

2015

# Department Internship Course Evaluations

A compilation of internship course evaluations for students and internship provider supervisors from various departments at BYU.





2015

## PROGRAM LIST

**Business Management**

**English Language**

**Exercise and Wellness**

**International and Area Studies**

**Law**

**Life Sciences**

**Microbiology and Molecular Biology**

**Nutrition, Dietetics, and Food Science**

**Physical Education Teacher Education**

*Coaching*

**Plant and Wildlife Sciences**

**Recreation Management**

*Therapeutic Recreation*

**School of Family Life**

**Social Work**





# BUSINESS MANAGEMENT





Student's name

---

Dress and Grooming

Very Poor                      Poor                      Fair                      Good                      Very Good  
0            10            20            30            40            50            60            70            80            90            100

Click to write Choice 1

---

Enthusiasm

Very Poor                      Poor                      Fair                      Good                      Very Good  
0            10            20            30            40            50            60            70            80            90            100

Click to write Choice 1

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Poise and Confidence

Very Poor                      Poor                      Fair                      Good                      Very Good  
0            10            20            30            40            50            60            70            80            90            100

Click to write Choice 1



POWERED BY QUALTRICS

Start Your Free Account Today

Report Abuse

Very Poor

Poor

Fair

Good

Very Good

0

10

20

30

40

50

60

70

80

90

100

Click to write Choice 1

Attendance

Very Poor

Poor

Fair

Good

Very Good

0

10

20

30

40

50

60

70

80

90

100

Click to write Choice 1

Punctuality

Very Poor

Poor

Fair

Good

Very Good

0

10

20

30

40

50

60

70

80

90

100

Click to write Choice 1

Initiative and Resourcefulness

Very Poor

Poor

Fair

Good

Very Good

0

10

20

30

40

50

60

70

80

90

100

Click to write Choice 1

Acceptance of Criticism

Very Poor

Poor

Fair

Good

Very Good

0

10

20

30

40

50

60

70

80

90

100

Click to write Choice 1



Interest in Participants



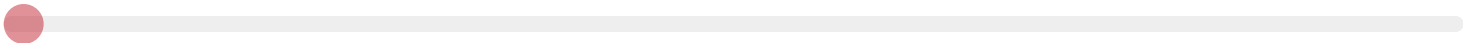
Click to write Choice 1



Appropriate Rapport with Participants



Click to write Choice 1



Knowledge of Specific Field



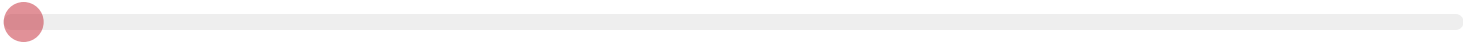
Click to write Choice 1



Preparation for Internship Responsibilites



Click to write Choice 1



Organizational Skills



Click to write Choice 1



Leadership Skills



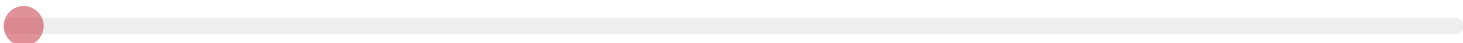
Click to write Choice 1



Communication Skills



Click to write Choice 1



Ability to Evaluate and make Adjustments



Click to write Choice 1



Records and Reports



Click to write Choice 1



Comments:





# ENGLISH LANGUAGE



# Final Evaluation of BYU Intern

**You do not need to print this document. Just make your responses and send the saved document to [nancy.turley@byu.edu](mailto:nancy.turley@byu.edu) .**

**Please put “Final Evaluation of \_\_\_\_\_” (name of BYU Intern) in the e-mail subject box.**

We want to thank you for working with our BYU intern during the internship! This form has been designed to help you evaluate the intern objectively in comparison to other students or personnel assigned similar tasks. Your remarks are helpful because this evaluation will serve as a basis for helping the student gain additional skills as he/she continues to improve in the TESOL field.

Q1 Name of student intern:

The following three questions provide identifying information about you.

Q2 Your name:

Q3 Contact information (email or phone):

Q4 Name and address of your company or school:

Q5 Our TESOL program has two Learning Outcomes that we desire students to master. Please rate the student on these by selecting the descriptive button that applies and typing an X on the button:

	needs improvement (1)	adequate (2)	good (3)	very good (4)	excellent (5)
1. A knowledge of English Language Fundamentals was demonstrated in the language systems of phonology, morphology, syntax, semantics, and pragmatics when applied to the language competencies of listening, speaking, reading, writing, vocabulary, pronunciation, and grammar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Fundamental Instructional Competence was demonstrated in instructional methods and strategies as the student taught English as a second or foreign language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6 Please indicate the nature of the improvement needed for either of the Learning Outcomes above.

Q7 Please mark with an X the appropriate bullet to indicate the student's level of performance.

	Needs Improvement (1)	Satisfactory (2)	Very Good (3)	Excellent (4)
<b>Human Relations--</b> How well has the student accepted suggestions and related to fellow workers and the supervisor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Please indicate the nature of the improvement needed if the "Needs Improvement" box was checked.

Q9 Please mark with an X the appropriate bullet to indicate the student's level of performance.

	Needs Improvement (1)	Satisfactory (2)	Very Good (3)	Excellent (4)
<b>Quality of Work</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Please indicate the nature of the improvement needed if the "Needs Improvement" box was checked.

Q11 Please mark with an X the appropriate bullet to indicate the student's level of performance.

	Needs Improvement (1)	Satisfactory (2)	Very Good (3)	Excellent (4)
<b>Quantity of Work</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12 Please indicate the nature of the improvement needed if the "Needs Improvement" box was checked.

Q13 Please rate the following Personal Characteristics by marking with an X

	Needs Improvement (1)	Satisfactory (2)	Very Good (3)	Excellent (4)
Appearance (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Punctuality (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitude toward work (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dependability (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to learn (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral Communication (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Please rate the following Teaching Skills by marking with an X

	Needs Improvement (1)	Satisfactory (2)	Very Good (3)	Excellent (4)
Interacted well with students (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching practice matched your organization's objectives (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught professionally (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught effectively (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 Please comment. Is this the kind of person you would like to hire as a part-time or full-time employee? Why or why not?

