internship, the VAMC-Memphis. The VAMC-Memphis has internships with stipends available fall and spring semesters. They will also accept interns during the summer semester, but the stipend is unavailable during the summer, at this time.

3. Students must abide by agency calendars and policies - which means typical university calendars including seasonal and holiday breaks are not observed.

4. Hours missed from internship will be made up at the end of internship. Absences must be documented. Any absences should be discussed with the field instructor prior to the absence, unless in emergency situations. Failure to complete 225 hours per internship course will result in an Incomplete Grade. Students are
unable to proceed to the next internship course until all hours and the assigned Learning Contract and syllabus assignments are completed and the grade is changed from Incomplete to a letter grade.

5. Interns will be expected to secure reliable personal transportation since only Oxford and Memphis have comprehensive public transportation. If clients are to be transported during the internship, then proof of automobile liability insurance and a valid driver’s license must be presented to the field instructor at the internship setting.

6. Regular-standing students pay tuition for the internship with the seminar included, which totals 3 hours per internship class. * Regular standing student may also take SW 621 and 622, and SW 623 and 624, concurrently.

7. Advanced-standing students will pay tuition (6 hours) for the clinical internship with the seminar included during the last semester of the academic year.
Disciplinary Policies and Procedures

The University of Mississippi and the Department of Social Work expect MSW students to conduct themselves in a manner that respects and observes the laws of the state of Mississippi and the policies of the University of Mississippi, the Department of Social Work, and the National Association of Social Workers (NASW).

Academic and Professional Reasons for Dismissing an Intern from the Internship:
1. Failure of a drug screening (requested by internship host agency)
2. Intern removed from internship at the request of the host agency
3. Excessive tardiness (over 10 times in a semester – documented by field instructor).
4. NASW Code of Ethics violations and deceitful behavior (lying, lack of integrity) which continues after the field instructor has addressed the behavior in supervision session(s).
5. Dual relationship/boundary issues with clients and/or agency personnel that continues after advisement by the field instructor (documented in supervision session) to discontinue the behavior.
7. Blatant disregard of instruction by field instructor and other agency personnel: CEO, program director, clinical director, etc.
8. Derogatory attitudes or inappropriate behavior such as uncontrolled outbursts of anger, threats of harm or retaliation towards clients and/or agency personnel, and verbal or physical abuse directed at peers, faculty or staff, agency staff or clients, or other unprofessional, unethical, illegal conduct will also be grounds for dismissal from the MSW Social Work program.
9. Disparaging comments about the internship agency and/or staff (verbal or written: email, text, and other social media).
10. Proclaiming oneself as an MSW social worker instead of an MSW social work intern.
11. Failure to secure HIPAA certification and liability insurance before starting the internship.

Interns removed from a current internship setting will be dismissed from the internship and assigned a grade of “F” and will have to reapply the following semester. The intern will have to meet with the field education director and the MSW faculty and repeat the pre-placement interview process. The MSW intern must convince the MSW pre-placement committee that he/she is capable of succeeding if another internship opportunity is granted.
Academic and Professional Reasons for Counseling a Student Out of the MSW Social Work Program

Regrettably, it is possible that a student and/or faculty may not discover graduate student’s lack-of-fit with the social work profession until the graduate internship experience. Every precaution is taken during the years that the MSW student is enrolled in the foundation and/or clinical courses to help the student and faculty make this determination early.

The following are reasons that a student will be counseled out of the MSW Social Work Program:
1. Failure to maintain at least an overall 3.0 GPA.
2. Failure to have a 3.0 GPA before entering SW 621, 622, 623, or 624.
3. Failure to make at least a grade of “B” after two attempts in any social work course.
4. Failure in Field Instructions courses SW 621, 622, 623, or 624.
5. Students found to have cheated or plagiarized on papers, exams, or other school work.
6. Falsifying student records.
7. A diagnosed disorder (uncontrolled) that significantly limits major life activities and internship performance.
8. Failure to successfully complete the MSW Internship after two dismissals from two separate internships at the field instructor’s request due to the student’s misconduct or inability to demonstrate professional competence according to the NASW Code of Ethics and the CSWE EPAS competencies and practice behaviors. The student will be terminated/dismissed from the MSW program.
9. Derogatory attitudes or inappropriate behavior such as uncontrolled outbursts of anger, threats of harm or retaliation, and verbal or physical abuse directed at peers, faculty or staff, agency staff or clients, or other unprofessional, unethical, illegal conduct will be grounds for dismissal from the MSW Social Work program.
10. Violation of the NASW Code of Ethics.

The student who is advised to terminate the social work major has the right to appeal the faculty’s decision in the same manner as any other appeal--such as a grade appeal or a grievance of some nature.
**Academic Appeals/Grievance Procedure.**

Any behavior exhibited by a social work student that violates the University of Mississippi’s academic and nonacademic policies, standards and regulations may be grounds for disciplinary action. These policies may be viewed in the *M-Book*, the University Of Mississippi Handbook Of Standards and Activities, which is published by the Office of the Dean of Students. It is your responsibility to thoroughly read the contents of this electronic book. The *M Book* can be found online:

http://conflictresolution.olemiss.edu/m-book/

Specific Code of Conduct policies and procedures are available online at:


Students should read and follow the appeals process as outlined in the *M Book: Handbook of Standards and Activities*. The M Book can be found online:

http://conflictresolution.olemiss.edu/m-book/

**Transfer Course Policy and Procedure**

Only graduate foundation level courses transferred from another CSWE accredited social work program will be accepted for credit. Any transfer course must have a minimum grade of a “B”.

In addition, the courses transferred must be equivalent to the foundation MSW courses offered by the Department of Social Work at the University of Mississippi as determined and approved by the MSW Program Director.

Only six (6) hours of graduate credit will be accepted as transfer.

Students interested in having a transfer course reviewed should follow the following process:

1.) Make contact through telephone, email, or personal visit with the MSW Program Director at least two months prior to taking the desired course.

2.) Complete a Transfer Course Review Form (See Appendix)

3.) Submit the Transfer Course Review Form to the MSW Program Director.

4.) The MSW Program Director will notify the student within 10 working days of the decision regarding the course acceptance or rejection.
III. LIFE AFTER GRADUATION

*Professional Licensure.* If practice in Mississippi at the MSW level is anticipated, students may apply for and take the licensure examination during the internship. However, LMSW license is not granted until: 1) the LMSW exam is passed, 2) the MSW degree is processed and validated by the UM Registrar’s Office, and 3) payment of the LMSW licensure fee is processed by the Mississippi Board of Examiners for Social Work and Marriage and Family Therapists (MBOE/SWMFT).

Applications are made available at the first seminar during internship. Students planning to practice in another state may choose not to take the exam until they have relocated. Legislatively mandated licensure in Mississippi is administered by the Mississippi Board of Examiners for Social Work and Marriage and Family Therapists (MBOE/SWMFT). Membership in NASW does not qualify one for a license; neither does the LMSW license grant membership in the National Association of Social Workers (NASW).

The application for licensure must be accompanied by a nonrefundable fee (noted on the application form). Students will then receive information about taking the licensure exam, administered by Association of Social Work Boards (ASWB). This requires an additional fee payable to ASWB. Students are strongly urged to purchase one of several available excellent study packets and to prepare for the exam in groups as well as individually.

In the North Mississippi area, the standardized licensure exam is administered at *Pearson Professional Centers in Tupelo, MS and Memphis, TN.* For directions to test sites and other locations, please consult: [http://www.aswb.org/](http://www.aswb.org/). Students who do not pass the exam on the first attempt will receive information about how to retake the exam. Mississippi allows applicants to retest as many times as needed, but each retake requires another testing fee. ASWB requires a ninety day waiting period between retakes.

Further details about social work licensure in Mississippi can be obtained by contacting:

**Board of Examiners for Social Work and Marriage and Family Therapists (BOE/SWMFT)**

350 West Woodrow Wilson Avenue, 3rd Floor Suite 3635
P.O. Box 4508
Jackson, Mississippi 39296-4508
(601) 987-6806 or 6807
(601) 987-6808 (FAX)


Students who need information about licensure in other states should contact:

**Association of Social Work Boards**

400 South Ridge Parkway, Suite B
Culpeper, VA 22701
800/225-6880
540/829-6880

IV. COURSE DESCRIPTIONS FOR FIELD INSTRUCTORS

**MSW Social Work Courses Descriptions**

**Foundation Curriculum: (24 hours)**
- SW 601 Human Behavior and the Social Environment (3)
- SW 602 Social Work Practice with Individuals (3)
- SW 603 Social Work Research Methods (3)
- SW 604 Social Welfare Policies and Programs (3)
- SW 615 Practice with Families and Groups (3)
- SW 620 Practice with Organizations and Communities (3)
- SW 621 Field Instruction I [225 hours] (3)
- SW 622 Field Instruction II [225 hours] (3)

**Concentration Area - Clinical Practice: (30 hours)**
- SW 630 Theories and Methods of Family Intervention (3)
- SW 640 Advanced Practice with Groups (3)
- SW 650 Clinical Assessment and Diagnosis (3)
- SW 660 Clinical Supervision (3)
- SW 680 Evaluation Research (3)
- SW 683 Theories of Psychotherapy (3)
- SW 686 Traumatic Stress and Crisis Intervention (3)
- SW 687 Substance Abuse and Addiction (3)
- SW 623 Field Instruction III [225 hours] (3)
- SW 624 Field Instruction IV [225 hours] (3)

**Electives: (6 hours)**
- SW 600 Human Diversity and Social Work Practice
- SW 651 Social Work Practice in Integrated Health Care
- SW 670 Leadership and Administration (3)
- SW 681 Forensic Social Work with Children (3)
- SW 682 Clinical Practice with Children (3)
- SW 684 Social Work in Health Care Settings (3)
- SW 685 Gerontological Social Work (3)
Master of Social Work (Advanced Standing). A minimum of 36 semester hours of graduate study is required which shall include:

**Clinical Practice: (30 hours)**
- SW 630 Theories and Methods of Family Intervention (3)
- SW 640 Advanced Practice with Groups (3)
- SW 650 Clinical Assessment and Diagnosis (3)
- SW 660 Clinical Supervision (3)
- SW 680 Evaluation Research (3)
- SW 683 Theories of Psychotherapy (3)
- SW 686 Traumatic Stress and Crisis Intervention (3)
- SW 687 Substance Abuse and Addiction (3)
- SW 623 Field Instruction III [225 hours] (3)
- SW 624 Field Instruction IV [225 hours] (3)

**Electives: (6 hours)**
- SW 600 Human Diversity and Social Work Practice
- SW 651 Social Work Practice in Integrated Health Care
- SW 670 Leadership and Administration (3)
- SW 681 Forensic Social Work with Children (3)
- SW 682 Clinical Practice with Children (3)
- SW 684 Social Work in Health Care Settings (3)
- SW 685 Gerontological Social Work (3)
Master of Social Work (MSW) Course Descriptions

600. The purpose of this course is to enhance the student's understanding of our diverse society. This course will provide content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relations to the majority group.

601. Knowledge of reciprocal relationships between human behavior and social environments. Theories and knowledge on interactions between and among individuals, families, groups, societies, and economic systems are discussed. Prerequisite: Admission to the MSW Program (3)

602. Basic theory, professional values and ethics, and methods of social work practice with individuals along with assessment and planning, communication, intervention, and evaluation skills. Prerequisite: Admission to the MSW Program (3)

603. Research methodologies with respect to evolution and application to social work theory and practice are covered. History and philosophies of science; problem formulation; research design; ethics; instrument use and construction; data collection; analysis and reporting; and evaluation and utilization of research. Prerequisite: Admission to the MSW Program (3)

604. Historical perspective on the development of social welfare institutions, programs, and policies are addressed. Students will learn methods of current policy analysis and evaluation of social problems. Prerequisite: Admission to the MSW Program (3)

615. Generalist practice with family and small group systems is the focus of this course. Ecological theory to frame understanding of such systems and their adaptation to environments and various social work roles and intervention strategies pertaining to client systems. Prerequisite: Admission to the MSW Program (3)

620. Basic theory, methods, problems, and strategies in implementing planned change within and among larger social systems: task groups, human service organizations, and community systems. Various practice roles: planner, program developer, supervisor, administrator, advocate and task group leader. Prerequisite: Admission to the MSW Program (3)

621. The first of two foundation internship courses that requires a minimum of 225 hours of directed practicum in an approved social service setting with individuals, families, groups, formal organizations and communities. This course includes a three-hour seminar that will meet monthly. Prerequisites: SW 601, 602, 603, 604, 615, and 620 (3)

622. The second foundation internship course that requires a minimum of 225 hours of directed practicum experience. This course includes a three-hour seminar that will meet monthly. Prerequisites: SW 601, 602, 603, 604, 615, 620, and 621 (3)
623. One of two concentration internship courses providing a minimum of 225 hours of internship experience in a clinical setting. The course includes a three-hour seminar that will meet monthly. Prerequisites: SW 621, 622, 630, 640, and 650 (3)

624. This course is the second of two concentration internship courses providing a minimum of 225 hours of internship experience in a clinical setting. This course requires a three-hour seminar that will meet monthly. Prerequisites: SW 623, 683, 686, and 687 (3)

630. Understanding and analyzing family dynamics and patterns of interaction from the perspective of major family therapy models. Intervention, theories, methods and skills for problem resolution are discussed. Prerequisites: SW 601, 602, 603, 604, 615, and 620 (3)

640. Theoretical and historical approaches to social work with groups and clinical principles supporting specific types of group work used in clinical practice and associated leader interventions. Prerequisites: SW 601, 602, 603, 604, 615, and 620 (3)

650. This course will provide students with the knowledge and skills needed for the diagnostic assessment and treatment of adults and youths with psychiatric problems and with information on psychotropic medications utilized in mental health settings. Prerequisites: SW 601, 602, 603, 604, 615, and 620 (3)

651. This course introduces social work students to the direct practice of integrated behavioral health in primary care and the roles of behavioral health providers working in primary care settings, theories and models of care, and cross-cultural issues. Students will develop competencies in engaging and supporting patients across a range of health conditions.

660. Interactive and clinical supervisory skills which social workers need for supervision and consultation in the clinical setting are covered. The students will examine the dynamics of the supervisory relationship and supervisor roles. Prerequisites: SW 601, 602, 603, 604, 615, and 620 (3)

670. Management practices and leadership skills required in development and management of human services delivery systems. Issues regarding human resources management, resource allocation, strategic planning, and organizational dynamics are included. Prerequisites: SW 601, 602, 603, 604, 615, and 620 (3)

680. History, philosophy and issues, conceptual approaches, techniques and methods in practice and utilization of evaluation research as applied to development and evaluation of social work programs and policies. Prerequisites: SW 601, 602, 603, 604, 615, and 620 (3)
681. This course encompasses forensic social work with children and adolescents. The students will develop skills in court evaluations, court testimony, and the treatment of child/adolescent victims. Prerequisites: SW 621, 622, 630, 640, and 650 (3)

682. This course is intended to provide students an advanced study of the field of child welfare and the complex and changing practice and policies within this specialized field. Focus will be upon the knowledge, skills, and values required in this area. This course will emphasize child welfare services for a diverse society. Prerequisites: SW 621, 622, 630, 640, and 650 (3)

683. This course is designed to familiarize students with therapeutic models and related intervention strategies by focusing on the common principles and elements of current psychotherapies, with a special emphasis on cognitive and behavioral therapeutic approaches. Prerequisites: SW 601, 602, 603, 604, 615, and 620 (3)

684. Individual, group, and family approaches to social work practice in health care settings. Special emphasis on cross-cultural practice and ethical/legal issues, including managed care, health care insurance, Medicare, and Medicaid. Prerequisites: SW 621, 622, 630, 640, and 650 (3)

685. This seminar provides an introduction to gerontology with a foundation in the biological, psychological, social, and behavioral aspects of aging. Emphasis will be on incorporating current research and experiential components in working with the aging population. Prerequisites: SW 621, 622, 630, 640, and 650 (3)

686. This course explores the phenomenon of traumatic stress in relation to social work practice. Topics include clinical social work treatment of survivors of traumatic situations, posttraumatic stress disorder, secondary traumatic stress, vicarious trauma and burnout. Prerequisites: SW 601, 602, 603, 604, 615, and 620 (3)

687. Survey and analysis of social, cultural, medical, and psychological factors underlying alcoholism, drug abuse, and addiction; recent research and practice innovations. Prerequisites: SW 601, 602, 603, 604, 615, and 620 (3)

No credit is given for life experiences including volunteer or work experiences.
APPENDICES
APPENDIX A

MSW Clinical Pre-Internship Evaluation
MSW Internship Placement Application
MSW Internship Placement Acceptance Form – Agency Report
MSW Internship Placement Interview & Acceptance Form – Student Report
Notice of MSW Internship Placement
MSW Internship/Employment Dual-Setting Contract
Social Work Practicum Agreement of Understanding between the University of Mississippi Department of Social Work and (Host Agency)
Student: ____________________________

Evaluators:
Dr. Debra J. Moore
Dr. Javier Boyas
Dr. Susan Allen
Dr. Amy Fisher

Evaluation Categories:
Student’s plan to manage the rigors of internship and coursework

Academic concerns (if any)

Other Concerns (reported by student – if any)

The above identified evaluators find the student, ____________________________, prepared academically and personally, and recommend that the student proceed with the MSW Internship placement process.
The above identified evaluators find the student, ____________________________, has the following deficits:

__________________________________________________________

__________________________________________________________

It is recommended by the evaluators that the student address these deficits and reapply for an internship evaluation during the next semester. The student may appeal this decision by notifying Dr. Daphne Cain in writing.
University of Mississippi
Department of Social Work
MSW INTERNSHIP PLACEMENT APPLICATION

NAME ___________________________ ID# ___________ Term ___________

Type of Internship: _______ Foundation _______ Clinical

Complete local address/phone #

Complete home address/phone #

DESired fields of practice (Child Welfare, Medical, Aging, Military, Mental Health, etc.).
1st choice ___________________________
2nd choice ___________________________
3rd choice ___________________________

where do you want to do your placement (town, area or state, etc.)?
1st choice ___________________________
2nd choice ___________________________
3rd choice ___________________________

BSW degree from a CSWE accredited program? yes no
Will you have use of a car during placement? yes no
If so, do you have vehicle liability insurance? yes no
Have you joined NASW? yes no
Have you purchased malpractice insurance? yes no

Have attached an unofficial transcript to this form? yes no

Please record on back of this page any special circumstances that will impact your placement. I acknowledge that I must have attained the following before beginning of internship: an overall 3.0 GPA, a separate 3.0 in Social Work, NASW malpractice insurance, HIPAA certification, and liability insurance for my car if I will be using my car at the agency.