Q16 Please comment. What could our Linguistics and English Language Department do to improve the TESOL Internship program for you or for the student?

Q17 We want to make the information contained in the evaluation available to the student as a way to contribute to his/her professional development. Would you give your permission to release this information to the student intern (please mark with an X)?

- ☐ Yes
- ☐ Yes, with reservations
- ☐ No

Q18 If you selected an option other than "Yes" for the previous question, please tell us any reservations you have, or the reason for not wanting to release this information to the student.

**Thank you for your time today and for your assistance to our student intern through the course of the internship!**

## Evaluation of Internship Provider

Congratulations on completing your internship! In order to make the experience better for the next intern to work at this site, thoughtfully complete the following questions.

Make your responses and send the saved document to [nancy.turley@byu.edu](mailto:nancy.turley@byu.edu). Please put "Evaluation of Internship Provider \_\_\_\_\_" (name of Internship site) in the e-mail subject box.

Q1 Your name:

Q2 Where was your internship completed?

Q3 Please rate the internship provider on the following characteristics by selecting the descriptive button that applies and typing an X on the button:

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
gave me sufficient supervision (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explained the expectations of the internship site (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gave clear, adequate direction when needed (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was clear on assignments (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gave helpful feedback on my work (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provided supporting materials when necessary (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was helpful and supported me in my internship (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Q4 Rate your experience at the site (mark with an X)

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
enhanced my overall TESOL experience (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
would lead me to recommend this internship site to others (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 How did your internship experience contribute to these learning outcomes (mark with an X)?

	Very Ineffective (1)	Ineffective (2)	Neither Effective nor Ineffective (3)	Effective (4)	Very Effective (5)
Apply linguistic and pedagogical concepts learned in other TESOL minor courses to real world situations (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop feelings of confidence and preparedness in teaching English as a second language (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate critical reflection of your own teaching beliefs and practices (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Become familiar with professional conduct, practice, and options in the TESOL industry (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The following questions give you an opportunity to tell us more about your experience. Please answer openly and truthfully.**

Q6 What did you like about this internship site?

Q7 What would you change about this internship site?

Q8 If another student asked you about interning here, what would you recommend? (We would like to make this information available to others who are considering this location.)

Q9 What was the best thing about your internship experience?

**Thank you for helping us collect this evaluation!**



# EXERCISE AND *W*ELLNESS




## Evaluation Forms

Please look over the following forms, so you can understand and appreciate the extent and scope of the “evaluation process” BEFORE beginning your internship experience.

## Midpoint Evaluation

### Form Approval

 Manage

Please evaluate the performance of this student as an intern in your program. Compare the student with others you have supervised with comparable academic preparation. Narrative comments are particularly helpful. Your evaluation will contribute significantly to the grade received by this student. Your assistance is very much appreciated.

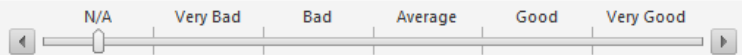
Student Name: McKay Croft Coffey

#### Professional Characteristics

Demonstrates vitality, enthusiasm



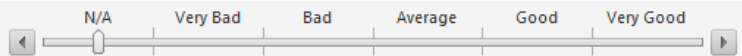
Dresses in a professional manner



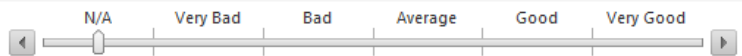
Not tardy or absent except for emergency/illness



Flexible, able to deal with the unexpected



Shows initiative in performing tasks



Demonstrates consistent, sustained effort



Appears comfortable in role as intern



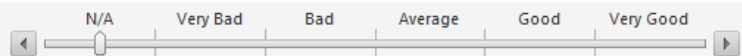
Comments:

#### Interpersonal Relationships

Communicates effectively with supervisors



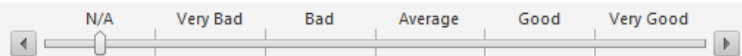
Communicates effectively with participants



Works cooperatively with coworkers



Welcomes suggestions/criticisms



Maintains appropriate rapport with participants



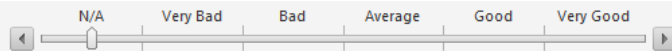
Comments:

## Organization and Planning

Demonstrates competence in planning



Plans for proper and efficient use of equipment



States clear goals and objectives



Keeps notebook up-to-date and complete



Demonstrates a high level of preparation



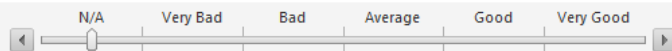
Comments:

## Progress of Learning Goals

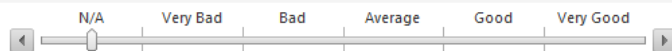
Makes timely progress towards completion of goals



Applies individual effort to each learning goal (indicate level)



Approaches on-site supervisor to pass off learning goals



Progresses towards completing internship project



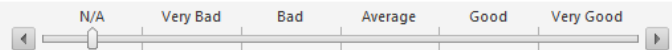
Comments:

## Assessment and Evaluation

Identifies participants or programs that need help



Keeps accurate and complete records



Uses a variety of evaluation techniques



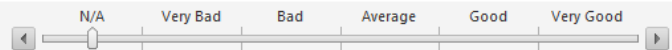
Comments:

## Management Skills

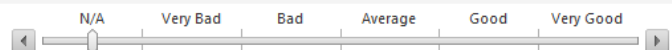
Begins classes or workshops promptly



Maintains standards of organization



Is aware of individual participants' interests, attention, and performances



Comments:

Submit

Save


# Final Evaluation


## Form Approval


 Manage


Please evaluate the overall performance of this student as an intern in your program. Your evaluation will contribute significantly to the grade received by this student. Your assistance is very much appreciated.


Student: McKay Croft Coffey  
Agency: BYU Student Fitness Center  
On-site Supervisor: Maggie Shibla  
Semester: Fall 2013

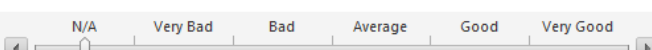
Dress and Grooming 


Enthusiasm 


Poise and Confidence 


Patience and Courtesy 

Attendance 

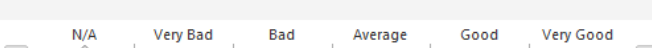
Punctuality 

Initiative and Resourcefulness 

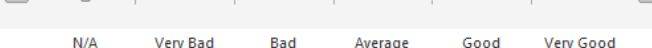
Acceptance of Criticism 


Interest in Participants 

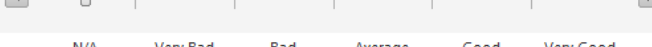
Appropriate Rapport with Participants 

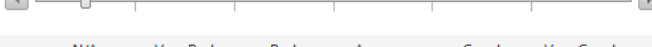
Knowledge of Exercise & Wellness Concepts 

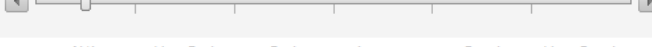
Preparation for Internship Responsibilities 

Organizational Skills 

Leadership Skills 

Communication Skills 

Ability to Evaluate and make Adjustments 

Care of Facilities 

Records and Reports 

Comments:

# Agency Evaluation

This information is for the benefit of future students who may desire an internship with the agency where you performed your internship.

Would you recommend this agency to another student?

- ☐ Yes
- ☐ No

What qualifications were needed for this internship?

What skills were needed for this internship?

How many hours per day/week/month did you spend with the on-site supervisor?

How flexible were they about work schedules?

Is there a possibility for full-time employment?

Is there a possibility for full-time employment?

What was the best part of this internship?

What was the worst part of this internship?

How much time was spent in meaningful tasks/experiences that helped you become a better professional?

What recommendations would you give to improve the internship? (In other words, if you're going to do an internship with this agency, here's what you should consider doing)



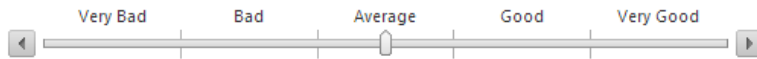
Can we share the information you've listed above with other students who are exploring internship options?

- ☐ Do not share
- ☐ Share answers anonymously
- ☐ Share answers and contact information (name, email)

### Student Evaluation of Internship Site

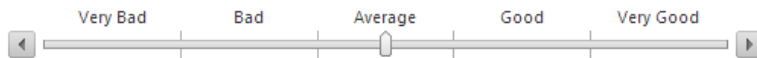
Please rate the strengths and weaknesses of the site in terms of meeting your needs as an internship student. Only exercise sciences faculty will view this information.

**Acceptance of you as a functional member of the staff; willingness to integrate you into all appropriate levels in activities, programs, and projects.**

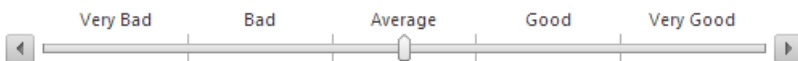


Comments:

**Provision of relevant experiences in administration, supervision, and leadership.**

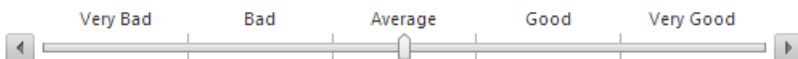


**Provision of assistance in helping you meet your personal and professional goals and objectives.**



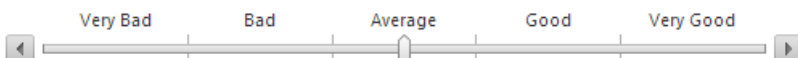
Comments:

**Possession of resources essential to the preparation of professional materials (library, equipment, supplies, etc.)**



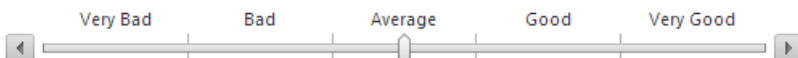
Comments:

**Employment of qualified, professional staff with demonstrated capability to provide competent supervision.**



Comments:

**Adequate scheduling of conferences with you and ongoing evaluation of your performance.**



Comments:

**Allowance for relating classroom theory to practical situations.**

Very Bad      Bad      Average      Good      Very Good

Comments:

**Willingness to listen to whatever suggestions or recommendations you might offer and to discuss them with you, explaining the rationale for their acceptance or rejection.**

Very Bad      Bad      Average      Good      Very Good

Comments:

**Overall rating of internship site.**

Very Bad      Bad      Average      Good      Very Good

Comments:



# INTERNATIONAL AND AREA STUDIES



## EXPERIENCE PROVIDER INTERN EVALUATION

Name of Intern: \_\_\_\_\_ Student ID#: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Internship Starting Date: \_\_\_\_\_ Concluding Date: \_\_\_\_\_

Instructions: Please circle the appropriate rating for each category. If it does not apply, please write "not applicable" under comments. **Use current and past interns as the comparison group.** Submit completed form to: Domestic Internship Coordinator, Brigham Young University, 273 HRCB, Provo, UT 84602 or fax: (801) 422-0382.

**SUMMARY OF JOB PERFORMANCE:**

	Poor	Below Average	Average	Above Average	Excellent	Comments
<b>Competence in the Job:</b>						
Decision-making Skills	1	2	3	4	5	_____
Organizational Skills	1	2	3	4	5	_____
Attention to Detail	1	2	3	4	5	_____
Productivity	1	2	3	4	5	_____
Initiative	1	2	3	4	5	_____
Creativity	1	2	3	4	5	_____
Communication, Verbal	1	2	3	4	5	_____
Communication, Written	1	2	3	4	5	_____
<b>Professionalism:</b>						
Personal Appearance	1	2	3	4	5	_____
Attitude	1	2	3	4	5	_____
Punctuality	1	2	3	4	5	_____
Dependability	1	2	3	4	5	_____
Confidentiality	1	2	3	4	5	_____
Adaptability	1	2	3	4	5	_____
<b>Interpersonal Relations:</b>						
Client Relations	1	2	3	4	5	_____
Staff Relations	1	2	3	4	5	_____
Empathy	1	2	3	4	5	_____
Cooperation	1	2	3	4	5	_____
Friendliness	1	2	3	4	5	_____
<b>Personal Attributes:</b>						
Enthusiasm	1	2	3	4	5	_____
Persistence	1	2	3	4	5	_____
Assertiveness	1	2	3	4	5	_____
Emotional Stability	1	2	3	4	5	_____
Motivation	1	2	3	4	5	_____
<b>Overall Rating of Intern</b>	1	2	3	4	5	_____

Please comment on the overall performance of the intern in reference to the initial job performance objectives that were established before the internship.