By signing this form, I give FERPA consent for the Department of Social Work to share educational information with my prospective field instructors.

Student ___________________________ /Date ___________
University of Mississippi  
Department of Social Work  
MSW Internship Placement Acceptance Form  
Agency Report

Date: __________________________

To: Dr. Debra J. Moore, ACSW, LCSW  
Field Education Director  
Department of Social Work  
P O Box 1848  
203 Longstreet  
University, MS 38677

I interviewed _______________ on _______________ regarding a possible foundation/clinical MSW internship placement with our agency. Based on the interview, I believe that this student is appropriately suited _______________ or inappropriately suited _______________ to intern with our agency. If the student is found to be appropriate to serve as an intern with our agency, I expect an email from you confirming the student’s decision to intern with our agency as soon as possible.

Optional Remarks:

Name and Title __________________________  
email __________________________

Agency Name __________________________  
Phone number __________________________  
Fax __________________________

Mailing Address __________________________  
________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
University of Mississippi
Department of Social Work
MSW Internship Placement Interview & Acceptance Form
Student Report

I met with __________________________ on ______________________
(Name of potential field instructor) (Date)

regarding a possible foundation/clinical MSW social work internship with
__________________________________________
(Name of Agency)

I believe that this agency will offer me the kind of practicum experiences that I desire for
my internship placement. ________________.

I believe that this agency will **not** offer me the kind of practicum experience that I desire
for my internship placement. ________________.

Optional Remarks:

________________________
Name of Student
________________________
Date

________________________
Email: __________________________
________________________
Cell number: ______________________
From: Debra J. Moore, Field Education Director
To: ____________________________________________

Please be advised that:

Field Instructor: ____________________________ from ____________________________
____________________________ (agency) has accepted you as an intern.

Your signature below acknowledges your acceptance of this internship. Please be advised that your signature below signifies your commitment to completing your internship with this agency.

Your Internship with this agency will begin on ____________________________ and end on ____________________________.

______________________________________________

My signature below signifies that I am committed to this internship. I also know that I cannot request host agency change after this signed form is returned to Dr. Moore.

Signature ____________________________ Date __________________
**University of Mississippi**
**Department of Social Work**
**MSW Internship/ Employment Dual-Setting Contract**

**MSW Student:** ___________________________  **Date:** ____________

**Agency:** ___________________________

**Internship Semester:** ____________  **2016**

<table>
<thead>
<tr>
<th><strong>Internship</strong></th>
<th><strong>Employment</strong></th>
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<tbody>
<tr>
<td><strong>Field Instructor</strong></td>
<td><strong>Employment Supervisor</strong></td>
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<tr>
<td><strong>Days of Internship</strong></td>
<td><strong>Days of Work</strong></td>
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<tr>
<td><strong>Hours of Internship</strong></td>
<td><strong>Hours of Work</strong></td>
</tr>
<tr>
<td><strong>Internship Responsibilities</strong></td>
<td><strong>Employment Responsibilities</strong></td>
</tr>
<tr>
<td><strong>Internship Location/Setting (physical)</strong></td>
<td><strong>Employment Location/Setting (physical)</strong></td>
</tr>
<tr>
<td><strong>Phone Number</strong></td>
<td><strong>Phone Number</strong></td>
</tr>
</tbody>
</table>

By signature below verifies my commitment to adhere to the contract as written. Any changes must be approved by the Field Education Director. Failure to adhere to the contract could forfeit or prolong the internship for this semester.

**MSW Social Work Intern/Employee**

**Agency Employment Supervisor**

**MSW Field Instructor**

**Agency Executive Director**
SOCIAL WORK PRACTICUM
AGREEMENT OF UNDERSTANDING BETWEEN
THE UNIVERSITY OF MISSISSIPPI
Department of Social Work
AND

This agreement of understanding is made this _____ day of __________, 2016 between the University of Mississippi Department of Social Work and __________________________.

This agreement will begin on _______ day of ________, 2016 and it will terminate on _______ day of ________, 2016. After the date of termination, this Agreement will be automatically renewed at the consent of said organization to accept students for social work internship(s) for any given semester.

WITNESSETH:

WHEREAS, the University of Mississippi Department of Social Work provides the course of study for the Master of Social Work degree to students enrolled in graduate social work courses; and

WHEREAS, the University of Mississippi Department of Social Work desires said students to have field practicum experiences and

WHEREAS, __________________________, said social service agency/organization, is agreeable to provide the necessary instructions and accommodations for said field practicum experience, it is agreed as follows:

I. The University of Mississippi Department of Social Work agrees to:

1. Provide a faculty member to help field instructors (s) determine meaningful and diverse learning experiences for students to engage in helping individuals, small groups, families, communities, organizations, and institutions.

2. Make periodic visits (2) to review student progress, and consult in matters concerning the student's attendance and performance in the setting.

3. Honor all agency/organizational communication channels, procedures, and policies in making plans for observation and/or consultation.

4. Assume responsibility for administration and coordination of field education.
5. Provide orientation for new field instructors and training that address subject matter pertaining to field instruction for all field instructors.

6. Provide copies of relevant course materials pertaining to student educational learning expectations.

7. Assume responsibility for determining and submitting the student's final grade.

8. Assure that student has and maintains professional liability insurance with the limits of $1,000,000/$1,000,000 unless directed to increase the amount by hosting internship facility.

II. ____________________________, said social service agency/organization agrees to:

1. Provide qualified social worker(s) to provide field instruction and supervision of students enrolled in a 225 hour or a 450 hour internship.

2. Provide adequate orientation of said agency to the student(s).

3. Provide meaningful and diverse learning experiences that allow students opportunities to engage in helping individuals, small groups, families, communities, organizations, and institutions.

4. Relate to the field education director any agency changes in policies and procedures, relative to the student's field practicum.

5. Engage in weekly supervisory conferences and provide daily instructions for student(s) placed in the agency.

6. Assure designated agency field instructors attend field instructor's training and meetings.

7. Provide environment and resources to accommodate student’s needs in carrying out assigned duties and responsibilities, i.e., access to office space with phone, desk, and office supplies in the agency.

8. Inform field education director immediately of any concerns pertaining to student's conduct and comportment.

9. Safeguard confidentiality of records and information pertaining to students in the field setting.
10. Provide input for the student’s learning contract

11. Complete mid-semester and final evaluation of student

12. Adhere to the Safety Contract as agreed upon with the Intern and the Field Education Director.

13. Agree to the terms and conditions contained in the attached addendum

APPROVED:

University of Mississippi:

Daphne Cain, PhD, LCSW
Chair, Department of Social Work
University of Mississippi
School of Applied Sciences

Teresa Carithers, PhD, RD, LD
Associate Dean & Professor of Nutrition and Hospitality Management
University of Mississippi
School of Applied Sciences

Social Service Agency/Organization:

Director/Administrator

54
The University of Mississippi ["UM"], despite any contrary provision contained in any contract to which UM is a party, does not waive any rights, benefits, or prohibitions that may be provided under any law, statute(s), regulation(s), or policies. All provisions to the contrary in any contract to which UM is a party are hereby null, void, and deleted. Not intended to be an exhaustive list, the following are examples of such matters and shall be exceptions to any contrary provision(s) in any contract to which UM is a party:

1. UM does not indemnify or hold harmless any party.
   Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op.,
   Chamberlin (Oct. 18, 2002).

2. UM does not make any warranty.
   Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op.,
   Chamberlin (Oct. 18, 2002).

3. UM does not waive any claim: past, present, or future.
   Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op.,
   Chamberlin (Oct. 18, 2002).

4. UM does not waive its sovereign immunity. UM shall only be responsible for liability
   resulting from the actions of its officers, agents, and employees acting within the course and
   scope of their official duties.

5. UM does not waive its Constitutional Eleventh (11th) Amendment immunity.
   U.S. Const. amend. XI.

6. UM does not agree to the application of the laws of another state.
   U.S. Const. amend XI; Miss. Code Ann. 11-11-3; Miss. Code Ann. 11-45-1; City of
   Jackson v. Wallace, 196 So. 223 (1940)

7. UM does not limit the tort liability of another party to the amount of the contract or to any
   other set amount.
   Miss. Const. Art. 4, § 100; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op.,
   Chamberlin (Oct. 18, 2002); Miss. AG Op., Hathorn (May 28, 1992); Miss. AG Op.,
   Davis (March 3, 1993).

8. UM does not agree to waive warranties of merchantability, fitness for a particular purpose,
   or any common law warranties to which UM is entitled.
   Miss. Const. Art. 4, § 100; Miss. Code Ann. § 75-2-719; Miss. AG Op., Clark (June 7,
   2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).
9. UM does not agree that a party may represent, prosecute or defend legal actions in the name of UM. IHL Board Policy 1102.

10. Provisions that limit the time for UM to pursue legal actions are deleted and void.
    Miss. Const. Art 4, § 104; Miss. Const. Art. 4 § 100; Miss. Code Ann. § 15-1-5; Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).

11. UM does not agree to submit to binding arbitration.
    Miss. AG Op., Clark (June 7, 2002); Miss. AG Op., Chamberlin (Oct. 18, 2002).

12. UM will make payments for all amounts owed under a contract agreement in accordance with state law. Miss. Code Ann. § 31-7-305.

13. In compliance with the Mississippi Accountability and Transparency Act of 2008, all payments made by UM will be posted on a public website beginning July 1, 2012. The information posted will include: the date of payment, vendor name, vendor’s city and state, and the payment amount. The release of any such information supersedes any applicable non-disclosure or confidentiality obligations of UM. Miss. Code Ann. §§ 27-104-151 to 159.

APPENDIX B
MSW Student Affidavit
MSW Student FERPA Agreement
MSW Field Instructor FERPA Agreement
MSW Internship Code of Conduct & Internship Responsibilities Contract
The University of Mississippi
School of Applied Sciences
Department of Social Work

MSW Student Affidavit

This is to certify that I have read the following professional documents. All of the following documents are included as Blackboard Internship links or as documents in the MSW Internship Manual.

The MSW Code of Conduct and Internship Responsibilities

NASW Code of Ethics

NASW Standards for Cultural Competence

By signing below, I agree to abide by the guidelines, principles, and procedures noted in all the above noted professional documents. I also understand that this form will be maintained in my student file.

Date ___________________________ Student Signature ___________________________

Last four of Student ID ___________________________ Student Printed Name ___________________________
The University of Mississippi  
School of Applied Sciences  
Department of Social Work  

MSW Student FERPA Agreement

By signing the Field Placement Request Form for Internship I, ____________________________, I certify that all information contained therein is accurate and complete to be the best of my knowledge. So that my educational needs can best be met, I consent to the sharing of all information in my educational record, including that which is disclosed on this form, to be shared with potential or actual field instructors.

This consent includes records and documents that would be otherwise protected under FERPA and applies to information currently in my educational record, as well as other behavioral information (including observations of my conduct will interning, subsequent disciplinary records, and plans of correction) that will be added throughout my tenure in the social work program.

_______ I voluntarily waive my Family Educational Rights and Privacy Acts (FERPA) rights.

_______ I do not waive my Family Educational Rights and Privacy Acts (FERPA) rights.

Even though I voluntarily waive my FERPA rights as this time; I may in the future revoke my consent at any time during the internship.

I am also aware that my internship with the host agency may be terminated if the field instructor is unable to receive information from and share information with the Department of Social Work faculty.

Date __________________________   Student Signature __________________________

Last four of Student ID __________   Student Printed Name __________________________
The University of Mississippi  
School of Applied Sciences  
Department of Social Work

MSW Field Instructor FERPA Agreement

By agreeing to accept, ________________________, as an MSW intern, I agree to adhere to the Family Educational Rights and Privacy Acts (FERPA) rights of this University of Mississippi student:

1. I will not share any confidential educational information about this student with any source other than the faculty of the University of Mississippi.

2. I will only give employment references with written consent from the intern.

Date ___________________________  

Student’s Name ________________________

Field Instructor’s Printed Name ___________________________  

Field Instructor’s Signature ___________________________
I, __________________________, am responsible for:

1. The completion of all internship assignments and submitting them by the dates set by the Faculty Field Liaison or the Field Education Director.

2. Presenting my field instructor, ______________________, with an electronic version of the Learning Contract or a printed copy of the Learning Contract for our signatures and emailing a signed copy to my Faculty Liaison, within one week.  
   **February 15, 2016: Due date.**

3. Presenting copies of all required documents to my field instructor, such as malpractice and auto insurance, HIPAA certification, and drivers' license.

4. Engaging in the development of professional practice in the field setting. I recognize that Field Education is the signature pedagogy of the profession of social work and is the competent application of social work knowledge, skills, and values in the internship.

5. Abiding by agency policy in relation to agency operations, including communication policies, schedules, dress codes, and conduct polices, etc.

6. Completing all Weekly Activity Reports and Supervision Report Forms on a weekly basis and uploading a copy in Blackboard at the end of each week.

7. Preparing for weekly supervisory conferences with the Field Instructor by completing the intern section of the Supervision Report Form and by giving it to the field instructor at least one day before the weekly supervision session with the Field Instructor.

8. Preparing for the mid-term and final evaluation conferences with the Faculty Liaison/Field Education Director and the Field Instructor. I will present a working copy of my Learning Contract to the Faculty Liaison/Field Education Director as proof of my good faith effort to fulfill my agreed upon Learning Contract at the mid-term and final evaluations.

9. Maintaining agency confidentiality and privacy. No information and/or comments about this agency, ______________________ (including clients, agency operations, field instructor, or other agency staff) or my personal opinions about my host internship agency will be posted on social media or shared in any situation outside of the agency except for the Internship Seminar or direct communications with the field education director or the faculty liaison.

10. Abiding by the **NASW Code of Ethics (COE)**. I will refer to the COE on a daily basis. I will also review the Code of Ethic with the field instructor on a weekly basis with field instructor during the supervision session.

11. Completing all required self-evaluation forms and internship assessment forms by due dates

12. Adhering to the Safety Contract as written and contacting the field instructor or Faculty
Liaison/Field Education Director if safety issues arise.

13. Maintaining proper professional behavior at all times. I understand that failure to maintain proper professional behavior will lead to my removal from my internship, and dismissal from the social work program if I am removed from two internship settings because of my unprofessional behavior or inadequate social work skills. I will receive a grade of “F” if I am removed from my internship at the request of the field instructor because of improper behavior.

14. Acknowledging and demonstrating that I am transitioning from a social work student to a professional clinical social worker and will act accordingly by adhering to the NASW Code of Ethics and the host agency protocol.

15. Acquiring 450 internship hours to meet the requirements of the foundation MSW internship and/or 450 clinical internship hours to meet the requirements of the clinical MSW internship. My failure to acquire the required hours during this semester will be noted as the grade of “F”.

_________________________ / ______________________ / _______________________
MSW Intern Date Dr. Debra J. Moore, LCSW Date
Field Education Director
APPENDIX C
MSW Learning Contracts – 621, 622, 623 & 624
MSW Intern Contact Information
University of Mississippi
Department of Social Work
MSW LEARNING CONTRACT
UNIVERSITY/AGENCY/STUDENT LEARNING CONTRACT
SW 621 Field Instruction I
(UM-MSW-2016)

Student Name ________________________________________________________

Field Practicum Site __________________________________________________

Field Instructor ___________________________ Telephone __________________

Address ______________________________________________________________

City/State ___________________________ Zip code _______________________

Beginning Date ___/___/___ Ending Date ___/___/___

Please Check One: Initial ____ Revised ____ Date ___/___/___

Instructions for submitting form:
1. Download the document to your computer
2. Open document with Word and fill out the form
3. Have a copy on hand to give to faculty liaison during site visits

<table>
<thead>
<tr>
<th>Start Date: (mm/dd/yyyy)</th>
<th>End Date: (mm/dd/yyyy)</th>
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<table>
<thead>
<tr>
<th>Goal #1</th>
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</thead>
<tbody>
<tr>
<td>PROFESSIONAL IDENTITY</td>
</tr>
<tr>
<td>Description</td>
</tr>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1)</td>
</tr>
</tbody>
</table>

Practice Behaviors:
- Advocate for client access to the service of social work
- Practice personal reflection and self-correction to assure continual professional development
- Attend to professional roles and boundaries
- Demonstrate professional demeanor in behavior, appearance, and communication
- Engage in career-long learning
- Use supervision and consultation
Student Activities/Tasks/Assignments:

1. I will attend Enter workshop/conference/training title on or before Enter date of the event.

2. I will attend Enter number agency meetings by Enter date and submit a one page paper outlining what I’ve learned from attending the meetings by mid-semester.

3. I will practice self-evaluation of my practice skills weekly: This will be measured by Weekly Activity Sheet and weekly discussions with my Field Instructor

4. I will prepare written agendas for each supervision session. This will be measured by completion of the Supervision Form before my scheduled session with my field instructor

5. I will focus on the following topics throughout internship: professional demeanor, professional roles, and ethical concerns/issues. This will be measured by documentation on the supervision form and discussion with field instructor

6. I will advocate for my clients’ access to services in my internship setting when appropriate. I will submit a one page reflection paper outlining where I have done so throughout the internship, including the outcomes of my advocacy, and my thoughts and feelings about my skills and competence by Enter date.

7. You can add another activity here

<table>
<thead>
<tr>
<th>Goal #2</th>
<th>Description</th>
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<tbody>
<tr>
<td>VALUES AND ETHICS</td>
<td>Apply social work ethical principles to guide professional practice (EP 2.1.2)</td>
</tr>
</tbody>
</table>

Practice Behaviors:

- Recognize and manage personal values in a way that allows professional values to guide practice.
- Make ethical decisions by applying the NASW Code of Ethics and as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles
- Tolerate ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions
Student Activities/Tasks/Assignments:

1. I will practice according to the *NASW Professional Values and Code of Ethics*. This will be measured by observations from my field instructor and the weekly supervision forms.

2. I will recognize and manage personal values in a way that allows professional values to guide practice. Measurement: I will discuss with my field instructor how my professional values guide my practice and, I will submit **two, one page papers**: one at Mid-Term and the second at the end of my internship on how I managed my personal and professional values. I will also provide **three examples (on each paper)** of how I accomplished this.

3. I will use ethical reasoning daily. As measurement, I will **discuss 1 ethical dilemma** a week with my field instructor. I will **document discussion** on my supervision form each week.

4. I will also submit an **Ethical Reasoning Paper** by Enter date - Detailing how I applied ethical reasoning in my work with a particular issue or concern. I will identify the NASW COE or other standards like the Ethical Principles Screen that I used in arriving at my principled decision.

5. You can add another activity here

<table>
<thead>
<tr>
<th>Goal #3</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>CRITICAL THINKING</strong></td>
<td><strong>Apply critical thinking to inform and communicate professional judgments EP2.1.3</strong></td>
</tr>
</tbody>
</table>

Practice Behaviors:

- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communications, and colleagues. (Practice Behavior)
- Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice behaviors.
- Analyze models of assessment, prevention, intervention, and evaluation.
Student Activities/Tasks/Assignments:

1. I will appraise and integrate research-based knowledge. This will be measured by a one page paper describing the knowledge gained by reading social work journals to assist me in formulating problem/need assessment, intervention, and evaluation. I will also research areas of prevention as it relates to the client.

2. I will establish an effective working relationship with my client. I will meet with my client at least four times before completion of the bio-psychosocial-spiritual assessment. This will be measured by observations from my field instructor and discussions in supervision.

3. I will demonstrate knowledge of interviewing skills with individuals and family systems by working effectively with clients (individual, families, and groups). This will be observed by my field instructor.

4. I will observe at least two other social workers conducting individual and family interviews by Enter date and discuss my observations with my field instructor in supervision.

5. I will conduct Enter number individual and/ or family interviews by Enter date.

6. I will review client Enter number case notes and discuss documentation procedures with field instructor by Enter date.

7. I will write case notes (progress notes) after each session I observe and those I conduct. I will discuss my writing/documentation with my field instructor each week during supervision.

8. I will observe Enter number task and/or educational groups in internship setting by Enter date.

9. I will co-facilitate Enter number support or educational group(s) by Enter date.

10. You can add another activity here

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<tr>
<th>Goal #4</th>
<th>Description</th>
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<tbody>
<tr>
<td>DIVERSITY</td>
<td>Engage diversity and difference in practice. (EP 2.1.4)</td>
</tr>
</tbody>
</table>

Practice Behaviors:
- Recognize to the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
- Recognize and communicate their understanding of the importance of difference in shaping life experiences
- View themselves as learners and engage those with whom they work as informants.
Student Activities/Tasks/Assignments:

1. I will be aware of the role of culture when working with clients. I will address the **client’s culture structure and discuss the social, familial and personal values of the client in the bio-psychosocial-spiritual assessment.**

2. I will be aware of the socio-economic issues. In the bio-psychosocial-spiritual assessment, I will also address **socio-economic issues, with special attention to poverty and access to treatment.**

3. In the biospsychosocial assessment, I will address issues that may be related to the **problems/needs of the client, race, age, gender, sexual orientation, etc.**

4. In the self-evaluation of the Weekly Activity Report Form, I will **self-evaluate my comfort and growth in working with diverse populations.**

5. In the weekly supervision, I will document on at **least 8 occasions** on the supervision form where **diversity and culture are addressed in supervision.**

6. You can add another activity here

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<tr>
<th>Goal #5</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>HUMAN RIGHTS AND SOCIAL JUSTICE</strong></td>
<td>Advance Human rights and social and economic justice. (EP 2.1.5)</td>
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</table>

**Practice Behaviors:**
- Understand the forms and mechanisms of oppression and discrimination
- Advocate for human rights and social and economic justice
- Engage in practices that advance social and economic justice.

Student Activities/Tasks/Assignments:

1. I will increase my knowledge regarding human rights and how it affects my practice as an intern. Measure: weekly discussions with field instructor: noted at least 8 times on the Supervision form.

2. **I will go to: http://www.hrw.org/news and monitor this website throughout my internship.** This will be measured by my discussions of human rights in supervision and seminar and a **one page paper on what I have learned by monitoring this site for 13 weeks and how did this increase in knowledge regarding human rights affect my practice as an intern?**

3. You can add another activity here
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<th>Goal #6</th>
<th>Description</th>
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<tbody>
<tr>
<td>RESEARCH</td>
<td>Engage in research-informed practice and practice-informed research (EP 2.1.6)</td>
</tr>
</tbody>
</table>

Practice Behaviors:
- Use research evidence to inform practice
- Use practice experiences to inform scientific inquiry

Student Activities/Tasks/Assignments:

1. In completing the Bio-psychosocial-spiritual assessment of an identified client, I will supplement the Bio-psychosocial-spiritual assessment with a **one page paper** that describes the **appraisal and integration of research-based knowledge** gained by reading **social work journals** to assist in formulating problem/need assessment, intervention, and evaluation.

2. You can add another activity here

3. You can add another activity here

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<tr>
<th>Goal #7</th>
<th>Description</th>
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<tbody>
<tr>
<td>HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT</td>
<td>Apply knowledge of human behavior and the social environment (EP 2.1.7)</td>
</tr>
</tbody>
</table>

Practice Behaviors:
- Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation
- Critique and apply knowledge to understand person and environment

Student Activities/Tasks/Assignments:

1. I will **develop a service plan** with my client that is reflective of the **mission and goals** of my organization. **This is included in the bio-psychosocial-spiritual assessment**

2. I will develop a service/intervention plan with my client that is reflective of the client’s developmental capacities and social/physical environment. I will assess the client’s strengths and weaknesses. **This is included in the bio-psychosocial-spiritual assessment.**

3. I will also assess the strengths and barriers of the client’s social and physical environment. **This is included in the bio-psychosocial-spiritual assessment.**

4. You can add another activity here
<table>
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<tr>
<th>Goal #8</th>
<th>SOCIAL POLICY</th>
<th>Description</th>
<th>Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EP. 2.1.8)</th>
</tr>
</thead>
</table>
| Practice Behaviors: | | | - Analyze, formulate, and advocate for policies that advance social well-being;  
  - Collaborate with colleagues and clients for effective policy action |
| Student Activities/Tasks/Assignments: | | | 1. I will go to [http://billstatus.ls.state.ms.us/2016/pdf/all_measures/notdead.xml](http://billstatus.ls.state.ms.us/2016/pdf/all_measures/notdead.xml) |
| | | | 2. I will analyze two bills (HB or SB) approved by the governor that advance social and economic well-being or relate to social work services. |
| | | | 3. I will write two one-page papers on the bills |

<table>
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<tr>
<th>Goal #9</th>
<th>PROFESSIONAL CONTEXT</th>
<th>Description</th>
<th>Respond to contexts that shape practice (EP 2.1.9)</th>
</tr>
</thead>
</table>
| Practice Behaviors: | | | - Continuously discover, appraise, and attend to changing locales, populations, scientific and technological development, and emerging societal trends to provide relevant services  
  - Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social work services |
| Student Activities/Tasks/Assignments: | | | 1. I will discuss with my field instructor how current changes in population demographics are directly influencing changes in service delivery. This will be noted on 4 supervision forms. |
| | | | 2. You can add another activity here |
| | | | 3. You can add another activity here |

<table>
<thead>
<tr>
<th>Goal #10</th>
<th>GENERALIST SOCIAL WORK PRACTICE</th>
<th>Description</th>
<th>Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities EP 2.1.10 (a)-(d).</th>
</tr>
</thead>
</table>
Practice Behaviors:

Engagement EP 2.1.10
- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities
- Use empathy and other interpersonal skills
- Develop a mutually agreed-on focus of work and desired outcomes

Student Activities/Tasks/Assignments:
1. I will produce a bio-psychosocial-spiritual assessment on a client that highlights the client’s family of origin, current family, social group, community.
2. I will also identify in the bio-psychosocial-spiritual assessment all organizations that are positive or negative experiences for the client.
3. You can add another activity here
4. You can add another activity here

Assessment EP 2.1.10b
- Collect, organize, and interpret client data
- Assess client strengths, and limitations
- Develop mutually agreed-on intervention goals, and objectives
- Selective appropriate interventions strategies

Student Activities/Tasks/Assignments:
1. I will complete Enter number bio-psychosocial-spiritual assessment by Enter date.
2. You can add another activity here
3. You can add another activity here
4. I will develop an intervention plan with outcome goals and objectives in the bio-psychosocial-spiritual assessment. And I will develop a method of evaluating the success of the intervention. This evaluation will be included in the bio-psychosocial-spiritual assessment.
5. 

Intervention EP 2.1.10c
- Initiate actions to achieve organizational goals
- Implement prevention interventions that enhance client capacities
- Help client resolve problems
- Negotiate, mediate, and advocate for clients
- Facilitate transitions and ending
Student Activities/Tasks/Assignments:
1. You can add another activity here
2. You can add another activity here

3. **The client and I will develop goals and measurable objectives that are reflective of the services provided by the internship agency.**

4. I will use social work skills such as advocating, brokering, negotiating, educating, and mediating to assist and empower the client to resolve problems/needs

5. I will prepare my client for the termination of the service agreement and/or interaction with me at the establishment of the relationship.

**Evaluation EP 2.1.10d**
- Critically analyze, monitor, and evaluate interventions

Student Activities/Tasks/Assignments:
1. You can add another activity here
2. You can add another activity here

3. And I will develop a **method of evaluating the success of the intervention.** This evaluation will be included in the bio-psychosocial-spiritual assessment.

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**Signatures**

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Date: (mm/dd/yyyy)</th>
</tr>
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<tbody>
<tr>
<td>Field Instructor:</td>
<td>Date: (mm/dd/yyyy)</td>
</tr>
<tr>
<td>Field Seminar Instructor or Field Liaison:</td>
<td>Date: (mm/dd/yyyy)</td>
</tr>
</tbody>
</table>
University of Mississippi
Department of Social Work
UNIVERSITY/AGENCY/STUDENT LEARNING CONTRACT
SW 622 Field Instruction II
(UM-MSW-2016)

Name: 

Field Instructor: 

Agency: 

Instructions for submitting form:
4. Download the document to your computer
5. Open document with Word and fill out the form
6. Have a copy on hand to give to faculty liaison during site visits

<table>
<thead>
<tr>
<th>Start Date: (mm/dd/yyyy)</th>
<th>End Date: (mm/dd/yyyy)</th>
</tr>
</thead>
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<table>
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<tr>
<th>Goal #1</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL IDENTITY</td>
<td>Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1)</td>
</tr>
</tbody>
</table>

Practice Behaviors:
- Advocate for client access to the service of social work. PB 1
- Practice personal reflection and self-correction to assure continual professional development. PB 2
- Attend to professional roles and boundaries. PB 3
- Demonstrate professional demeanor in behavior, appearance, and communication. PB 4
- Engage in career-long learning. PB 5
- Use supervision and consultation. PB 6
Student Activities/Tasks/Assignments:

8. I will attend Enter workshop/conference/training title on or before Enter date of the event. PB 5

9. I will attend 1 agency meeting and submit a two-page paper outlining what I’ve learned from attending the meetings by the end of the semester. PB 1, 3, 4, 6

10. I will practice self-evaluation and self-reflection of my social work practice skills weekly by identifying areas of needed self-correction and notating growth as a result of self-correction. This will be measured by completion of the Weekly Activity Sheet and weekly Supervision Form with my Field Instructor. PB 2, 3, 4, 6

11. I will prepare written agendas for each supervision session. This will be measured by completion of the Supervision Form before my scheduled session with my field instructor. PB 2, 3, 6

12. I will focus on the following topics throughout internship: professional demeanor, professional roles, and ethical concerns/issues, and consultation (with FI’s approval) to address practice concerns. This will be measured by documentation on the supervision form and weekly supervision with my field instructor. PB 3, 4, 6.

13. I will advocate for my clients’ access to services in my internship setting when appropriate. I will submit a one page reflection paper outlining where I have done so throughout the internship, including the outcomes of my advocacy (positive and negative consequences, what I would do differently, and my use of supervision and consultation), and my thoughts and feelings about my skills and competence. PB 1, 2, 3, 4, 6

14. I will develop a professional resume and submit a copy at the second seminar. PB

<table>
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<tr>
<th>Goal #2</th>
<th>Description</th>
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<tbody>
<tr>
<td>VALUES AND ETHICS</td>
<td>Apply social work ethical principles to guide professional practice (EP 2.1.2)</td>
</tr>
</tbody>
</table>

Practice Behaviors:

- Recognize and manage personal values in a way that allows professional values to guide practice. PB 7
- Make ethical decisions by applying the NASW Code of Ethics and as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. PB 8
- Tolerate ambiguity in resolving ethical conflicts. PB 9
- Apply strategies of ethical reasoning to arrive at principled decisions. PB 10
Student Activities/Tasks/Assignments:

6. I will practice according to the NASW Professional Values and Code of Ethics. This will be measured by mid-term and final observations from my field instructor and the weekly supervision forms. I will discuss at least three ethical standards with my field instructor during weekly supervision. This will demonstrate my understanding of the NASW COE and the standard’s relation to professional practice. I will notate on the weekly Supervision Form ethical conflicts, ethical dilemmas, and ethical solutions. PB 8, 9, 10.

7. I will recognize and manage personal values in a way that allows professional values to guide practice. Measurement: I will discuss with my field instructor how my professional values guide my practice and, I will submit one one-page paper at the end of my internship on how I managed my personal and professional values. I will also provide three examples of how I accomplished this. I will also include in this paper a synopsis of my professional consultation with other knowledgeable social work professionals. PB 7, 10.

8. I will use ethical reasoning daily. As measurement, I will discuss 1 ethical dilemma or potential dilemma each week with my field instructor. I will document discussion with my field instructor on my supervision form each week. PB. 9, 10.

9. I will also submit an Ethical Reasoning Paper by Enter date - Detailing how I applied ethical reasoning in my work with a particular issue or concern. I will identify the NASW COE or other standards like the Ethical Principles Screen that I used in arriving at my principled decision. PB 8, 9, 10.

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<tr>
<th>Goal #3</th>
<th>Description</th>
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<tbody>
<tr>
<td>CRITICAL THINKING</td>
<td>Apply critical thinking to inform and communicate professional judgments EP2.1.3</td>
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</table>

Practice Behaviors:
- Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice behaviors. PB 11
- Analyze models of assessment, prevention, intervention, and evaluation. PB 12
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communications, and colleagues. PB 13
Student Activities/Tasks/Assignments:

11. I will appraise and integrate research-based knowledge. This will be measured by the Therapy Interest Paper (see SW 622 syllabus) to assist me in formulating problem/need assessment, intervention, and evaluation. I will also research areas of prevention as it relates to the client. PB 11, 12, 13

12. I will establish an effective working relationship with my clients (at least ____ clients during the internship). I will meet with my client at least two times before the completion of the bio-psychosocial-spiritual - spiritual assessment (see SW 622 syllabus). This will be measured by observations from my field instructor and weekly discussions in supervision. PB 12, 13

13. I will demonstrate knowledge and application of effective interviewing skills with individuals and family systems by working effectively with clients (individual, families, and groups). This will be evaluated by my field instructor during weekly supervision and on the mid-term and final evaluations. PB 13

14. I will conduct ____ individual and/or family interviews by ____ date. PB 13

15. I will review client case notes and discuss documentation procedures with field instructor on a weekly basis in weekly supervision. PB 11

16. I will write case notes (progress notes) after each session. I will review and discuss my writing/documentation with my field instructor each week during supervision. I will make necessary changes as directed by my field instructor. PB 12, 13.