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Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

*Would you like another intern?*☐ Yes☐ Not at this time

Supervisor Name (Please print) \_\_\_\_\_

Company Name \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

E-mail \_\_\_\_\_

*If yes, the internship coordinator will contact you via phone or e-mail about your intern application and hiring process.*



LAW



## LEARNING PLAN OBJECTIVE AGREEMENT FORM

(please attach to Learning Plan-see page 21 as a reference)

**Supervising Judge/Attorney** (print): \_\_\_\_\_

Firm, Court, Agency, etc.: \_\_\_\_\_

Street Address: \_\_\_\_\_

City, State, Zip: \_\_\_\_\_

Phone: (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Mailing Address (if different from above): \_\_\_\_\_

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**Student Name** (print): \_\_\_\_\_ Semester: \_\_\_\_\_

Date externship will begin: \_\_\_\_\_ Date externship will end: \_\_\_\_\_

Days & hours extern will be in the office: \_\_\_\_\_ Total hours in office/week \_\_\_\_\_

Weekly review meeting time with supervisor: \_\_\_\_\_

Extern's home phone: \_\_\_\_\_

Extern's email address: \_\_\_\_\_

Extern's outside employment, if any: \_\_\_\_\_

Hours per week spent in outside employment, if any: \_\_\_\_\_

### AGREEMENT

We have discussed and agree to the above mentioned work hours and the attached learning plan objectives. I, \_\_\_\_\_, as the Judge/Attorney Supervisor agree to

(Supervisor Name, **please print**)

provide the necessary supervision and counseling to insure that the maximum educational benefit may be achieved for the student's work experience.

\_\_\_\_\_  
**Judge/Attorney Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Date**

☐ **I have submitted the required Learning Plan Objectives as part of Journal #2 (or Journal #1 if a five (5) week or less externship).**

## LEARNING PLAN OBJECTIVE INSTRUCTIONS

What is a Learning Plan: The Learning Plan is your tool to enable you to achieve what you want to during your externship experience. It is the instrument through which you determine what you want to learn most during your time with the placement you have selected. It gives your supervisor the knowledge of what is most important for you to get out of the experience.

Our objective in assigning the Learning Plan is for you to create the measure by which you can determine if your externship was a success. Each student brings a unique background, experiences, skills and talents to the field placement. Each field placement has a tremendous amount of learning opportunities. No two students will come out of the same externship with exactly the same experience. You are responsible for making your externship successful. The way you do that is by carefully selecting what you most want to have happen and then discussing those objectives with your supervisor and arriving at the same plan.

Keep in mind your supervisor's primary duty is to fulfill his or her job responsibilities. Most supervisors remember what it was like to start out. They also hope that you will reduce some of their work load. Keep this in mind as you set your goals and discuss them with your supervisor.

How to write a Learning Plan: Begin by reviewing the attached sample Learning Plans. They are samples and not models. They are merely to give you an idea of how it could look. Tailor the Learning Plan to meet your needs. Depending on the length of your externship and the number of credits you will complete you may select between two to four goals. You should not pick more than four. The total length of your description should never exceed two pages, and most of the time one page will be sufficient.

Take some time to think about what changes you want to see in yourself by the end of the experience. Do you want to know more about a specific area of law? Do you want to be able to do something that you don't know how to do now? Do you struggle with knowing when to quit researching? Do you wrestle with applying case law analysis to actual facts? Do you have a hard time meeting deadlines and would like to finish a task a day ahead of time for a change?

There are a broad range of skills and attributes that make up a good lawyer. One recent formulation that may help you think about what "becoming a good lawyer" means is a report of the American Bar Association, A Vision of the Skills and Values Which New Lawyers Should Seek to Acquire. (Attached is a brief summary.) You may review the skills and values the Bar has identified to help give you some suggestions you may wish to select as areas for improvement.

After formulating some possible goals, we suggest you have an informal discussion with your supervisor about what projects and assignments will be coming up during your time in the office. Discuss what you have been thinking about and match it with the needs of your supervisor.

Then write up your plan. Be concrete and descriptive. How will you know if you achieve your goal? Think about what strengths and resources you have to help you and what might get in your way. Are you threatened by feedback--do you tend to become defensive and not hear observations that might help you? Do you feel insecure in your own understanding and so you are susceptible to taking everyone else's word for the truth? Have you tried everything you can think of to improve the grammar and syntax of your writing, to no avail? Will the time constraints of jobs, family, classes, job hunt, etc. limit the benefit you might otherwise derive from the externship? Once you have identified the possible barriers, think about what you can do to try to overcome them.

Take the written copy to your supervisor for discussion, clarification and approval. This does not need to be a time consuming process. You will save much time and regret if both you and your supervisor are on the same track from the beginning of the externship. We encourage you to complete the written Learning Plan within the first two weeks of the externship. If you are in an externship that is less than five weeks long, you should submit your Learning Plan with your first journal entry at the conclusion of your first week. The sooner both you and your supervisor understand the direction you both expect to go, the better the experience will be. The Learning Plan will help your supervisor and the faculty coordinators decide how to focus individualized feedback, teaching, and supervision on the areas that matter to you most.

Frequently, unexpected items come up in the practice of law. If you formulated a Learning Plan around a project that ends up getting bumped because of a new priority, then simply change the Learning Plan. Just write an addendum that states what the reasons are for changing the objectives. We *expect* that for most students the Learning Plan will change during the course of the semester. You will come to a clearer understanding of the role of the field placement and the available opportunities. If there is a major change in your goals, don't be frustrated. Realize you are seeing one of the realities in the practice of law. Typically a drastic change in plans means all the more opportunity to see something new.