17. I will co-facilitate ____ support or educational group(s) by ____ date. PB 13

18. I will present a professional Power Point Biopsychosocial-spiritual Case Presentation at a designated seminar to faculty and interns. The guideline for the presentation is in the SW 622 syllabus. PB 11, 12, 13

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<tr>
<th>Goal #4</th>
<th>DIVERSITY</th>
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<tbody>
<tr>
<td></td>
<td>DIVERSITY</td>
<td>Engage diversity and difference in practice. (EP 2.1.4)</td>
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Practice Behaviors:
- Recognize to the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. PB 14
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. PB 15
- Recognize and communicate their understanding of the importance of difference in shaping life experiences. PB 16
- View themselves as learners and engage those with whom they work as informants. PB 17

Student Activities/Tasks/Assignments:
7. I will be aware of the role of culture when working with clients. I will address the client’s culture structure and discuss the social, familial, spiritual, and personal values of the client in the bio-psychosocial-spiritual-spiritual intakes and assessments. PB 14

8. I will be aware of the socio-economic issues. In the bio-psychosocial-spiritual-spiritual assessment, I will also address socio-economic issues, privilege and power with special attention to poverty and access to treatment. PB 14

9. In the bio-psychosocial-spiritual-spiritual assessment, I will address issues that may be related to the problems/needs of the client, regarding class, color, culture, religion, sex, disability, race, age, gender, gender identity and expression, immigration status, political ideology, sexual orientation, etc. I will also utilize my interactions with my clients to enhance my professional ability to value, relate to and to serve clients within the scope of the COE. I will view my clients as informants to enhance my practice. PB 15, 16, 17

10. In the self-evaluation of the Weekly Activity Report Form, I will self-evaluate my comfort and discomfort (biases and personal conflicting values) and resulting growth in working with diverse populations and use that knowledge to enhance practice as a social worker. PB 15, 17

11. In the weekly supervision, I will document on at least 3 occasions on the supervision form where diversity and culture are addressed in supervision. I must discuss my understanding of how differences influence of life experiences. PB 16

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<th>Goal #5</th>
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<tbody>
<tr>
<td>HUMAN RIGHTS AND SOCIAL JUSTICE</td>
<td>Advance Human rights and social and economic justice. (EP 2.1.5)</td>
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</table>

Practice Behaviors:
- Understand the forms and mechanisms of oppression and discrimination. PB 18
- Advocate for human rights and social and economic justice. PB 19
- Engage in practices that advance social and economic justice. PB 20
Student Activities/Tasks/Assignments:

4. I will increase my knowledge regarding human rights and how it affects my practice as an intern through weekly supervision with my field instructor. This discussion will be documented on the Supervision Form at least 2 times per semester. PB 18,19,20

5. I will go to: http://www.hrw.org/news and monitor this website throughout my internship. This will be measured by my discussions of human rights oppression, and discrimination in supervision and in seminar and the writing of a 2-page paper on what I have learned by monitoring this site for 4 weeks and I will include in the paper: how did this increase in knowledge regarding human rights, oppression, discrimination, affect my practice as an intern? PB 18,19, 20

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<tr>
<th>Goal #6</th>
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<tr>
<td>RESEARCH</td>
<td>Engage in research-informed practice and practice-informed research (EP 2.1.6)</td>
</tr>
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</table>

Practice Behaviors:
- Use practice experiences to inform scientific inquiry. PB 21
- Use research evidence to inform practice. PB 22

Student Activities/Tasks/Assignments:

4. In completing the Bio-psychosocial-spiritual assessment of an identified client, I will supplement the Bio-psychosocial-spiritual assessment with a one-page paper that describes the appraisal and integration of research-based knowledge gained by reading professional journals (social work, psychology, and counseling journals) to assist in formulating problem/need assessment, intervention, and evaluation. PB 22

5. I will write a one-page paper on the client population served by my agency and will utilize scientific inquiry and curiosity to review professional journals to inform my practice. PB 21
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<tr>
<th>Goal #7</th>
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<tbody>
<tr>
<td>HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT</td>
<td>Apply knowledge of human behavior and the social environment (EP 2.1.7)</td>
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Practice Behaviors:
- Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation. PB 23
- Critique and apply knowledge to understand person and environment. PB 24

Student Activities/Tasks/Assignments:
5. I will **develop a service/treatment plan** with my client that is reflective of the **mission and goals** of my organization. I will utilize the Generalist Model Conceptual Framework and the Department’s conceptual framework in developing clients’ bio-psychosocial-spiritual assessments, including intervention and assessment. **This will be included in the bio-psychosocial-spiritual assessment.** PB 23
6. I will develop a service/intervention plan with my client that is reflective of the client’s biological and developmental capacities, social (including spiritual) and the physical environment. I will assess the client’s strengths and weaknesses. **This is included in the bio-psychosocial-spiritual assessment.** PB 24
7. I will also assess the strengths and barriers of the client’s social and physical environment. **This is included in the bio-psychosocial-spiritual assessment.** PB 24

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<tr>
<th>Goal #8</th>
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<tbody>
<tr>
<td>SOCIAL POLICY</td>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EP. 2.1.8)</td>
</tr>
</tbody>
</table>

Practice Behaviors:
- Analyze, formulate, and advocate for policies that advance social well-being. PB 25
- Collaborate with colleagues and clients for effective policy action. PB 26
Student Activities/Tasks/Assignments:
4. I will go to [http://billstatus.ls.state.ms.us/2013/pdf/all_measures/notdead.xml](http://billstatus.ls.state.ms.us/2013/pdf/all_measures/notdead.xml) and select one bill for policy analysis. This bill must advance the social well-being of others. PB 25

5. I will analyze one bill (HB or SB) (spring only) that advances social and economic well-being or relate to social work services. PB 25

6. I will write one page minimum paper on the bill (not dead. I will select a policy analysis model from the MSW policy textbook. In summary, is this bill good for the citizens of the state of Mississippi? PB 25, 26

7. I will develop a resource manual of community, state and federal resources that would benefit the clients served by my internship agency.

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<th>Goal #9</th>
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<tr>
<td>PROFESSIONAL CONTEXT</td>
<td>Respond to contexts that shape practice (EP 2.1.9)</td>
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**Practice Behaviors:**
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological development, and emerging societal trends to provide relevant services. PB 27
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social work services. PB 28

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Student Activities/Tasks/Assignments:

4. I will discuss with my field instructor how current changes in population demographics are directly influencing changes in service delivery. This will be noted on at least 2 supervision forms. PB 27

5. With my Field Instructor’s approval, I will develop a macro project that will benefit the agency and/or the larger community. I will submit a Macro Project Proposal paper and a Macro Project Completion Paper. PB 28

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<tr>
<th>Goal #10</th>
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<tbody>
<tr>
<td>GENERALIST SOCIAL WORK PRACTICE</td>
<td>Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities EP 2.1.10 (a)-(d).</td>
</tr>
</tbody>
</table>

**Practice Behaviors:**

**Engagement EP 2.1.10**
- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. PB 29
- Use empathy and other interpersonal skills. PB 30
- Develop a mutually agreed-on focus of work and desired outcomes. PB 31
Student Activities/Tasks/Assignments:

5. I will discuss with my field instructor, how best to prepare to work effectively with my clients, agency personnel, and other organizations. This will be addressed at least 5 times in weekly supervision. PB 29

6. I will effectively demonstrate the use of empathy and other interpersonal skills by developing an ethical and productive professional relationship with my client that is free of ethical conflicts and dilemmas. I will discuss ethical issues with Field Instructor immediately as they arise. PB 30

7. I will develop a professional relationship with my client(s) that is reflective and respectful of their rights as consumers, of their family of origin, of their social group, of the socioeconomic status, and community. I will work with the client to establish mutually agreed upon goals and objectives. PB 30

8. I will view my client(s) as an informant and use this opportunity to learn from my experiences with my client(s). PB 17, 31

9. I will complete a macro project with my Field Instructor’s approval that consists of: 1) The Macro Project Proposal Paper, 2) the Macro Project, and 3) The Macro Project Completion Paper. This assignment will benefit my internship agency and/or community. PB 29

Assessment EP 2.1.10b

- Collect, organize, and interpret client data. PB 32
- Assess client strengths, and limitations. PB 33
- Develop mutually agreed-on intervention goals, and objectives. PB 34
- Selective appropriate interventions strategies. PB 35
Student Activities/Tasks/Assignments:

6. I will meet with my clients on at least two occasions to collect, organize, and interpret client data to complete the Bio-psychosocial-spiritual Assessment. PB 32

7. I will assess the clients’ strengths and limitations on the Bio-psychosocial-spiritual Assessment. PB 33

8. I will work with the client to develop mutually agreed upon intervention goals and objectives that support the organization’s service delivery system. PB 34

9. I will work with the client in identifying needs/problems that cannot be addressed in this agency and make appropriate referrals with Field Instructor’s approval. PB 34

10. I will develop an intervention plan with outcome goals and objectives in the bio-psychosocial-spiritual assessment. I will research the most effective intervention strategies by considering type of needs, problems, time constraints, safety issues, cultural/environmental concerns. I will receive Field Instructor’s approval before starting the intervention with my client(s). PB 35

11. And I will develop a method of evaluating the success of the intervention. This evaluation will be included in the bio-psychosocial-spiritual assessment. PB 41

**Intervention EP 2.1.10c**
- Initiate actions to achieve organizational goals. PB 36
- Implement prevention interventions that enhance client capacities. PB 37
- Help client resolve problems. PB 38
- Negotiate, mediate, and advocate for clients. PB 39
- Facilitate transitions and ending. PB 40

Student Activities/Tasks/Assignments:

6. The client and I will develop goals and measurable objectives that are reflective of the services provided by the internship agency and the needs of the client. PB 36

7. I will use social work skills such as advocating, brokering, negotiating, educating, and mediating to assist and empower the client to resolve problems/needs and obtain needed services. PB 37, 38, 39

8. I will prepare my client for the termination of the service agreement and/or termination of the internship and transition to another agency staff member at the establishment of the relationship. PB 40

**Evaluation EP 2.1.10d**
- Critically analyze, monitor, and evaluate interventions. PB 41
Student Activities/Tasks/Assignments:

4. I will discuss with my Field Instructor in weekly supervision meeting successes and barriers to success with each of my clients. I will make necessary changes as directed by my Field Instructor. PB 41

5. And I will develop a **method of evaluating the success of the intervention that is approved by my Field Instructor**. This evaluation will be included in the **bio-psychosocial-spiritual assessment**. I will present on the intervention and evaluation of one of my clients in the Power Point Bio-psychosocial-spiritual Case Presentation. PB 41

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**Signatures**

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Date: (mm/dd/yyyy)</th>
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<tr>
<td>Field Instructor:</td>
<td>Date: (mm/dd/yyyy)</td>
</tr>
<tr>
<td>Field Education Director or Field Liaison:</td>
<td>Date: (mm/dd/yyyy)</td>
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</table>
Name:

Field Instructor:

Agency:

Instructions for submitting form:
1. Download the document to your computer
2. Open document with Word and fill out the form
3. Have a copy on hand to give to faculty liaison during site visits

<table>
<thead>
<tr>
<th>Goal #1</th>
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<tbody>
<tr>
<td>PROFESSIONAL IDENTITY</td>
<td>Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1)</td>
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Start Date: (mm/dd/yyyy)  End Date: (mm/dd/yyyy)
Practice Behaviors:
- Advocate for client access to the service of social work. PB 1
- Practice personal reflection and self-correction to assure continual professional development. PB 2
- Attend to professional roles and boundaries. PB 3
- Demonstrate professional demeanor in behavior, appearance, and communication PB 4
- Engage in career-long learning. PB 5
- Use supervision and consultation. PB 6

Clinical Practice Behaviors
- Readily identify as social work professionals. CPB 1
- Demonstrate professional use of self with clients(s). CPB 2
- Understand and identify professional strengths, limitations, and challenges. CPB 3
- Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective. CPB 4
Student Activities/Tasks/Assignments:

1. I will attend Enter workshop/conference/training title on or before Enter date of the event. PB 5

2. I will attend 1 agency meeting and submit a two-page paper outlining what I’ve learned from attending the meetings by the end of the semester. PB 1, 3, 4, 6

3. I will practice self-evaluation and self-reflection of my social work practice skills weekly by identifying areas of needed self-correction and notating growth as a result of self-correction. This will be measured by completion of the Weekly Activity Sheet and weekly Supervision Form with my Field Instructor. PB 2, 3, 4, 6

4. I will prepare written agendas for each supervision session. This will be measured by completion of the Supervision Form before my scheduled session with my field instructor. PB 2, 3, 6

5. I will focus on the following topics throughout internship: professional demeanor, professional roles, and ethical concerns/issues, and consultation (with FI’s approval) to address practice concerns. This will be measured by documentation on the supervision form and weekly supervision with my field instructor. PB 3, 4, 6.

6. I will advocate for my clients’ access to services in my internship setting when appropriate. I will submit a one page reflection paper outlining where I have done so throughout the internship, including the outcomes of my advocacy (positive and negative consequences, what I would do differently, and my use of supervision and consultation), and my thoughts and feelings about my skills and competence. PB 1, 2, 3, 4, 6

7. I will develop a professional resume and submit a copy at the second seminar. PB 4

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:

1. I will maintain my NASW membership and adhere to the NASW COE. I will review the NASW website on at least a weekly basis with my field instructor. I will notate on my weekly activity report form my professional development as a clinical social worker. CPB 1

2. I will read at least four professional use-of-self articles. I will write a 6-8 page paper that demonstrates my use of professional use-of-self in my work with 3 clients, identifies my strengths, limitations, and challenges in working with 3 clients, and provides a summary of how I maintained a therapeutic relationship with my 3 clients. This paper is due at the end of the semester. CPB 2,3,4

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<tr>
<th>Goal #2</th>
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<tbody>
<tr>
<td>VALUES AND ETHICS</td>
<td>Apply social work ethical principles to guide professional practice (EP 2.1.2)</td>
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86
Practice Behaviors:
- Recognize and manage personal values in a way that allows professional values to guide practice. PB 7
- Make ethical decisions by applying the NASW Code of Ethics and as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. PB 8
- Tolerate ambiguity in resolving ethical conflicts. PB 9
- Apply strategies of ethical reasoning to arrive at principled decisions. PB 10

Clinical Practice Behaviors
- Apply Ethical decision-making skills to issues specific to clinical social work. CPB5
- Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights. CPB6
- Identify and use knowledge of relationship dynamics, including power differentials. CPB7
- Recognize and manage personal biases as they affect the therapeutic relationship in the service of client’s well-being. CPB8
Student Activities/Tasks/Assignments:

1. I will practice according to the *NASW Professional Values and Code of Ethics*. This will be measured by mid-term and final observations from my field instructor and the weekly supervision forms. I will discuss at least **three ethical standards** with my field instructor during weekly supervision. This will demonstrate my developing understanding of the NASW COE and the standard’s connection to professional practice. I will notate on the weekly Supervision Form ethical conflicts, ethical dilemmas, and ethical solutions. PB 8, 9, 10.

2. I will recognize and manage personal values in a way that allows professional values to guide practice. Measurement: I will discuss with my field instructor how my professional values guide my practice and, I will submit **one, two-page paper** at the **end of my internship** on how I managed my personal and professional values. I will also provide **three examples of how I accomplished this**. I will also include in this paper a synopsis of my professional consultation with other knowledgeable social work professionals. PB 7, 10

3. I will use ethical reasoning daily. As measurement, I will **discuss one ethical dilemma or potential dilemma each week with my field instructor**. I will **document discussion with my field instructor** on my supervision form each week. PB. 9, 10

4. I will also submit an **Ethical Reasoning Paper** by Enter date - Detailing how I applied ethical reasoning in my work with a particular issue or concern. I will identify the NASW COE or other standards like the Ethical Principles Screen that I used in arriving at my principled decision. PB 8, 9, 10

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:

1. I will adhere to __________ policies regarding use of technology regarding client confidentiality, privacy, electronic medical records, digital records, HIPAA regulations and __________, etc. CPB6

2. I will adhere to __________ policies regarding personal use of technology, i.e., email, smart phones, social media, while on the internship site. CPB6

3. I will **not** discuss my internship site in my communications on social media, i.e., Facebook, Twitter, Instagram, etc. CPB6

4. I will respect the organizational structure of the internship site (IS) by discussing power differentials with my field instructor. I will maintain an awareness and respect of power differentials within the IS. I will maintain my clinical practice as a social work intern within the IS’s scope of services. CPB 5, 7

5. I will respect the authority of my FI, and will not usurp his/her authority. I will follow IS protocol. CPB7

6. I will maintain an awareness of personal biases and counter-transference and their effects on my clinical practice by discussing this weekly with my FI. CPB 5
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<tr>
<th>Goal #3 CRITICAL THINKING</th>
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<tr>
<td></td>
<td><strong>Apply critical thinking to inform and communicate professional judgments EP2.1.3</strong></td>
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**Practice Behaviors:**
- Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice behaviors. PB 11
- Analyze models of assessment, prevention, intervention, and evaluation. PB 12
- Demonstrate effective oral and written communication in working with individuals, families, groups, and colleagues. PB 13

**Clinical Practice Behaviors**
- Engage in reflective practice CPB 9
- Identify and articulate clients’ strengths and vulnerabilities. CPB 10
- Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools. CPB 11
- Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. CPB 12
- Communicate professional judgments to other disciplines, in both verbal and written formats. CPB 13
Student Activities/Tasks/Assignments:
1. I will establish an effective working relationship with my clients (at least 5 clients during the internship). I will meet with my client at least two times before the completion of the bio-psychosocial - spiritual assessment (see SW 623 syllabus). This will be measured by observations from my field instructor and weekly discussions in supervision. PB 12, 13

2. I will demonstrate knowledge and application of effective interviewing skills with individuals and family systems by working effectively with clients (individual, families, and groups). This will be evaluated by my field instructor during weekly supervision and on the mid-term and final evaluations. PB 13

3. I will conduct Enter number individual and/ or family interviews by Enter date. PB 13

4. I will review client case/progress notes and discuss documentation procedures with field instructor on a weekly basis in weekly supervision. PB 11

5. I will write case notes (progress notes) after each client session. I will review and discuss my writing/documentation with my field instructor each week during supervision. I will make necessary changes as directed by my field instructor. PB 12, 13.

6. I will co-facilitate 1 support or therapeutic group by Enter date. PB 13

7. I will present a professional Power Point Bio-psychosocial-spiritual Case Presentation at a designated seminar to faculty and interns. PB 11,12,13

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:
1. I will demonstrate reflective practice in my Weekly Activity Report and the Supervision Report Form. I will discuss with my Field Instructor self-reflection of my practice. I will discuss my strengths and weaknesses at each supervision session and document accordingly. CPB 9

2. I will document client strengths and barriers in the Bio-psychosocial-spiritual assessments (5), and discuss client strengths and barriers with my FI and/or treatment team when formulating treatment intervention plans. I will document client staffings on the Weekly Activity Report. CPB10

3. I will use assessment/diagnostic instruments and tools required by the IS, and other evaluate, select, and use instruments and tools that I believe appropriate with the FI’s approval in developing the Bio-psychosocial-spiritual assessment (multi-dimensional). CPB 11

4. The Bio-psychosocial-spiritual assessment will also include the clinical intervention plan, detailing therapeutic interventions that are most effective in the treatment of identified diagnosis and or client problem. CPB 12

5. I will evaluate the effectiveness of the intervention through the single-subject design which will be developed during the development of the treatment/intervention plan. CPB 11

6. I will submit copies of the five Bio-psychosocial-spiritual assessment/interventions to other professionals approved by my FI for review. I will make at least two Bio-psychosocial-spiritual presentations to the clinical treatment team. CPB 13
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**Practice Behaviors:**
- Recognize to the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. PB14
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. PB 15
- Recognize and communicate their understanding of the importance of difference in shaping life experiences. PB 16
- View themselves as learners and engage those with whom they work as informants. PB 17

**Clinical Practice Behaviors**
- Research and apply knowledge of diverse populations to enhance client well-being. CPB 14
- Work effectively with diverse populations. CPB 15
- Identify and use practitioner/client differences from a strengths perspective. CPB 16
Student Activities/Tasks/Assignments:

1. I will be aware of the role of culture when working with clients. I will address the client's culture structure and discuss the social, familial, spiritual, and personal values of the client in the biopsychosocial-spiritual intakes, assessments and intervention plans. PB 14

2. I will be aware of the socio-economic issues. In the bio-psychosocial-spiritual assessment, I will also address socio-economic issues, privilege and power with special attention to poverty and access to treatment. PB 14

3. In the bio-psychosocial-spiritual assessment, I will address issues that may be related to the problems/needs of the client, regarding class, color, culture, religion, sex, disability, race, age, gender, gender identity and expression, immigration status, political ideology, sexual orientation, etc. I will also utilize my interactions with my clients to enhance my professional ability to value, relate to and to serve clients within the scope of the COE. I will view my clients as informants to enhance my practice. PB 15,16,17

4. In the self-evaluation of the Weekly Activity Report Form, I will self-evaluate and reflect my comfort, counter-transference, discomfort (biases and personal conflicting values) and resulting growth in working with diverse populations and use that knowledge to enhance by practice as a social worker. PB 15, 17

5. In the weekly supervision, I will document on at least 3 occasions on the supervision form where diversity and culture are addressed in supervision. I must discuss my understanding of how differences influence of life experiences. PB 16

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:

1. I will support enhance my practice and client well-being by reading 2 referred journal articles that refer to the diversity and clinical diagnosis of each client. I will apply that knowledge in preparing for and developing the Bio-psychosocial-spiritual assessment, the treatment plan and clinical evaluation. CPB 14

2. I will demonstrate effective practice with diverse clients by asking for feedback from my FI and knowledgeable others who are supportive of my clinical practice. I will discuss my work with diverse clients in weekly supervision. CPB 15

3. I will acknowledge client/practitioner differences with clients when it appears to a potential barrier to the clinical process (when the client mentions it, or appears to be uncomfortable and/or resistant to working with me). I will present myself as a genuine, warm, empathetic, and accepting professional. I will relate to the client from a strengths perspective. CPB 16
Goal #5
HUMAN RIGHTS AND SOCIAL JUSTICE

Description
Advance Human rights and social and economic justice. (EP 2.1.5)

Practice Behaviors:
- Understand the forms and mechanisms of oppression and discrimination. PB 18
- Advocate for human rights and social and economic justice. PB 19
- Engage in practices that advance social and economic justice. PB 20

Clinical Practice Behaviors
- Use knowledge of the effects of oppressions, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention. CPB 17
- Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations. CPB 18

Student Activities/Tasks/Assignments:
1. I will increase my knowledge regarding human rights and how it affects my practice as clinical intern through weekly supervision with my field instructor. This discussion will be documented on the Supervision Form at least 8 times per semester. PB 18,19,20

2. I will go to: http://www.hrw.org/news and monitor this website throughout my internship. This will be measured by my discussions of human rights oppression, discrimination, and historical trauma in supervision and in seminar and the writing of a 2 page paper on what I have learned by monitoring this site for 4 weeks and I will include in the paper: how this increase in knowledge regarding human rights, oppression, discrimination, and historical trauma, affects my practice as a clinical intern. PB 18,19,20

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:

1. In the Bio-psychosocial-spiritual assessments, identify effects of oppression, discrimination, and historical trauma on the current and past functioning of the client. Identify how this knowledge is used in developing the treatment plan and intervention strategies. CPB 17

2. In the Bio-psychosocial-spiritual assessment and treatment plan, I will identify areas of advocacy indicated and with FI’s approval, I will advocate for my clients as indicated. This advocacy action will be indicated on the clients’ Treatment Plan. CPB 18

Write a two-paged self-reflection paper on your test results and how you will use this information to improve your practice as a social worker.
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<tr>
<th>Goal #6</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>RESEARCH</strong></td>
<td>Engage in research-informed practice and practice-informed research (EP 2.1.6)</td>
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</table>

**Practice Behaviors:**
- Use practice experiences to inform scientific inquiry. PB 21
- Use research evidence to inform practice. PB 22

**Clinical Practice Behaviors**
- Use the evidence-based practice process in clinical assessment and interventions with clients. CPB 19
- Participate in the generation of new clinical knowledge, through research and practice. CPB 20
- Use research methodology to evaluate clinical practice effectiveness and/or outcomes. CPB 21

**Student Activities/Tasks/Assignments:**

1. In completing the Bio-psychosocial-spiritual assessments of 5 clients, I will supplement the Bio-psychosocial-spiritual assessments with a **one-page paper (for each client)** that describes the appraisal and integration of research-based knowledge gained by reading professional journals (social work, psychology, counseling journals, etc) to assist in formulating the clinical diagnosis and/or problem/need, intervention, and/or evaluation. PB 22

2. I will develop a single-subject design evaluation of my five clients. These designs will be used to evaluate the effectiveness of the interventions selected for each of the clients. PB 21

3. I will share the findings of the single-subject designs with my field instructor. I will write a one synopsis paper on the strengths and weaknesses of the five selected interventions. PB 20

**Clinical Practice Behaviors -Student Activities/Tasks/Assignments:**

1. I will conduct a literature review of professional journals and select evidence-based best practice processes for the development of the Bio-psychosocial-spiritual assessment format, treatment plan and intervention strategies. CPB 19

2. I will develop a single-subject design and collect data throughout the clinical process with each client (5). I will evaluate the data collected and write an evaluation of the treatment process for each of the clients (5). CPB 21

3. I will present my findings from the data collected and clinical evaluations in an in-service format to my treatment teams. I will identify what was effective, ineffective, and discuss implications for practice. I will use a Power-Point presentation for this in-service. CPB 20
Goal #7
HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

<table>
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<tbody>
<tr>
<td>Apply knowledge of human behavior and the social environment (EP 2.1.7)</td>
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Practice Behaviors:
- Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation. PB 23
- Critique and apply knowledge to understand person and environment. PB 24

Clinical Practice Behaviors
- Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice. CPB 22
- Use bio-psychosocial-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments. CPB 23
- Consult with medical professional, as needed, to confirm diagnosis and/or to monitor medication in the treatment process. CPB24
Student Activities/Tasks/Assignments:

1. I will develop clinical assessments, treatment plans and intervention strategies with my clients that are reflective of the mission and goals of my Internship Setting. I will utilize the Generalist Model Conceptual Framework and the Department’s Clinical Conceptual Framework in developing clients’ bio-psychosocial-spiritual assessments, including intervention and evaluation. This will be included in the bio-psychosocial-spiritual assessment. PB 23

2. I will develop a bio-psychosocial-spiritual assessment/intervention plan with my client that is reflective of the client’s biological and developmental capacities, social and spiritual environment and the physical environment. I will assess the client’s strengths and weaknesses. This is included in the bio-psychosocial-spiritual assessment. PB 24

3. I will also assess the strengths and barriers of the client’s biological capacities, and his/her social and physical environment. This is included in the bio-psychosocial-spiritual assessment for each client (5). PB 24

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:

1. I will review the theories of human development, and highlight in the bio-psychosocial-spiritual assessment the client’s functioning biologically and socially. I will discuss the current functioning of the client and relate that functioning to a theory of human development and the social environment. The theories selected will be specific to individual clients (5). CPB 22

2. In the bio-psychosocial-spiritual assessment, I will use the multi-axial diagnostic and non-multi-axial diagnostic classification for each client (5). CPB 23.

3. After meeting with the client and writing the first draft of the bio-psychosocial-spiritual assessment including the diagnosis, I will review with my FI and other approved professionals to discuss my tentative diagnoses and make changes accordingly. CPB 24
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<tr>
<th>Goal #8</th>
<th>SOCIAL POLICY</th>
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<tr>
<td></td>
<td>Description</td>
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<td></td>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EP. 2.1.8)</td>
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**Practice Behaviors:**
- Analyze, formulate, and advocate for policies that advance social well-being. PB 25
- Collaborate with colleagues and clients for effective policy action. PB 26

**Clinical Practice Behaviors**
- Communicate the stakeholders the implication of policies and policy change in the lives of clients. CPB 25
- Use evidence-based practice and practice-based evidence in advocacy for policies that advance social economic well-being. CPB 26
- Advocate with and inform administrators and legislators to influence policies that influence policies that affect clients and service. CPB 27

**Student Activities/Tasks/Assignments:**
8. I will go to [http://billstatus.ls.state.ms.us/2016/pdf/all_measures/allmsrs.xml](http://billstatus.ls.state.ms.us/2016/pdf/all_measures/allmsrs.xml) and select one bill/law for policy analysis. This bill must advance the social well-being of others. The bill may or may not have passed. PB 25

1. I will analyze one bill (HB or SB) that advances social and economic well-being or relates specifically to social work services. PB 25

2. I will present in seminar a 5 minute oral overview of the law. I will select a policy analysis model from the MSW policy textbook. In summation, is this bill good for the citizens of Mississippi? Defend your opinion. PB 25, 26

3. I will develop a resource manual of community, state and federal resources that would benefit the clients served by my internship agency. PB 26

**Clinical Practice Behaviors -Student Activities/Tasks/Assignments:**

1. Present the Bill analysis presented in seminar to an interested group, colleagues, community stakeholders, professionals or religious organizations, etc. Turn in copy of presentation and sign-in sheet. CPB 25

2. Review literature, and select an advocacy model to advocate for a bill that is currently under consideration. Write a two page paper on the bill, proposing how you would advocate for this bill. CPB 26

3. Advocate for clients and/or others by attending community forums regarding policies of interests. Briefly speak with administrators and/or legislators (with your field instructor’s approval), about the policies and or laws discussed in the forum. Your communication should advocate for policies that promote social economic well-being. Write a two-page paper on your advocacy efforts. CPB 27
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<th>Goal #9</th>
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<tr>
<td>PROFESSIONAL CONTEXT</td>
<td>Respond to contexts that shape practice (EP 2.1.9)</td>
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Practice Behaviors:
- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological development, and emerging societal trends to provide relevant services. PB 27
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social work services. PB 28

Clinical Practice Behaviors
- Assess the quality of clients’ interactions within their social contexts CPB 28
- Develop intervention plans to accomplish systemic change. CPB 29
- Work collaboratively with others to effect systemic change that is sustainable. CPB 30
Student Activities/Tasks/Assignments:

1. I will discuss with my field instructor how current changes in population demographics, scientific and technological development and emerging societal trends are directly influencing changes in social service program development and service delivery. This will be noted on at least 9 supervision forms. PB 27

2. With my Field Instructor’s approval, I will develop a macro project that will benefit the agency and/or the larger community. I will submit a Macro Project Proposal paper and a Macro Project Completion Paper. PB 28

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:

1. I will assess the quality of clients’ interactions within their social contexts, by developing a survey, and surveying professionals, stakeholders, and clients regarding client interactions and service delivery. CPB 28

2. I will present my findings to social work staff and division heads (with FI’s approval).

3. I will collaborate with social workers in a group setting to collaboratively develop a proposed intervention plan to accomplish an identified systemic change. I will write a two page paper on this process. CPB 30
<table>
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<tr>
<th>Goal #10</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>GENERALIST SOCIAL WORK PRACTICE</strong></td>
<td>Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities EP 2.1.10 (a)-(d).</td>
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**Engagement EP 2.1.10**
Practice Behaviors:
- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. PB 29
- Use empathy and other interpersonal skills. PB 30
- Develop a mutually agreed-on focus of work and desired outcomes. PB 31

Clinical Practice Behaviors:
- Develop a culturally responsive therapeutic relationship. CPB 31
- Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. CPB 32
- Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes CPB 33
Student Activities/Tasks/Assignments:

1. I will discuss with my field instructor, how best to prepare to work effectively with my clients agency personnel, and other organizations. This will be addressed at least 5 times in weekly supervision. PB 29

2. I will effectively demonstrate the use of empathy and other interpersonal skills by developing an ethical and productive professional relationship with my client that is free of ethical conflicts and dilemmas. I will discuss ethical issues with Field Instructor immediately as they arise. PB 30

3. I will develop a professional relationship with my client(s) that is reflective and respectful of their rights as consumers, of their family of origin, of their social group, of the socioeconomic status, and community. I will work with the client to establish mutually agreed upon goals and objectives. PB 30

4. I will view my client(s) as an informant and use this opportunity to learn from my experiences with my client(s). PB 17, 31

5. I will complete a macro project with my Field Instructor’s approval that consists of: 1) The Macro Project Proposal Paper, 2) the Macro Project, and 3) The Macro Project Completion Paper. This assignment will benefit my internship agency and/or community. PB 29

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:

1. I will complete 5 bio-psychosocial-spiritual assessments. In developing professionally-sound bio-psychosocial-spiritual assessments, I will maintain culturally responsive relationship with my clients by attending to interpersonal dynamics and contextual factors. CPB 31, 32

2. I will work with my clients to develop treatment plans, and intervention strategies with expected outcomes that are reflective of the client’s culture, needs, perceptions, strengths, environment, and barriers. CPB 33
Assessment EP 2.1.10b
Practice Behaviors:
- Collect, organize, and interpret client data. PB 32
- Assess client strengths, and limitations. PB 33
- Develop mutually agreed-on intervention goals, and objectives. PB 34
- Selective appropriate interventions strategies. PB 35

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:
- Use multidimensional bio-psycho-social-spiritual assessment tools. CPB 34
- Assess client’s readiness for change. CPB 35
- Assess client’s coping strategies to reinforce and improve adaptations to life situations, circumstances, and events. CPB 36
- Select and modify appropriate intervention strategies based on continuous clinical assessment. CPB 37
- Use differential and multi-axial diagnoses. CPB38
Student Activities/Tasks/Assignments:

1. I will meet with my clients on at least two occasions to collect, organize, and interpret client data to complete the Bio-psychosocial-spiritual Assessment. PB 32

2. I will assess the clients’ strengths and limitations on the Bio-psychosocial-spiritual Assessment. PB 33

3. I will work with the client to develop mutually agreed upon intervention goals and objectives that support the organization’s service delivery system. PB 34

4. I will work with the client in identifying needs/problems that cannot be addressed by this agency and make appropriate referrals with Field Instructor’s approval. PB 34

5. I will develop an intervention plan with outcome goals and objectives in the bio-psychosocial-spiritual assessment. I will research the most effective intervention strategies by considering client needs/problems, time constraints, safety issues, cultural/environmental concerns. I will receive Field Instructor’s approval before starting the intervention with my client(s). PB 35

6. And I will develop a method of evaluating the success of the intervention. This evaluation will be included in the bio-psychosocial-spiritual assessment. PB 41

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:

1. I will use at least 3 assessment tools (instruments) in formulating the bio-psychosocial-spiritual assessment (multidimensional assessment). CPB34

2. I will assess the client’s readiness for change through a least three measures, including self-report measures, direct interview/observation, and single-subject design research. CPB35

3. I will assess the client’s coping strategies through at least 3 measures (e.g., direct interview/observation, self-report measures, and family reports. CPB36

4. I will continually monitor two client’s progress through the single-subject research design from the development of the treatment plan to the termination of intervention. I will modify the treatment plan as indicated by the results of the data collected for assessment. CPB37

5. I will use the DSM-5 diagnostic format on all of my bio-psychosocial-spiritual assessments. CPB38
Intervention EP 2.1.10c
Practice Behaviors:
- Initiate actions to achieve organizational goals. PB 36
- Implement prevention interventions that enhance client capacities. PB 37
- Help client resolve problems. PB 38
- Negotiate, mediate, and advocate for clients. PB 39
- Facilitate transitions and ending. PB 40

Clinical Practice Behaviors
- Critically evaluate, select, and apply best practices and evidence-based interventions. CPB 39
- Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment including crisis intervention strategies as needed. CPB 40
- Collaborate with other professionals to coordinate treatment interventions. CPB 41

Student Activities/Tasks/Assignments:

1. The client and I will develop goals and measureable objectives that are reflective of the services provided by the internship agency and the needs of the client. PB 36

2. I will use and notate on the progress note form social work skills such as advocating, brokering, negotiating, educating, and mediating to assist and empower the client to resolve problems/needs and obtain needed services. PB 37, 38, 39

3. I will prepare my client for the termination of the service agreement and/or termination of the internship and transition to another agency staff member at the establishment of the relationship. PB 40

Clinical Practice Behavior Student Activities/Tasks/Assignments:
1. I will peruse the clinical literature to select the best practices and evidence-based interventions to utilize in the treatment plans of each of my clients. This review of the literature will be included as an addendum in the bio-psychosocial-spiritual assessment. CPB 39

2. I will demonstrate in the bio-psychosocial-spiritual assessment, in the treatment plan, and in the progress notes the use of a variety of clinical techniques (intervention strategies) in response to a wide range of presenting clinical concerns. CPB 40

3. I will collaborate/consult with my field instructor one hour per week and other knowledgeable professional to develop/coordinate measurable effective treatment plans. CPB 41
Evaluation EP 2.1.10d
Practice Behavior:
- Critically analyze, monitor, and evaluate interventions. PB 41

Clinical Practice Behaviors
- Contribute to the theoretical knowledge base of the social work profession through practice-based research. CPB 42
- Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psychosocial-spiritual conditions. CPB 43

Student Activities/Tasks/Assignments:

1. I will discuss with my Field Instructor in weekly supervision meeting successes and barriers to success with each of my clients. I will make necessary changes as directed by my Field Instructor. PB 41

2. And I will develop a method of evaluating the success of the intervention that is approved by my Field Instructor. This evaluation will be included in the bio-psychosocial-spiritual assessment. I will present on the intervention and evaluation of one of my clients in the Power Point Bio-psychosocial-spiritual Case Presentation. PB 41

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:

1. I will contribute to the theoretical knowledge base by presenting the Power Point Case presentation of a successful case. I will present the client’s presenting problem(s), diagnoses, treatment plan, and treatment effectiveness evaluation. CPB42

2. I will present the clinical implications of the single-subject research for possible continued research and clinical application in the Power Point Case Presentation. CPB 43

Signatures

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<thead>
<tr>
<th>Student’s Name:</th>
<th>Date: (mm/dd/yyyy)</th>
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<tr>
<td>Field Instructor:</td>
<td>Date: (mm/dd/yyyy)</td>
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<tr>
<td>Field Education Director or Field Liaison:</td>
<td>Date: (mm/dd/yyyy)</td>
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106
University of Mississippi
Department of Social Work
UNIVERSITY/AGENCY/STUDENT LEARNING CONTRACT
SW 624 Field Instruction IV
(UM-MSW-2016)

Name:

Field Instructor:

Agency:

Instructions for submitting form:
1. Download the document to your computer
2. Open document with Word and fill out the form
3. Have a copy on hand to give to faculty liaison during site visits

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<th>Start Date: (mm/dd/yyyy)</th>
<th>End Date: (mm/dd/yyyy)</th>
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<tr>
<th>Goal #1</th>
<th>Description</th>
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<tr>
<td>PROFESSIONAL IDENTITY</td>
<td>Identify as a professional social worker and conduct oneself accordingly (EP 2.1.1)</td>
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Practice Behaviors:
- Advocate for client access to the service of social work. PB 1
- Practice personal reflection and self-correction to assure continual professional development. PB 2
- Attend to professional roles and boundaries. PB 3
- Demonstrate professional demeanor in behavior, appearance, and communication PB 4
- Engage in career-long learning. PB 5
- Use supervision and consultation. PB 6

Clinical Practice Behaviors
- Readily identify as social work professionals. CPB 1
- Demonstrate professional use of self with clients(s). CPB 2
- Understand and identify professional strengths, limitations, and challenges. CPB 3
- Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective. CPB 4
Student Activities/Tasks/Assignments:

1. I will attend Enter workshop/conference/training title on or before Enter date of the event. PB 5

2. I will attend 1 agency meeting and submit a **two-page paper** outlining what I’ve learned from attending the meetings by **the end of the semester**. PB 1, 3, 4, 6

3. I will practice self-evaluation and self-reflection of my social work practice skills weekly by identifying areas of needed self-correction and noting growth as a result of self-correction. This will be measured by completion of the Weekly Activity Sheet and weekly Supervision Form with my Field Instructor. PB 2, 3, 4, 6

4. I will prepare written agendas for each supervision session. This will be measured by completion of the Supervision Form before my scheduled session with my field instructor. PB 2, 3, 6

5. I will focus on the following topics throughout internship: **professional demeanor**, **professional roles, and ethical concerns/issues, and consultation (with FI's approval)** to **address practice concerns**. This will be measured by documentation on the **supervision form** and weekly supervision with my field instructor. PB 3, 4, 6.