At the end of the externship experience you will use your Learning Plan as the basis for evaluating your "success" in the externship.

Please remember that the faculty advisors are always happy to counsel with you in selecting objectives for your Learning Plan that will help you strengthen skills and gain confidence in your abilities.

**The Learning Plan should be submitted as the response to the weekly topic in Journal #2, or in Journal #1 if you are in a five week or less summer placement. You should still submit the regular portion of the journal in which you describe the work performed during the week and your reflections regarding what you learned from those experiences.**

**The Learning Plan Objective Agreement Form should be faxed to GaeLynn Kuchar at (801) 422-0392. If your supervisor is out of town, you should still send the journal at the end of week 2, and the form can be faxed when your supervisor returns. If any changes need to be made to your Learning Plan after discussing it with your supervisor you can amend the Learning Plan and write about your discussion in your journal for that week.**



**SAMPLE LEARNING PLAN**  
**JOHN SMITH**  
**XXXXXX SEMESTER, 201X**

I've read the ABA Statement of Skills and Values and thought about what I really want to learn during this next semester. Because I have so little experience in law related work it is difficult for me to know exactly which areas are the most important, but I have decided to start with the following:

1. Diagnosing legal problems. My tendency is to accept, more or less, the definition of the problem as it's put to me: by the client, by a supervising attorney, or whomever. I don't usually speculate very much about the accuracy or completeness of what is reported, and it hardly ever occurs to me to consider non-legal options that might be available. It seems so obvious that the defense lawyer's objective is always to prevent a conviction and the prosecutor's is always to get one. No big diagnostic problems, as a rule. But I guess it's possible that even in those cases, I could be missing some competing goals....

Barriers: Impatience, frustration with what I consider "inefficient"; wanting to reach a decision and get on with it; time pressure from juggling multiple assignments.

What I can do: Try to pay more attention and avoid always concluding right away that I know what we're after and what is highest-priority; discipline myself to check out my assumptions by asking clients more, etc.

2. Confidence. I would like to seem more confident and actually feel more confidence, especially in group settings--not only in a formal court proceeding, but in classes and meetings, and one-on-one with a client or supervisor. My oral communication skills could be more effective, but it's even more than that. I'm just afraid of making a mistake or saying something wrong or that sounds stupid.

Barriers: A few bad experiences could really shut me down and make me even more reluctant and lacking in confidence. After the first year of law school, I'm not even sure I'm cut out for this work.

What I can do: Make a point of participating frequently in case meetings or discussions (but don't be a pest); ask for direct feedback on things I'm insecure about; put more energy into planning alternatives so that I feel like I can handle anything that's likely to come up; don't get frustrated when I don't anticipate everything.

3. Initiative and Supervision: I want to ask for help when I need it but only when I'm sure I need it. I don't want to go for help too often, but at the same time I don't want to waste time or make a mistake because I didn't ask for help sooner.

What might be in the way: I may oversimplify issues in an attempt to be able to handle them myself; I might be reluctant to get feedback because I'm afraid I will show my ignorance.

What I will do: I will ask follow up questions so that I get clear directions when an assignment is given; I will ask if I'm coming for assistance too much or not enough.

4. Interviewing Clients: I want to be sensitive to the legal as well as non-legal needs of our clients, but I want to be in control of the interview. I want to be able to get to the point and get the information I need, but also be able to make the clients feel like they are important to us. I want to feel confident that I am getting the information that I need and that it is accurate.

What might get in the way: My lack of knowledge about the type of case the client has might cause me to not know what questions to ask. I might be worried about getting "too personal" and so I might not get information that I need. I tend to go straight to the heart of the issue and so I might unintentionally make the clients feel like they are unimportant.

What I will do: I will ask others in the office what they do to make the clients feel comfortable. I will ask the client periodically if they feel comfortable or if all of their questions have been answered. I will ask someone else to sit in on at least two of my interviews and to debrief me after the client leaves.

# ABA STATEMENT OF SKILLS AND VALUES

## Overview of the Skills and Values Analyzed

### Fundamental Lawyering Skills

#### Skill 1: *Problem Solving*

In order to develop and evaluate strategies for solving a problem or accomplishing an objective, a lawyer should be familiar with the skills and concepts involved in:

- 1.1 Identifying and Diagnosing the Problem;
- 1.2 Generating Alternative Solutions and Strategies
- 1.3 Developing a Plan of Action
- 1.4 Implementing the Plan
- 1.5 Keeping the Planning Process Open to New Information and New Ideas

#### Skill 2: *Legal Analysis and Reasoning*

In order to analyze and apply legal rules and principles, a lawyer should be familiar with the skills and concepts involved in:

- 2.1 Identifying and Formulating Legal Issues;
- 2.2 Formulating Relevant Legal Theories;
- 2.3 Elaborating Legal Theory;
- 2.4 Evaluating Legal Theory;
- 2.5 Criticizing and Synthesizing Legal Argumentation.

#### Skill 3: *Legal Research*

In order to identify legal issues and to research them thoroughly and efficiently, a lawyer should have:

- 3.1 Knowledge of the Nature of Legal Rules and Institutions;
- 3.2 Knowledge of and Ability to Use the Most Fundamental Tools of Legal Research;
- 3.3 Understanding of the Process of Devising and Implementing a Coherent and Effective Research Design.

#### Skill 4: *Factual Investigation*

In order to plan, direct, and (where applicable) participate in factual investigation, a lawyer should be familiar with the skills and concepts involved in:

- 4.1 Determining the need for Factual Investigation;
- 4.2 Planning a Factual Investigation;
- 4.3 Implementing the Investigative Strategy;
- 4.4 Memorializing and Organizing Information in an Accessible Form
- 4.5 Deciding Whether to Conclude the Process of Fact-Gathering;
- 4.6 Evaluating the Information That Has Been Gathered.

#### Skill 5: *Communication*

In order to communicate effectively, whether orally or in writing, a lawyer should be familiar with the skills and concepts involved in:

- 5.1 Assessing the Perspective of the Recipient of the Communication;
- 5.2 Using Effective Methods of Communication.

### Skill 6: *Counseling*

In order to counsel clients about decisions or courses of action, a lawyer should be familiar with the skills and concepts involved in:

- 6.1 Establishing a Counseling Relationship That Respects the Nature and Bounds of a Lawyer's Role;
- 6.2 Gathering Information Relevant to the Decision to Be Made;
- 6.3 Analyzing the Decision to Be Made;
- 6.4 Counseling the Client About the Decision to Be Made;
- 6.5 Ascertaining and Implementing the Client's Decision.

### Skill 7: *Negotiation*

In order to negotiate in either a dispute-resolution or transactional context, a lawyer should be familiar with the skills and concepts involved in:

- 7.1 Preparing for Negotiation;
- 7.2 Conducting a Negotiation Session;
- 7.3 Counseling the Client About the Terms Obtained From the Other Side in the Negotiation and Implementing the Client's Decision.

### Skill 8: *Litigation and Alternative Dispute-Resolution Procedures*

In order to employ—or to advise a client about—the options of litigation and alternative dispute resolution, a lawyer should understand the potential functions and consequences of these processes and should have a working knowledge of the fundamentals of:

- 8.1 Litigation at the Trial-Court Level;
- 8.2 Litigation at the Appellate Level;
- 8.3 Advocacy in Administrative and Executive Forums.

### Skill 9: *Organization and Management of Legal Work*

In order to practice effectively, a lawyer should be familiar with the skills and concepts required for efficient management, including:

- 9.1 Formulating Goals and Principles for Effective Practice Management;
- 9.2 Developing Systems and Procedures to Ensure that Time, Effort, and Resources Are Allocated Efficiently;
- 9.3 Developing Systems and Procedures to Ensure that Work is Performed and Completed at the Appropriate Time;
- 9.4 Developing Systems and Procedures for Effectively Working with Other People;
- 9.5 Developing Systems and Procedures for Efficiently Administering a Law Office.

### Skill 10: *Recognizing and Resolving Ethical Dilemmas*

In order to represent a client consistently with applicable ethical standards, a lawyer should be familiar with:

- 10.1 The Nature and Sources of Ethical Standards;
- 10.2 The Means by Which Ethical Standards are Enforced;
- 10.3 The Processes for Recognizing and Resolving Ethical Dilemmas.

## **Fundamental Values of the Profession**

### *Value 1: Provision of Competent Representation*

As a member of a profession dedicated to the service of clients, a lawyer should be committed to the values of:

- 1.1 Attaining a Level of Competence in One's Own Field of Practice;
- 1.2 Maintaining a Level of Competence in One's Own Field of Practice;
- 1.3 Representing Clients in a Competent Manner.

### *Value 2: Striving to Promote Justice, Fairness, and Morality*

As a member of a profession that bears special responsibilities for the quality of justice, a lawyer should be committed to the values of:

- 2.1 Promoting Justice, Fairness, and Morality in One's Own Daily Practice;
- 2.2 Contributing to the Profession's Fulfillment of its Responsibility to Ensure that Adequate Legal Services Are Provided to Those Who Cannot Afford to Pay for Them;
- 2.3 Contributing to the Profession's Fulfillment of its Responsibility to Enhance the Capacity of Law and Legal Institutions to Do Justice.

### *Value 3: Striving to Improve the Profession*

As a member of a self-governing profession, a lawyer should be committed to the values of:

- 3.1 Participating in Activities Designed to Improve the Profession;
- 3.2 Assisting in the Training and Preparation of New Lawyers;
- 3.3 Striving to Rid the Profession of Bias Based on Race, Religion, Ethnic Origin, Gender, Sexual Orientation, or Disability, and to Rectify, the Effects of These Biases.

### *Value 4: Professional Self-Development*

As a member of a learned profession, a lawyer should be committed to the values of:

- 4.1 Seeking Out and Taking Advantage of Opportunities to Increase His or Her Knowledge and Improve His or Her Skills;
- 4.2 Selecting and Maintaining Employment That Will Allow the Lawyer to Develop As a Professional and to Pursue His or Her Professional and Personal Goals.

## Journals

**REQUIREMENTS:** Journal writing is a requirement of the externship. Students must submit a journal every week. **Failure to do so will result in a Low Pass (2.7) or a Failing grade (1.6).**

The journal is our primary way of staying in contact with you. We respond to your entries and provide academic guidance through your experience. It is important that we maintain weekly contact. Therefore, if you do not submit all of the journal entries you will receive no credit, even if all the hours are completed.

Journals must be submitted **each week** to Learning Suite.

Do not submit multiple entries at the same time. You are responsible to submit an entry every single week of your externship. Failure to do so will result in a low pass.

If you go on vacation or don't work during a week, please write a line on your submission explaining that you did not work and the reason. We need to know if it was a planned vacation or if your supervisor isn't giving you any work or if you still don't have the security clearance you need. You do not need to respond to the weekly topic if you did not do any work.

**FACULTY RESPONSE:** The journals are our connection to you throughout this learning experience. The externship faculty, Jim Backman, Susan Griffith, Carl Hernandez (and Steve Averett during the summer), will read your journals and respond to you. We may comment, give suggestions and frequently we will ask questions about your experiences.

**HOW OFTEN YOU SHOULD WRITE:** If you are working in your externship full time (six or more hours per day), you should write on a daily basis. If you are not working full time, how often you write will depend on the number of hours you are working, the variety of experiences in your placement and the type of externship. If you are working on one project for an extended period of time, it is sufficient to write one time covering the entire week. If the tasks are varied you should write while the impressions are fresh. In all circumstances and regardless of the number of hours worked, entries must be submitted at the end of your work week.

**WHAT YOU SHOULD INCLUDE:**

**At the beginning of every journal entry submitted, please include:**

(1) your name (2) externship placement (3) supervisor's name (4) dates work is performed.

**Example** John Doe: IHC, Ann Richards, June 5-9

Tell us what you accomplished. We do not need detailed information about specific projects. We want you to focus your writing on **what you are learning** from each assignment or observation. We do not want a work log. Your focus should be on **what you learned**. We want you to be **reflective** (see the Memorandum and Larry Porter article on pages 36-38.) You should describe your assignments to the extent you need to in order to explain what you learned from the assignment.