6. I will advocate for my clients’ access to services in my internship setting when appropriate. I will submit a **one page reflection paper** outlining where I have done so throughout the internship, including the outcomes of my advocacy (positive and negative consequences, what I would do differently, and my use of supervision and consultation), and my thoughts and feelings about my skills and competence. PB 1, 2, 3, 4, 6

7. I will develop a professional resume and submit a copy at the second seminar. PB 4

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:

1. I will maintain my NASW membership and adhere to the NASW COE. I will review the NASW website on at least a weekly basis. I will notate on my weekly activity report form my professional development as a clinical social worker. CPB 1

2. I will read at least four professional use-of-self articles. I will write a 6-8 page paper that demonstrates my use of professional use of self in my work with 3 clients, identifies my strengths, limitations, and challenges in working with these 3 clients, and provides a summary of how I maintained a therapeutic relationship with my 3 clients. This paper is due at the end of the semester. CPB 2, 3, 4

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<th>Goal #2</th>
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<tr>
<td><strong>VALUES AND ETHICS</strong></td>
<td><strong>Apply social work ethical principles to guide professional practice (EP 2.1.2)</strong></td>
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109
Practice Behaviors:
- Recognize and manage personal values in a way that allows professional values to guide practice. PB 7
- Make ethical decisions by applying the NASW Code of Ethics and as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. PB 8
- Tolerate ambiguity in resolving ethical conflicts. PB 9
- Apply strategies of ethical reasoning to arrive at principled decisions. PB 10

Clinical Practice Behaviors
- Apply Ethical decision-making skills to issues specific to clinical social work. CPB5
- Employ strategies of ethical reasoning to address the use of technology in clinical practice and its impact on client rights. CPB6
- Identify and use knowledge of relationship dynamics, including power differentials. CPB7
- Recognize and manage personal biases as they affect the therapeutic relationship in the service of client’s well-being. CPB8
Student Activities/Tasks/Assignments:
1. I will practice according to the *NASW Professional Values and Code of Ethics*. This will be measured by mid-term and final observations from my field instructor and the weekly supervision forms. I will discuss at least three ethical standards with my field instructor during weekly supervision. This will demonstrate my understanding of the NASW COE and the standard’s relation to professional practice. I will notate on the weekly Supervision Form ethical conflicts, ethical dilemmas, and ethical solutions. PB 8, 9, 10.

2. I will recognize and manage personal values in a way that allows professional values to guide practice. Measurement: I will discuss with my field instructor how my professional values guide my practice and, I will submit one, one-page paper: at the end of my internship on how I managed my personal and professional values. I will also provide three examples of how I accomplished this. I will also include in this paper a synopsis of my professional consultation with other knowledgeable social work professionals. PB 7, 10

3. I will use ethical reasoning daily. As measurement, I will discuss 1 ethical dilemma or potential dilemma each week with my field instructor. I will document discussion with my field instructor on my supervision form each week. PB. 9, 10

4. I will also submit an **Ethical Reasoning Paper** by Enter date - Detailing how I applied ethical reasoning in my work with a particular issue or concern. I will identify the NASW COE or other standards like the Ethical Principles Screen that I used in arriving at my principled decision. PB 8, 9, 10

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:
1. I will adhere to ______________ policies regarding use of technology regarding client confidentiality, privacy, electronic medical records, digital records, HIPAA regulations and ____________, etc.

2. I will adhere to ______________ policies regarding personal use of technology, i.e., email, smart phones, social media, while on the internship site.

3. I will not discuss my internship site in my communications on social media, i.e., Facebook, Twitter, Instagram, etc.

4. I will respect the organizational structure of the internship site (IS) by discussing power differentials with my field instructor. I will maintain an awareness and respect of power differentials within the IS. I will maintain my clinical practice as a social worker within the IS’s scope of services.

5. I will respect the authority of my FI, and will not usurp his/her authority. I will follow IS protocol.

6. I will maintain an awareness of personal biases and counter-transference and their effects on my clinical practice by discussing this weekly with my FI.
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<th>Goal #3 CRITICAL THINKING</th>
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<td></td>
<td>Apply critical thinking to inform and communicate professional judgments EP2.1.3</td>
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Practice Behaviors:
- Distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge, and practice behaviors. PB 11
- Analyze models of assessment, prevention, intervention, and evaluation. PB 12
- Demonstrate effective oral and written communication in working with individuals, families, groups, and colleagues. PB 13

**Clinical Practice Behaviors**
- Engage in reflective practice CPB 9
- Identify and articulate clients’ strengths and vulnerabilities. CPB 10
- Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools. CPB 11
- Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations. CPB 12
- Communicate professional judgments to other disciplines, in both verbal and written formats. CPB 13
Student Activities/Tasks/Assignments:

1. I will establish an effective working relationship with my clients (at least ____ clients during the internship). I will meet with my client at least two times before the completion of the bio-psychosocial - spiritual assessment (see SW 624 syllabus). This will be measured by observations from my field instructor and weekly discussions in supervision. PB 12, 13

2. I will demonstrate knowledge and application of effective interviewing skills with individuals and family systems by working effectively with clients (individual, families, and groups). This will be evaluated by my field instructor during weekly supervision and on the mid-term and final evaluations. PB 13

3. I will conduct Enter number individual and/or family interviews by Enter date. PB 13

4. I will review client case/progress notes and discuss documentation procedures with field instructor on a weekly basis in weekly supervision. PB 11

5. I will write case notes (progress notes) after each client session. I will review and discuss my writing/documentation with my field instructor each week during supervision. I will make necessary changes as directed by my field instructor. PB 12, 13.

6. I will co-facilitate Enter number support or educational group(s) by Enter date. PB 13

7. I will present a professional Power Point Bio-psychosocial-spiritual Case Presentation at a designated seminar to faculty and interns. PB 11,12,13

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:

1. I will demonstrate reflective practice in my Weekly Activity Report and the Supervision Report Form. I will discuss with my Field Instructor self-reflection of my practice. I will discuss my strengths and weaknesses at each supervision session and document accordingly. CPB 9

2. I will document client strengths and weaknesses in the Bio-psychosocial-spiritual Assessments (5), and discuss client strengths and weaknesses with my FI and/or treatment team when formulating treatment intervention plans. I will document the number client staffings on the Weekly Activity Report. CPB10

3. I will use assessment/diagnostic instruments and tools required by the IS, and other evaluate, select, and use instruments and tools that I believe appropriate with the FI’s approval in developing the Bio-psychosocial-spiritual assessment (multi-dimensional). CPB 11

4. The Bio-psychosocial-spiritual assessment will also include the clinical intervention plan, detailing therapeutic interventions that are most effective in the treatment of identified diagnosis and or client problem. CPB 12

5. I will evaluate the effectiveness of the intervention through the single-subject design which will be developed during the development of the treatment plan/intervention strategy. CPB 11

6. I will submit copies of the five Bio-psychosocial-spiritual assessment/interventions to other professionals approved by my FI for review. I will make at least two Bio-psychosocial-spiritual presentations to the clinical treatment team. CPB 13

114
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<th>Goal #4</th>
<th>Description</th>
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<td>DIVERSITY</td>
<td>Engage diversity and difference in practice. (EP 2.1.4)</td>
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**Practice Behaviors:**
- Recognize to the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power. PB14
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. PB 15
- Recognize and communicate their understanding of the importance of difference in shaping life experiences. PB 16
- View themselves as learners and engage those with whom they work as informants. PB 17

**Clinical Practice Behaviors**
- Research and apply knowledge of diverse populations to enhance client well-being. CPB 14
- Work effectively with diverse populations. CPB 15
- Identify and use practitioner/client differences from a strengths perspective. CPB 16
Student Activities/Tasks/Assignments:

1. I will be aware of the role of culture when working with clients. I will address the client’s culture structure and discuss the social, familial, spiritual, and personal values of the client in the biopsychosocial-spiritual intakes, assessments and intervention plans. PB 14

2. I will be aware of the socio-economic issues. In the bio-psychosocial-spiritual assessment, I will also address socio-economic issues, privilege and power with special attention to poverty and access to treatment. PB 14

3. In the bio-psychosocial-spiritual assessment, I will address issues that may be related to the problems/needs of the client, regarding class, color, culture, religion, sex, disability, race, age, gender, gender identity and expression, immigration status, political ideology, sexual orientation, etc. I will also utilize my interactions with my clients to enhance my professional ability to value, relate to and to serve clients within the scope of the COE. I will view my clients as informants to enhance my practice. PB 15,16,17

4. In the self-evaluation of the Weekly Activity Report Form, I will self-evaluate and reflect my comfort and discomfort (biases and personal conflicting values) and resulting growth in working with diverse populations and use that knowledge to enhance by practice as a social worker. PB 15, 17

5. In the weekly supervision, I will document on at least 3 occasions on the supervision form where diversity and culture are addressed in supervision. I must discuss my understanding of how differences influence of life experiences. PB 16

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:

1. I will support enhance my practice and client well-being by reading 2 referred journal articles that refer to the diversity of each client. I will apply that knowledge in preparing for and developing the Bio-psychosocial-spiritual assessment and treatment intervention. CPB 14

2. I will demonstrate effective work with diverse clients by asking for feedback from my FI and knowledgeable others who are supportive of my clinical practice. I will discuss my work with diverse clients in weekly supervision. CPB 15

3. I will acknowledge client/practitioner differences with clients when it appears to a potential barrier to the clinical process (when the client mentions it, or appears to be uncomfortable and/or resistant to working with me). I will present myself as a genuine, warm, empathetic, and accepting professional. I will relate to the client from a strengths perspective. CPB 16
<table>
<thead>
<tr>
<th>Goal #5</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HUMAN RIGHTS AND SOCIAL JUSTICE</strong></td>
<td>Advance Human rights and social and economic justice. (EP 2.1.5)</td>
</tr>
</tbody>
</table>

**Practice Behaviors:**
- Understand the forms and mechanisms of oppression and discrimination. PB 18
- Advocate for human rights and social and economic justice. PB 19
- Engage in practices that advance social and economic justice. PB 20

**Clinical Practice Behaviors**
- Use knowledge of the effects of oppressions, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention. CPB 17
- Advocate at multiple levels for mental health parity and reduction of health disparities for diverse populations. CPB 18

**Student Activities/Tasks/Assignments:**
1. I will increase my knowledge regarding human rights and how it affects my practice as clinical intern through weekly supervision with my field instructor. This discussion will be documented on the Supervision Form at least 8 times per semester. PB 18,19,20

2. **I will go to:** [http://www.hrw.org/news](http://www.hrw.org/news) and monitor this website throughout my internship. This will be measured by my discussions of human rights oppression, discrimination, and historical trauma in supervision and in seminar and the writing of a 2 page paper on what I have learned by monitoring this site for 4 weeks and I will include in the paper: how this increase in knowledge regarding human rights, oppression, discrimination, and historical trauma, affect my practice as clinical intern? PB 18,19, 20

**Clinical Practice Behaviors - Student Activities/Tasks/Assignments:**
1. In the Bio-psychosocial-spiritual assessments, identify effects of oppression, discrimination, and historical trauma on the current and past functioning of the client. Identify how this knowledge is used in developing the treatment plan and intervention strategies. CPB 17

2. In the Bio-psychosocial-spiritual assessment and treatment plan, I will identify areas of advocacy indicated and with FI’s approval, I will advocate for my clients as indicated. This advocacy action will be indicated on the clients’ Treatment Plan. CPB 18
<table>
<thead>
<tr>
<th>Goal #6</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESEARCH</td>
<td>Engage in research-informed practice and practice-informed research (EP 2.1.6)</td>
</tr>
</tbody>
</table>

**Practice Behaviors:**
- Use practice experiences to inform scientific inquiry. PB 21
- Use research evidence to inform practice. PB 22

**Clinical Practice Behaviors**
- Use the evidence-based practice process in clinical assessment and interventions with clients. CPB 19
- Participate in the generation of new clinical knowledge, through research and practice. CPB 20
- Use research methodology to evaluate clinical practice effectiveness and/or outcomes. CPB 21

**Student Activities/Tasks/Assignments:**

1. In completing the Bio-psychosocial-spiritual assessments of 5 clients, I will supplement the Bio-psychosocial-spiritual assessments with a one-page paper that describes the appraisal and integration of research-based knowledge gained by reading professional journals (social work, psychology, and counseling journals) to assist in formulating problem/need assessment, intervention, and evaluation. PB 22

2. I will write a one-page paper on the client population served by my agency and will utilize scientific inquiry and curiosity to review professional journals to inform my practice. PB 21

**Clinical Practice Behaviors - Student Activities/Tasks/Assignments:**

1. I will conduct a literature review of professional journals and select evidence-based best practice processes for the development of the Bio-psychosocial-spiritual assessment format, treatment plan and intervention strategies. CPB 19

2. I will develop a single-subject design and collect data throughout the clinical process with each client (5). I will evaluate the data collected and write an evaluation of the treatment process for each of the clients (5). CPB 21

3. I will present my findings from the data collected and clinical evaluations in an in-service format to my treatment teams. I will identify what was effective, ineffective, and discuss implications for practice. I will use a Power-Point presentation for this in-service. CPB 20
### Goal #7

**HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT**

**Description**

Apply knowledge of human behavior and the social environment (EP 2.1.7)

**Practice Behaviors:**

- Utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation. PB 23
- Critique and apply knowledge to understand person and environment. PB 24

**Clinical Practice Behaviors**

- Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice. CPB 22
- Use bio-psychosocial-spiritual theories and multi-axial diagnostic classification systems in formulation of comprehensive assessments. CPB 23
- Consult with medical professional, as needed, to confirm diagnosis and/or to monitor medication in the treatment process. CPB 24

**Student Activities/Tasks/Assignments:**

1. I will develop clinical assessments, treatment plans and intervention strategies with my clients that are reflective of the mission and goals of my Internship Setting. I will utilize the Generalist Model Conceptual Framework and the Department’s conceptual framework in developing clients’ bio-psychosocial-spiritual assessments, including intervention and evaluation. **This will be included in the bio-psychosocial-spiritual assessment.** PB 23

2. I will develop a bio-psychosocial-spiritual assessment/intervention plan with my client that is reflective of the client’s biological and developmental capacities, social and spiritual environment and the physical environment. I will assess the client’s strengths and weaknesses. **This is included in the bio-psychosocial-spiritual assessment.** PB 24

3. I will also assess the strengths and barriers of the client’s biological capacities, and his/her social and physical environment. **This is included in the bio-psychosocial-spiritual assessment for each client (5).** PB 24

**Clinical Practice Behaviors -Student Activities/Tasks/Assignments:**

1. I will review the theories of human development, and highlight in the bio-psychosocial-spiritual assessment the client's functioning biologically and socially. I will discuss the current functioning of the client and relate that functioning to a theory of human development and the social environment. The theories selected will be specific to individual clients (5). CPB 22

2. In the bio-psychosocial-assessment, I will use multi-axial diagnostic and non-multi-axial diagnostic classification for each client (5). CPB 23.