**Every weekly journal submission should include:**

- (1) what you are working on or what you accomplished;
- (2) reflections on what you learned (this should be the focus of the journal entry); and
- (3) a response to the weekly topic listed on the following pages.

## **Journal Topics and Themes**

At least one topic should be addressed in your weekly journal submission. These questions should act as a catalyst for thought. We recognize that at times, especially when you have been working on the same assignment for an extended period of time, it can be difficult to come up with fresh material for your journal. These topics are a mechanism to help you think of meaningful externship issues. We have students literally placed around the world during the summer, at every type of placement. We have attempted to draft topics that will apply to the majority of placements. Find ways to apply the topic to your unique externship. If the topic simply doesn't fit your situation, respond to one of the other topics or write on a subject that is unique to your placement. We encourage you to respond to the topics in the order listed but feel free to adjust the order if there is a topic which applies particularly well. If a certain topic doesn't apply to your externship or if a certain topic out of order perfectly fits your externship experience then respond to the topic that makes sense. If your externship is shorter than the standard semester, you may pick the topics which most apply to your externship. If you are doing a short externship (less than 5 weeks) then we recommend the schedule below but you can adapt it to suit your experience.

Although you have some flexibility in selecting the topics that are most applicable to your externship we require that the Learning Plan be submitted in the first week for a short externship (5 weeks or less) and by week #2 for all others. The Final Evaluation must be submitted with the last entry. Remember that responding to the topic is only one out of three parts of the weekly journal writing requirement. You must also summarize what you did during the week and what you learned from those assignments and observations (this should be the focus of your journal).

We do not set a minimum length for the response to the topic. If you have written a great deal about the week's events and what you learned then write a brief response to the weekly topic. If you are working on the same brief for the third week, then you will want to develop the topics.

### **5-Week Externship Journal Guidelines**

If you are doing a five-week externship we recommend you respond as follows:

**Week #1** (Topics 1 & 2)

**Week #2** (Topics 3 & 4)

**Week #3** (Topics 5 & 8)

**Week #4** (Topics 7 & 9)

**Week #5** (Topics 13 & 14)

### **6-14 Week Externship Journal Guidelines**

If your externship lasts between 6-14 weeks, you may combine topics as you see fit as long as you submit the Learning Plan by week #2 and the Final Evaluation with the last entry. If you are completing a second or subsequent externship please use the topics from the "Advanced Topics and Themes" list.

#### **Topic #1**

**EMPLOYER PROFILE:** Describe your placement. What is the size of the firm/agency/court? What are the areas of practice? What is the management style? Is this an environment that

matches your personal and professional values? What is a typical career path with this employer? Why did you select this placement?

## **Topic #2**

**LEARNING OBJECTIVES:** Read the section on the Learning Plan in the Externship Log. Write your Learning Plan. Take the opportunity to discuss your Learning Plan with your supervisor. Ask for the opportunity to have the experiences you desire. Be sure to fax the form with your supervisor's signature to GaelLynn Kuchar. Your journal for this week will include the Learning Plan and a report on your discussion with your supervisor. If your supervisor is not available, submit your proposed Learning Plan and then include your discussion regarding the Learning Plan in a subsequent journal entry.

## **Topic #3**

**DEMOGRAPHICS AND ATTORNEY LIFE STYLE:** What is the ratio of men to women professionals, support staff, and clients? How would you describe the educational level of the parties or clients? What about the economic status? What is the satisfaction level of attorneys in your placement? What do they consider the most and least attractive aspects of their practice/work? Describe the life style of an attorney practicing in your placement? Are the attorneys single or married? Do they have children? Do they have heavy student loan debt? What is their salary? [Note: This may be a touchy subject you should not bring up in some placements; in some placements the salary is publicly disclosed; some placements will discuss this openly.] What hours do the attorneys keep? Do they take vacations? Is the placement one which involves cases or clients which emotionally trouble the attorneys? If so, how do they cope? *Please take the opportunity to actually have a discussion about these topics with one or more people in the office.*

## **Topic #4**

**INITIATIVE:** Showing initiative in the workplace is a prime reason why people receive promotions, get raises, and, in the case of externs, receive offers of full-time employment. Discuss *both* steps "1" and "2" below:

1. a. Describe actions that you have taken in your externship that demonstrate your initiative. Have you offered to do something above and beyond your normal duties? Have you figured out a better way to do a common task? Do you display an attitude of willingness to take on whatever is asked? How did your supervisor or co-workers respond to your effort? (Doing extras does not always mean that you should call attention to your efforts; extra effort will often speak for itself.) **...or...**

b. If you have difficulty identifying ways in which you have shown initiative, you may instead describe the performance of a co-worker or supervisor in your workplace who is a good example of a person who shows initiative and gives extra effort. Provide details of situations in which you've observed that person's initiative.

2. Given that you may only have been in this workplace a short time, can you identify some ways in which you can display initiative? Consider your attitude in approaching assignments as well as extra things you could offer to do or suggestions on ways in which you might do your job more efficiently.



**Topic #5**

**COMMUNICATION:** Consider one of your first assignments. What problems did you have that could have been resolved more easily had you and your supervisor better communicated? What would you now do differently on a similar assignment? What have you observed in your placement about communication between attorneys; attorneys and support staff; and support staff amongst themselves?

**Topic #6**

**RESEARCH TOOLS:** What have you learned about legal researching and writing through your externship? How is the research and writing you do in your externship the same or different from the writing you do in law school. Are the research tools you are familiar with through the law school available to you in your externship or have you used other tools?

**Topic #7**

**TIME KEEPING:** What have you learned about the need to keep track of the time you spend on a project? How do you know how much time you should spend on a project? What have you learned about using time effectively? How do you see the attorneys in your placement balancing the demands on their time? Talk to at least one person in your placement about strategies for balancing time.

**RELATIONSHIPS:** What are you learning about professional relationships? Look at the relationships between attorneys, clients, colleagues within their own firm or field, support staff, opposing counsel, judges and clerks. What skills are necessary to form healthy professional relationships? What are the consequences when relationships flounder?