3. After meeting with the client and writing the first draft of the bio-psychosocial-assessment including the diagnosis, I will review with my FI and other approved professionals to discuss my tentative diagnoses and make changes accordingly. CPB 24
<table>
<thead>
<tr>
<th>Goal #8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SOCIAL POLICY</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services. (EP. 2.1.8)</td>
</tr>
</tbody>
</table>

**Practice Behaviors:**
- Analyze, formulate, and advocate for policies that advance social well-being. PB 25
- Collaborate with colleagues and clients for effective policy action. PB 26

**Clinical Practice Behaviors**
- Communicate the stakeholders the implication of policies and policy change in the lives of clients. CPB 25
- Use evidence-based practice and practice-based evidence in advocacy for policies that advance social economic well-being. CPB 26
- Advocate with and inform administrators and legislators to influence policies that influence policies that affect clients and service. CPB 27

**Student Activities/Tasks/Assignments:**
4. I will go to [http://billstatus.ls.state.ms.us/2015/pdf/all_measures/notdead.xml](http://billstatus.ls.state.ms.us/2015/pdf/all_measures/notdead.xml) and select one bill/law for policy analysis. This bill must advance the social well-being of others. PB 25
   1. I will analyze **one** bill signed into law (HB or SB) that advances social and economic well-being or relates specifically to social work services. PB 25
   2. I will present in seminar a 10 minute oral overview of the law. I will select a policy analysis model from the MSW policy textbook. In summary, is this bill good for the citizens of the state of Mississippi? PB 25, 26
   3. I will develop a **resource manual** of community, state and federal resources that would benefit the clients served by my internship agency. PB 26

**Clinical Practice Behaviors -Student Activities/Tasks/Assignments:**
1. Present the findings presented in seminar to an interested group, colleagues, community stakeholders, professionals or religious organizations, etc. Turn in copy of presentation and sign-in sheet. CPB 25
2. Review literature, and select an advocacy model to utilize to advocate for a bill that was not signed into law. Write a two page paper on the bill, proposing how you would advocate for this bill. Contact the bill’s author and see if the bill will be resubmitted. CPB 26
3. Advocate for clients and/or others by attending community forums regarding policies of interests. Briefly speak with administrators and/or legislators, about the policies and or laws discussed in the forum. Your communication should advocate for policies that promote social well-being. CPB 27
<table>
<thead>
<tr>
<th>Goal #9</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL CONTEXT</td>
<td>Respond to contexts that shape practice (EP 2.1.9)</td>
</tr>
</tbody>
</table>

**Practice Behaviors:**

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological development, and emerging societal trends to provide relevant services. PB 27
- Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social work services. PB 28

**Clinical Practice Behaviors**

- Assess the quality of clients’ interactions within their social contexts CPB 28
- Develop intervention plans to accomplish systemic change. CPB 29
- Work collaboratively with others to effect systemic change that is sustainable. CPB 30
Student Activities/Tasks/Assignments:

1. I will discuss with my field instructor how current changes in population demographics, scientific and technological development and emerging societal trends are directly influencing changes in social service program development and service delivery. This will be noted on at least 9 supervision forms. PB 27

2. With my Field Instructor’s approval, I will develop a macro project that will benefit the agency and/or the larger community. I will submit a Macro Project Proposal paper and a Macro Project Completion Paper. PB 28

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:

1. I will assess the quality of clients’ interactions within their social contexts, by developing a survey, and surveying professionals, stakeholders, and clients regarding client interactions. CPB 28

2. I will present my findings to social work staff and division heads (with FI’s approval).

3. I will collaborate with social workers in a group setting to collaboratively develop a proposed intervention plan to accomplish an identified systemic change. I will write a two page paper on this process. CPB 30
<table>
<thead>
<tr>
<th>Goal #10</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERALIST</td>
</tr>
<tr>
<td>SOCIAL WORK</td>
</tr>
<tr>
<td>PRACTICE</td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities EP 2.1.10 (a)-(d).</td>
</tr>
</tbody>
</table>

**Engagement EP 2.1.10**

Practice Behaviors:
- Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. PB 29
- Use empathy and other interpersonal skills. PB 30
- Develop a mutually agreed-on focus of work and desired outcomes. PB 31
- Clinical Practice Behaviors:
  - Develop a culturally responsive therapeutic relationship. CPB 31
  - Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. CPB 32
  - Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes. CPB 33
Student Activities/ Tasks/ Assignments:

1. I will discuss with my field instructor, how best to prepare to work effectively with my clients agency personnel, and other organizations. This will be addressed at least five times in weekly supervision. PB 29

2. I will effectively demonstrate the use of empathy and other interpersonal skills by developing an ethical and productive professional relationship with my client that is free of ethical conflicts and dilemmas. I will discuss ethical issues with Field Instructor immediately as they arise. PB 30

3. I will develop a professional relationship with my client(s) that is reflective and respectful of their rights as consumers, of their family of origin, of their social group, of the socioeconomic status, and community. I will work with the client to establish mutually agreed upon goals and objectives. PB 30

4. I will view my client(s) as an informant and use this opportunity to learn from my experiences with my client(s). PB 17, 31

5. I will complete a macro project with my Field Instructor’s approval that consists of 1) The Macro Project Proposal Paper, 2) the Macro Project and 3) The Macro Project Completion Paper. This assignment will benefit my internship agency and/or community. PB 29

Clinical Practice Behaviors - Student Activities/ Tasks/ Assignments:

1. I will complete ___ bio-psychosocial-spiritual assessments. In developing professionally-sound bio-psychosocial-spiritual assessments, I will maintain a culturally responsive relationship with my clients by attending to interpersonal dynamics and contextual factors. CPB 31, 32

2. I will work with my clients to produce treatment plans, intervention strategies with expected outcomes that are reflective of the client’s culture, needs, perceptions, strengths, environment, and barriers. CPB 33

Assessment EP 2.1.10b

Practice Behaviors:

- Collect, organize, and interpret client data. PB 32
- Assess client strengths, and limitations. PB 33
- Develop mutually agreed-on intervention goals, and objectives. PB 34
- Selective appropriate interventions strategies. PB 35

Clinical Practice Behaviors - Student Activities/ Tasks/ Assignments:

- Use multidimensional bio-psycho-social-spiritual assessment tools. CPB 34
- Assess client’s readiness for change. CPB 35
- Assess client’s coping strategies to reinforce and improve adaptations to life situations, circumstances, and events. CPB 36
- Select and modify appropriate intervention strategies based on continuous clinical assessment. CPB 37
- Use differential and multi-axial diagnoses. CPB38
Student Activities/Tasks/Assignments:
1. I will meet with my clients on at least two occasions to collect, organize, and interpret client data to complete the Bio-psychosocial-spiritual Assessment. PB 32
2. I will assess the clients’ strengths and limitations on the Bio-psychosocial-spiritual Assessment. PB 33
3. I will work with the client to develop mutually agreed upon intervention goals and objectives that support the organization’s service delivery system. PB 34
4. I will work with the client in identifying needs/problems that cannot be addressed in this agency and make appropriate referrals with Field Instructor’s approval. PB 34
5. I will develop an intervention plan with outcome goals and objectives in the bio-psychosocial-spiritual assessment. I will research the most effective intervention strategies by considering type of needs, problems, time constraints, safety issues, cultural/environmental concerns. I will receive Field Instructor’s approval before starting the intervention with my client(s). PB 35
6. And I will develop a method of evaluating the success of the intervention. This evaluation will be included in the bio-psychosocial-spiritual assessment. PB 41

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:

1. I will use at least 3 assessment tools in formulating the bio-psychosocial-spiritual assessment (multidimensional assessment). CPB34
2. I will assess the client’s readiness for change through at least three measures, including self-report measures, direct interview/observation, and single-subject design research. CPB35
3. I will assess the client’s coping strategies through at least 3 measures, direct interview/observation, self-report measures, and family reports. CPB36
4. I will continually monitor the client’s progress through the single-subject research design from the development of the treatment plan to the termination of intervention. I will modify the treatment plan as indicated by the results of the data collected for assessment. CPB37
5. I will use the DSM-5 diagnostic format on all of my bio-psychosocial-spiritual assessments. CPB38
Intervention EP 2.1.10c

Practice Behaviors:
- Initiate actions to achieve organizational goals. PB 36
- Implement prevention interventions that enhance client capacities. PB 37
- Help client resolve problems. PB 38
- Negotiate, mediate, and advocate for clients. PB 39
- Facilitate transitions and ending. PB 40

Clinical Practice Behaviors
- Critically evaluate, select, and apply best practices and evidence-based interventions. CPB 39
- Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment including crisis intervention strategies as needed. CPB 40
- Collaborate with other professionals to coordinate treatment interventions. CPB 41

Student Activities/Tasks/Assignments:

1. The client and I will develop goals and measureable objectives that are reflective of the services provided by the internship agency and the needs of the client. PB 36

2. I will use social work skills such as advocating, brokering, negotiating, educating, and mediating to assist and empower the client to resolve problems/needs and obtain needed services. PB 37, 38, 39

3. I will prepare my client for the termination of the service agreement and/or termination of the internship and transition to another agency staff member at the establishment of the relationship. PB 40

Clinical Practice Behavior Student Activities/Tasks/Assignments:

1. I will peruse the clinical literature to select the best practices and evidence-based interventions to utilize in the treatment plans of each of my clients. This review of the literature will be included in the bio-psychosocial-assessment. CPB 39

2. I will demonstrate in the bio-psychosocial-spiritual assessment the use of a variety of clinical techniques (intervention strategies) in response to a wide range of presenting clinical concerns. CPB 40

3. I will collaborate/consult with my field instructor one hour per week and other knowledgeable professional to develop/coordinate effective treatment plans. CPB 41
Evaluation EP 2.1.10d
Practice Behavior:
- Critically analyze, monitor, and evaluate interventions. PB 41

Clinical Practice Behaviors
- Contribute to the theoretical knowledge base of the social work profession through practice-based research. CPB 42
- Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psychosocial-spiritual conditions. CPB 43

Student Activities/Tasks/Assignments:

1. I will discuss with my Field Instructor in weekly supervision meeting successes and barriers to success with each of my clients. I will make necessary changes as directed by my Field Instructor. PB 41

2. And I will develop a method of evaluating the success of the intervention that is approved by my Field Instructor. This evaluation will be included in the bio-psychosocial-spiritual assessment. I will present on the intervention and evaluation of one of my clients in the Power Point Bio-psychosocial-spiritual Case Presentation. PB 41

Clinical Practice Behaviors -Student Activities/Tasks/Assignments:
1. I will contribute to the theoretical knowledge base by presenting the Power Point Case presentation of a successful case. I will present on client presenting problem(s), diagnoses, treatment plan, and treatment evaluation. CPB42

2. I will present the clinical implications of the single-subject research for possible continued research and clinical application in the Power Point Case Presentation. CPB 43

Signatures

<table>
<thead>
<tr>
<th>Student’s Name:</th>
<th>Date: (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Instructor:</td>
<td>Date: (mm/dd/yyyy)</td>
</tr>
<tr>
<td>Field Education Director or Field Liaison:</td>
<td>Date: (mm/dd/yyyy)</td>
</tr>
</tbody>
</table>

127
MSW INTERN CONTACT INFORMATION

____________________________
Student's Name

AGENCY INFORMATION

Agency
Name __________________________
Agency
Field Instructor _______________________

Agency Phone ___________________ Agency Fax _______________________

Field Instructor’s Cell Number _______________________
Agency Address ___________________________________________
____________________________

____ Public Agency OR ____ Private Agency?

INTERN’S PERSONAL CONTACT INFORMATION

Home Phone ___________________________
Cell-Phone ___________________________
University E-mail ___________________________
Personal E-mail ___________________________
Emergency Contact and Phone Number:
Emergency Contact Name: ___________________________
Emergency Contact Phone Number: ___________________________
Intern’s Current Address ___________________________
____________________________
APPENDIX D

MSW Weekly Activity Report
MSW Internship Supervision Form
The MSW Intern’s Rubric for Self-Assessing Professional Social Work Behaviors
MSW Student’s Evaluation of Internship Experience
The University of Mississippi
Department of Social Work
SW 621 or 622
MSW Weekly Activity Report

Student ______________________________________ F I initials ________________
Agency ______________________________________ Week # _____ Supervision Date: ____________

Date ________________________________

Hours: Monday _____ Tuesday _____ Wednesday _____ Thursday _____ Friday _____

Observational Activities

Field Trip
Audio Visual
Observe Interviews
Home Visit
Other

Skill Learning Activities

Intake Interview
Crisis Interview/Intervention
Small Group Session
Large Group Session
Family Interviews
Establishment of agreed upon client goals
Establishment of Professional Relationship
Telephone Calls
Client Referrals
Client Advocacy
Respectful of Client Rights and Diversity
Other ________________________________

Meetings Attended

Staff Meeting
Informational Meeting
Court Session
Social Work Conferences
Other

Written Skills

Social Summary
Case Recording
Group Reports
Agency Forms
Letters
Meeting Notes
Activity Report
Court Report
Letters-Social Policy
Progress Notes
Bio-psychosocial-spiritual Assessment
Other

Use the bottom of this form to make comments you would like to share with your university liaison or field education director regarding your field experiences and/or problems you may be having applying classroom concepts in the field.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Self-evaluation and self-reflection of your social work practice skills:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
The University of Mississippi  
Department of Social Work  
MSW Weekly Activity Report  
SW 623 and/or SW 624 (please circle)  

Student ___________________________  Field Instructor Initials: ______________

Agency ___________________________  Date ___________________________  Week # ____________

Hours of Supervision:  
Monday______ Tuesday______ Wednesday______ Thursday______ Friday______

**Observational Activities**
- Field Trip
- Audio Visual
- Observational Interview
- Home Visit
- Clinical Interviews
- Clinical Rounds
- Other

**Meetings Attended**
- Staff Meetings
- Meetings - Community
- Court Session
- Clinical Staffing
- Social Work Conferences
- Other

**Written Skills**
- Social/Clinical Summary
- Case Recording/Progress Note
- Group Reports
- Agency Forms
- Court Summary/Report
- Letters (client referenced)
- Meeting Notes
- Activity Report
- Court Report
- Letters (i.e., Social Policy)
- Bio-psychosocial-spiritual

**Skill Learning Activities**
- Intake Interview
- Crisis Interview
- Small Group/Family Session
- Large Group Session
- Family Interviews
- Individual Therapy
- Conference with Agency Staff
- Conference with Resources
- Telephone Calls
- Work with Volunteers
- Family Therapy
- Assessment
- Case Management
- Group Therapy
- Evaluation
- Consultation
- Advocacy
- Other

*Use the bottom of this form to make comments you would like to share with your faculty/field liaison regarding your field experiences and problems you may be having applying classroom concepts in the field.*

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Self-evaluate your current level of practice (include professional use of self):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
The University of Mississippi  
Department of Social Work  
MSW Internship Supervision Form

Date: ____________________ Week #: ____________________

Agency: ____________________

Intern: ____________________ Field Instructor: ____________________

Intern’s Pre-Supervision Plan: Check topics to be shared with your field instructor this week

- [ ] Agency policy and rules
- [ ] Professional Comportment
- [ ] Performance Concerns
- [ ] Staff Relations
- [ ] Social Problem
- [ ] Client Relations
- [ ] Intervention/ Research
- [ ] Code of Ethics Review
- [ ] Ethical Dilemmas
- [ ] Direct Instruction needs
- [ ] Personal Issues
- [ ] Client Access to Services
- [ ] Continued Education

Field Instructor’s Pre-Supervision Plan: Check topics to be shared with intern this week.

- [ ] Agency policy and rules
- [ ] Professional Comportment
- [ ] Performance Concerns
- [ ] Staff Relations
- [ ] Time Management
- [ ] Treatment Plan/Intervention
- [ ] Diversity
- [ ] Writing
- [ ] Macro Project
- [ ] Client Relationships
- [ ] Code of Ethics Review
- [ ] Ethical Dilemmas
- [ ] Direct Instruction needs
- [ ] Personal Issues
- [ ] Therapeutic planning
- [ ] Barriers to Internship
- [ ] Oppression/Social Injustice
- [ ] Critical Thinking
- [ ] Learning Contract

How were the previously checked topics addressed in supervision this week?

Field Instructor’s Comments:

- [ ] Direct Feedback
- [ ] Assigned Readings
- [ ] Extra supervision
- [ ] Referred/Consultation

Intern’s Self-Evaluation Comments/Plan:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Intern:

How effective were you in sharing your concerns and needs with your F. I.?

- [ ] Very Effective
- [ ] Somewhat Effective
- [ ] Slightly Effective
- [ ] Not at all

- [ ] 4
- [ ] 3
- [ ] 2
- [ ] 1
Interns must demonstrate the ability to maintain scores of 3 or 4 in each of the 15 professional behavior areas listed below during the field placement, as these are the expected professional behaviors of social work interns and professional social workers.

This form should be completed electronically to allow full expansion of the category range “Evidence to support rating, Plan of Correction, and Review Date and Post Plan of Correction Assessment”. **Interns:** It is advised that you utilize this form at least once per month during the 13-week internship.

<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Acceptable</th>
<th>4 Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance: Attends internship. Reports at the designated time and remains at the internship setting until the end of the day.</td>
<td>I have missed more than four days of internship without explanation. Nor have I developed a plan with my field instructor to make up the hours missed.</td>
<td>I have missed 1-3 days from my internship, but I have developed a plan with my field instructor to make up the missed hours.</td>
<td>I have missed 1-3 days from my internship. I discussed the absences with my field instructor, and I have made up the hours.</td>
<td>I do not have any absences from my internship.</td>
<td></td>
</tr>
</tbody>
</table>

**Evidence to support rating:**

**Plan of Self-Correction:**

**Plan of Self-Correction review Date:**

**Post Plan of Self-Correction Assessment:**

133
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1: Unacceptable</th>
<th>2: Needs Improvement</th>
<th>3: Acceptable</th>
<th>4: Outstanding</th>
<th>Score</th>
</tr>
</thead>
</table>

2. Punctuality: Is punctual and present

- I have been late to my internship on at least ten occasions.
- Although my field instructor has commented on my excessive tardies in my supervision sessions, I have not resolved this problem.
- I have not developed a plan of correction.
- I have been late to my internship at least 5 to 9 times during the internship.
- I have developed a plan of correction to make sure that I am on time for my internship.
- I have been late 3 or fewer times, but I have contacted my field instructor to inform them of the situation, and I have made up the time.
- I have been consistently on time throughout the semester.

Evidence to support rating:
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
<th>3 Acceptable</th>
<th>4 Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan of Self-Correction:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan of Self-Correction review Date</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td><strong>Post Plan of Self-Correction Assessment:</strong></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

3. Communication: Effective and professional use of oral and written communication skills in supervision and with clients, agency staff, and community resources

<p>| I am prepared for supervision with my Field Instructor at least once per month. Each week, my field instructor has to correct my communication skills with clients, staff and others on a continual basis. | I am prepared for supervision with my field instructor, at least, two times per month. Although, I think that my communication skills are improving, my field instructor continues to correct my communication errors, at least, four times per week. | I am prepared for supervision, at least, three times per month. My communication skills are corrected only 2-3 times per month. | I am prepared for supervision, at least, four times per month. My field instructor has commented that my oral and written communication skills with clients, staff, and others are effective and professional |       |</p>
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
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<tr>
<td>I have developed a plan of correction with my field instructor.</td>
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</tbody>
</table>

**Evidence to support rating:**

**Plan of Self-Correction:**

**Plan of Self-Correction review Date**

**Post Plan of Self-Correction Assessment:**

<table>
<thead>
<tr>
<th>4. Respect: Demonstrates respect and support in relationships</th>
<th>I am frequently disrespectful, rude, and oppositional towards agency staff, field instructor, faculty, and/or clients.</th>
<th>I am occasionally disrespectful to and non-supportive of agency staff, field instructor, faculty, and/or clients.</th>
<th>I am usually respectful and supportive of agency staff, field instructor, faculty, and clients.</th>
<th>I am always respectful and supportive of agency staff, field instructor, faculty, and clients.</th>
</tr>
</thead>
<tbody>
<tr>
<td>My field instructor has</td>
<td>My field has</td>
<td>When I sense any area of concern with my ability to respond in a</td>
<td>I am open to any comment or instruction from my field.</td>
<td></td>
</tr>
<tr>
<td>Professional Behaviors</td>
<td>1 Unacceptable</td>
<td>2 Needs Improvement</td>
<td>3 Acceptable</td>
<td>4 Outstanding</td>
</tr>
<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>instructor has addressed this with me, I have developed a plan of correction to respond to this personal issue.</td>
<td>respectful manner, I discuss it with my field instructor during the weekly supervision session.</td>
<td>instructor regarding the establishment and maintenance of professional relationships.</td>
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</tbody>
</table>

Evidence to support rating:

Plan of Self-Correction:

Plan of Self-Correction review Date _____________:

Post Plan of Self-Correction Assessment:

5. Self-Awareness:
Demonstrates self-awareness

<p>| I am unaware about the impact of my verbal and non-verbal communications, my personal values, and my | I only occasionally show self-awareness about the impact of my verbal and non-verbal | Most of the time, I maintain a high level of self-awareness about the impact of my verbal and non-verbal | I maintain a high level of self-awareness about the impact of my verbal and non-verbal communications, |           |       |</p>
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
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<th>3 Acceptable</th>
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<th>Score</th>
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</thead>
<tbody>
<tr>
<td>personal biases on professional relationships with clients and agency personnel.</td>
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<tr>
<td>My field instructor has had to address my unprofessional conduct on numerous occasions.</td>
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<tr>
<td>communications, my personal values, and my personal biases on professional relationships with clients and agency personnel.</td>
<td>communications, personal values, and personal biases on professional relationships.</td>
<td>communications, personal values, and personal biases on professional relationships.</td>
<td>personal values, personal biases on my professional relationships with clients and agency personnel.</td>
<td>I daily self-assess and self-reflect on my actions as an intern.</td>
<td></td>
</tr>
<tr>
<td>Self-awareness is an area of limitation for me. I realize that I need to fully support the NASW COE and Cultural Competence Standards.</td>
<td>I use my weekly self-reflection activities on the Weekly Activity Report and the Supervision Report to reflect on my growth.</td>
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</tbody>
</table>

Evidence to support rating:

Plan of Self-Correction:

Plan of Self-Correction review Date ______________:
<table>
<thead>
<tr>
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<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
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<td>Outstanding</td>
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<tr>
<td>Post Plan of Self-Correction Assessment:</td>
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<tr>
<td>6. Diversity Awareness: Demonstrates awareness and responsiveness to diversity</td>
<td>My interactions with clients and agency personnel rarely reflect respect and appreciation for diverse opinions, experiences, and people.</td>
<td>My interactions with clients and agency personnel only occasionally reflect respect and an appreciation of diverse opinions, experiences, and people.</td>
<td>My internship interactions almost always reflect respect and an appreciation of diverse opinions, experiences, and people.</td>
<td>When I encounter a problem or area of concern, I address it in weekly supervision or in the internship seminar.</td>
<td>I demonstrate cultural humility in that I am aware that cultural awareness and cultural competence is a continual growth process.</td>
</tr>
<tr>
<td>Professional Behaviors</td>
<td>1</td>
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<td>3</td>
<td>4</td>
<td>Score</td>
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<td>Unacceptable</td>
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<td>Acceptable</td>
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<td></td>
<td>address this deficiency.</td>
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Evidence to support rating:

Plan of Self-Correction:

Plan of Self-Correction review Date ____________:

Post Plan of Self-Correction Assessment:

7. Collegiality:
Demonstrates collegiality and collaborative interactions

<p>| I have not demonstrated collaborative skills in my work with others, and my relationships with my clients and agency personnel have been affected by my lack of collegiality and collaboration. | I am reluctant and sometimes hesitant to collaborate with others and struggle with maintaining positive relationships due to my anxiety associated with maintaining professional collaborations. | I almost always work collaboratively with all team members while relating easily and positively with others. | I always work collaboratively with all team members, while relating easily and positively with others. | Whenever I encounter any collaboration issues, I am comfortable. | I have not experienced any difficulty during my internship in this area. |</p>
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
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<th>3 Acceptable</th>
<th>4 Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am having difficulty working with others, including my clients. My Field Instructor has addressed this with me. But I have not developed a plan of self-correction.</td>
<td>during my internship. I have discussed this with my field instructor due to concerns about my ability to complete my internship tasks/assignments that require collaboration.</td>
<td>addressing it, utilizing self-reflection, and discussing it with my field instructor.</td>
<td>I enjoy collaborating with others. I view collaboration as an opportunity to learn.</td>
<td></td>
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</tbody>
</table>

Evidence to support rating:

Plan of Self-Correction:

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Post Plan of Self-Correction Assessment:
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
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<th>4 Outstanding</th>
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</tr>
</thead>
</table>
| 8. Oral Expression: Strives for a high level of oral expression | I consistently get feedback from instructors that my oral expression is unprofessional. Oral expression is an area that I need immediate improvement. However, I have not developed a self-correction plan. | My professional oral expression is challenging for others to understand. I often make grammatical errors or use slang words in my professional communications. Sometimes, I am unsure how to organize my speech. I will address this with my field instructor in my weekly supervision. | I am usually articulate and professional in my oral expression. Whenever my field instructor or other professionals offer suggestions or corrections, I am receptive of their instructions, and I work to improve my oral communication skills. | I am always articulate and professional in my oral expression. I have not received any corrections or negative comments regarding my oral expression. |"
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
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<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
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<td>Outstanding</td>
<td></td>
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</table>

Plan of Self-Correction:

Plan of Self-Correction review Date ____________:

Post Plan of Self-Correction Assessment:

9. Written Expression:
Strives for a high level of written expression

<p>| I consistently get feedback from my faculty liaison, field education director, field instructor or other agency personnel that my written expression is unacceptable or unprofessional. Internship writing assignments may not be accepted without | My written work lacks clarity and has some errors. When asked to use APA guidelines, I do this incorrectly. I realize that I need to accept and follow corrections made to my written work. I plan to work with my field instructor to develop a plan of | I almost always express ideas/concepts clearly with very few errors and use APA guidelines when required. | I always express ideas/concepts clearly with an absence of errors, and I use APA referencing accurately. |       |</p>
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
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<th>2</th>
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<th>4</th>
<th>Score</th>
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<tbody>
<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
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<td>revisions, or</td>
<td></td>
<td>correction.</td>
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<td>grades may be</td>
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<td>I also know that I</td>
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<td>reduced significantly</td>
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<td>can utilize the</td>
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<td>because of the</td>
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<td>University</td>
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<td>writing.</td>
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<td>Writing Center</td>
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<td>for assistance.</td>
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Evidence to support rating:

Plan of Self-Correction:

Plan of Self-Correction review Date _____________:

Post Plan of Self-Correction Assessment:

10. Initiative & Reliability:
Demonstrates initiative, reliability, and dependability

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<th>4</th>
<th>Score</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>I have difficulty</td>
<td>I am having difficulty with adhering to some of my learning contract</td>
<td>I am current with most of my learning contract tasks/assignments.</td>
<td>I am current with all of my learning contract tasks/assignments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>managing my learning contract and daily internship activities/tasks.</td>
<td>I realize that I</td>
<td>Most of the time, I can follow through competently with</td>
<td>I pride myself in taking initiative during my internship. I feel</td>
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<td></td>
<td></td>
<td>I have difficulty</td>
<td>I realize that I</td>
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144
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
<th>1 Unacceptable</th>
<th>2 Needs Improvement</th>
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<th>4 Outstanding</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>taking the initiative on my internship. Even though I know what is expected of me on this internship, I’m afraid to take any action without verbal direction from my field instructor. As a result, I will sometimes sit at my desk until I receive specific instructions. Because of my fear of failure (messing up on my internship), my field instructor cannot depend on me to take the initiative</td>
<td>need to take more initiative during my internship.</td>
<td>all tasks/assignments assigned to me by my field instructor.</td>
<td>I have demonstrated that I am reliable and dependable.</td>
<td>I have maintained a personal standard of reliability and dependability on this internship.</td>
<td>comfortable reporting to my internship and initiating my daily activities.</td>
</tr>
<tr>
<td>Professional Behaviors</td>
<td>1 Unacceptable</td>
<td>2 Needs Improvement</td>
<td>3 Acceptable</td>
<td>4 Outstanding</td>
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<td>and work independently during my internship.</td>
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<td>I realize that this is a serious problem, but I am fearful of discussing this with my field instructor.</td>
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<td>I realize that it may be necessary for me to seek counseling, if I continue to struggle.</td>
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Evidence to support rating:

Plan of Self-Correction:

Plan of Self-Correction review Date ____________:

Post Plan of Self-Correction Assessment:
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<th>3</th>
<th>4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have not demonstrated that I am receptive to suggestions and feedback from my field instructor, agency staff, clients, and faculty.</td>
<td>I have some difficulty receiving suggestions and feedback from my field instructor, agency staff, clients, and faculty.</td>
<td>I usually welcome feedback from my field instructor, agency staff, clients, and faculty.</td>
<td>I am always receptive to suggestions and feedback from my field instructor, agency staff, clients, and faculty.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I receive feedback, I often take offense. I tend to perceive feedback as a personal attack.</td>
<td>I find that I take offense easily, and I realize that I need to work on this if I am to be successful as a professional social worker.</td>
<td>I receive feedback and able to self-reflect and self-assess how best to respond effectively to improve my performance as a BSW intern.</td>
<td>I welcome opportunities to grow as a social worker. I view constructive feedback as an opportunity for growth.</td>
<td></td>
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<tr>
<td>Once, my feelings are hurt; I have difficulty making the</td>
<td>Instead of worrying about what others think about me, I need</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Professional Behaviors</td>
<td>1 Unacceptable</td>
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<tr>
<td>needed suggested changes.</td>
<td>to focus on the changes that I need to make in my performance as a social work intern.</td>
<td>performance</td>
<td>I have discussed this problem with my field instructor, and I have developed a plan of correction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have a tendency to overreact to feedback. My overreaction is an area of concern that I have not addressed in counseling.</td>
<td></td>
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<tr>
<td>I have not developed a plan of correction with my field instructor.</td>
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</tbody>
</table>

**Evidence to support rating:**

**Plan of Self-Correction:**

**Plan of Self-Correction review Date :**

**Post Plan of Self-Correction Assessment:**

148
<table>
<thead>
<tr>
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<th>1</th>
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<tbody>
<tr>
<td>12. Compliance with</td>
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<tr>
<td>Professional Requirements:</td>
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<tr>
<td>Demonstrates compliance</td>
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<td>with the professional</td>
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<tr>
<td>conduct policy in the Social Work Program and Field Education Manual</td>
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<td></td>
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</tr>
<tr>
<td>My conduct has been corrected on numerous occasions by my field instructor, agency staff, and faculty</td>
<td>I realize that I need to make some serious changes in my conduct while on this internship.</td>
<td>Whenever my conduct is corrected, I immediately self-reflect to determine what changes that I need to make to maintain a professional conduct that is</td>
<td>I self-reflect and self-assess my conduct on a daily basis. I want to make sure that my conduct is supportive of the NASW Code of Ethics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Behaviors</td>
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<tr>
<td>without improvement on my part.</td>
<td>(field instructor, agency staff, clients, fellow interns, and faculty) have commented on my conduct which is out of compliance with the BSW Social Work Program, the MSW Internship Manual, and the NASW Code of Ethics.</td>
<td>reflective of the NASW Code of Ethics.</td>
<td>I consult my field instructor whenever I have a question about how to respond in any given situation.</td>
<td>I utilize the weekly supervision session to enhance practice as a professional social worker.</td>
<td></td>
</tr>
<tr>
<td>Professional Behaviors</td>
<td>1 Unacceptable</td>
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<tr>
<td>correction.</td>
<td>jeopardy.</td>
<td>I have met with my field instructor, and I have developed a plan of correction.</td>
<td></td>
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</tbody>
</table>

Evidence to support rating:

Plan of Self-Correction:

Plan of Self-Correction review Date ____________:

Post Plan of Self-Correction Assessment:

<table>
<thead>
<tr>
<th>13. Compliance with the NASW Code of Ethics:</th>
<th>My current conduct as a social work</th>
<th>I have reviewed the Code of Ethics, but my</th>
<th>I respect and support the NASW Code of</th>
<th>I consistently demonstrate leadership with</th>
</tr>
</thead>
</table>

151
<table>
<thead>
<tr>
<th>Professional Behaviors</th>
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<tbody>
<tr>
<td>Demonstrates compliance with the Code of Ethics in its entirety</td>
<td>intern is out of compliance with the NASW Code of Ethics. I do not study the Code of Ethics.</td>
<td>current conduct does not indicate that I can apply in my practice what I have previously read in the NASW Code of Ethics. I realize that my inability to adhere to the NASW Code of Ethics will put me at risk for malpractice and hinder my employability as a social worker. I have developed a plan of correction.</td>
<td>Ethics, which is evident in both my thinking and behavior.</td>
<td>my colleagues, field instructor, and faculty in discussions of ethical issues at the internship site and in the internship seminar.</td>
<td></td>
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</table>

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</table>

Plan of Self-Correction:

Plan of Self-Correction review Date ____________;

Post Plan of Self-Correction Assessment:

<p>| 14. Responsiveness to Communication: Uses departmental communications (IM, email and Blackboard) to keep up with notification and information regarding the MSW Internship | I do not check my phone, my UM-email and/or my Blackboard account on a daily basis for notifications or information regarding the MSW Internship. Nor do I notify my field instructor about any scheduling changes or any other notifications | I check for communications from UM on a regular weekly basis. However, I am negligent in communicating with my field instructor any information regarding my internship. I have developed a plan of correction. | I consistently check for communications from UM several times a week. I respond to the communications by sending an acknowledgment that the information was received as well as notifying my field instructor if any of the communications concern the | I consistently demonstrate leadership with my colleagues, field instructor, and faculty in regards to my professional response to all methods of communication. |       |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>I usually rely on other interns to keep me informed about communications from the Department of Social Work.</td>
<td></td>
<td>internship.</td>
<td></td>
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</tbody>
</table>

Evidence to support rating:

Plan of Self-Correction:

Plan of Self-Correction review Date ____________:

Post Plan of Self-Correction Assessment:

15. Professional Appearance: Displays professional appearance that does not interfere with professional
<table>
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<tr>
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<th>Score</th>
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</thead>
<tbody>
<tr>
<td>impression I communicate.</td>
<td>professional impression I communicate.</td>
<td>impression I communicate. I usually come to internship and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.</td>
<td>professional impression I communicate.</td>
<td>I always come to class and to community assignments wearing attire that reflects the seriousness with which I take my professional social work identity.</td>
<td>I know how to dress for an interview and for other professional occasions.</td>
</tr>
<tr>
<td>Although UM faculty and my field instructor have commented on the inappropriateness of several articles of clothing that I have worn to internship, I don’t understand their critiques when the clothes that I wear are freshly laundered.</td>
<td>I have developed a plan of correction.</td>
<td>For example, my clothing could be described as clean, neat and modest.</td>
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<td>I should be free to wear whatever I desire.</td>
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<tr>
<td>Professional Behaviors</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>Score</td>
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<tr>
<td></td>
<td>Unacceptable</td>
<td>Needs Improvement</td>
<td>Acceptable</td>
<td>Outstanding</td>
<td></td>
</tr>
</tbody>
</table>

Evidence to support rating:

Plan of Self-Correction:

Plan of Self-Correction review Date: [__] 
Post Plan of Self-Correction Assessment:

MSW Student Intern (printed name)
MSW Student Intern’s signature ____________________________ Date __________

MSW Field Instructor (printed name)
MSW Field Instructor’s signature ____________________________ Date __________

Note*: Adapted from University of Vermont Department of Social Work and Tarleton State University 2-11-16
1. Did you have the kind of field experiences that you wanted to have? Explain.

2. What do you consider to be the most important things you learned during the internship?

3. What did you like most about your internship placement?

4. What did you like least about your internship placement?
5. Comment on the quality of instruction you received, i.e., frequency and length of supervisory conferences and how the instructor's approach did or did not meet your learning needs.

6. What did you learn about your strengths and weaknesses as a potential social worker?

7. What general suggestions do you have for improving the overall quality and effectiveness of the internship?

8. What suggestions do you have for improving the internship in this particular setting?

9. What are your goals for your future professional development?

10. Please make any other pertinent comments which you feel would be helpful in planning future internships with this agency.
APPENDIX E
MSW Faculty Liaison/Agency Contact Form
MSW Internship Setting Annual Evaluation – Faculty Liaison