**Topic #8**

**MIDTERM EVALUATION:** Set a time to meet with your supervisor. Review your Learning Plan objectives. Ask for feedback on your work. Tell your supervisor what types of experiences you would like to have during your remaining time. In your journal write about your evaluation of the experience so far, and what you learned in your discussion with your supervisor. Also write in your journal about how you have incorporated items from the “Checklist of Experiences” into your externship.

**Topic #9**

**CAREER PATH:** Discuss how this externship has helped you understand what is expected of an attorney. How prepared do you feel to take on the work of an attorney? Would you like to work in a similar position/firm after graduation? Have you eliminated certain areas of practice, as a result of your externship?

**APPLICATION TO LAW CLASSES:** Write about an experience in which your legal education was furthered by a practical experience you had in your externship. Have you been able to apply things you learned in one of your law school classes to an assignment in your externship? Are there classes you plan to add to your schedule, later on, that will reinforce what you learned in your externship?

**Topic #10**

**ORGANIZATIONAL CHANGES:** Imagine that you are a manager or administrator within your firm/agency/court. Could you propose some changes that would increase efficiency, improve working conditions, and boost employee morale? Be imaginative! What are some of the barriers that currently exist? Are there motivational programs or incentives that you could develop to

improve organizational output? How would you make the workplace more satisfying? What techniques might you utilize to handle employees who are slow or are not working to capacity?

### **Topic #11**

**MISSION STATEMENT AND FEEDBACK:** Does your placement have a mission statement? How does your work complement the mission of your organization?

Write about the most meaningful feedback your supervisor has given you during the externship. How did the feedback help you? What did you need to do to elicit the feedback?

### **Topic #12**

**ETHICS:** Discuss a real ethical dilemma that arose at your workplace. What was the process for dealing with an ethical dilemma at your placement? Describe the process used to determine how to handle the situation. Did you feel comfortable with the resolution?

If you are not aware of an ethical issue, ask a member of your firm/agency what he or she does when faced with an ethical issue.

### **Topic #13**

**RESUME/INTERVIEWING BENEFITS:** How will you be able to use your externship work experience to enhance your resume and interviews in the future? Have you made any connections that may lead to other opportunities? Have you gained skills that will make you more marketable? Has your confidence changed as a result of the externship?

### **Topic #14**

**FINAL EVALUATION:** Submit your Student Self Evaluation (pg. 44) as part of this journal. The self-evaluation is based on each of the objectives you formulated in your Learning Plan at the start of your Externship. Please write about how you feel you reached and satisfied the goals you set for yourself. Be as specific as possible, detailing what you learned for each objective. \*Share your self-evaluation with your supervisor when discussing the supervisor review form.

Also, before writing your final entry **reread all of your journal entries**. How did this externship change and/or reinforce your views and assumptions about lawyers, judges and the court system. What have you learned over the course of the externship? How have your perceptions of your ability to practice law changed? What benefits have you gained from the externship? Tell us what method you used to thank your supervisor. This journal entry has two parts. The Self Evaluation and the questions listed above. **Both must be answered.**

## **Advanced Topics and Themes**

For students completing a second or subsequent externship

### **Topic #1**

**EMPLOYER PROFILE AND LEARNING OBJECTIVES:** See description of week 1 and 2 on page 30.

### **Topic #2**

**DEMOGRAPHICS AND ATTORNEY LIFESTYLE:** See the description of topic 3 on page 31. How do the demographics at this placement compare with your previous placements or work experience?

### **Topic #3**

**INITIATIVE:** In what ways have you found it easier or more difficult to show initiative in the work place as compared to your first externship experience?

### **Topic #4**

**COMMUNICATION:** Compare communication systems and styles between the work environments you have experienced. What do you see as the key to good communication? What have you learned about the importance of communication in the work place?

### **Topic #5**

**LEARNING OBJECTIVES AND BALANCING TIME:** Review your Learning Plan objectives and analyze your progress. Do you need to make adjustments to your Learning Plan based on different opportunities that arose after initially completing your Learning Plan?

Ask at least one of the attorneys in your placement for advice on how to balance the competing demands that will be placed on your time as an attorney. Discuss what it is really like to try to fill the billable hours requirements or manage the caseload, do pro bono work, have a happy family life, and to commit time to church, community service, and hobbies.

### **Topic #6**

**STRESSORS:** What are some of the stressors you are encountering in the externship, e.g., stress of learning new tasks, stress of making decisions, stress of working with a particular attorney, client or staff member? What strategies do you employ to deal with the stress? What stressors appear to affect the attorneys in your office? What strategies do you observe them using? What is your reaction to the effectiveness of those strategies?

### **Topic #7**

**CONNECTIONS:** What connections do you see between what you have been taught in the classroom and the work you are actually doing in the externship? What skills have you gained through your law school experience? Are there skills that you wish were taught in the classroom with more specificity?

### **Topic #8**

**MIDTERM EVALUATION:** Meet with your supervisor and discuss your Learning Plan. Ask for feedback on your work. Think of at least three specific questions to ask your supervisor to elicit meaningful feedback. Ask for advice on how you can improve your skills and performance. Discuss what you would like to accomplish in the remainder of your externship.

In your journal discuss the conversation with your supervisor. Also address the access you have to your supervisor, the type of feedback you receive, and evaluate your progress on your Learning Plan objectives.

#### **Topic #9**

**CAREER PATH:** Would you be happy doing this work for the rest of your life? How has this placement affected your career decision? Compare a career at this type of placement as compared to your past placements or experiences. How has your externship experiences either narrowed or expanded your interest in the various areas of practice?

#### **Topic #10**

**MISSION AND ORGANIZATION:** Does your placement have a mission statement? If so, describe the mission and your observations on the effectiveness of the placement in achieving its mission. If your placement doesn't have a formal mission statement, then ask one of the attorneys about his or her professional goals and how the goals have changed over time.

#### **Topic #11**

**FEEDBACK:** How do attorneys within your firm receive feedback on their work? Is there a system of formal evaluation? If not, talk with an attorney in your firm about how s/he self-evaluates his or her performance. Discuss in your journal entry how you have improved your skills through feedback you have received in this externship and in prior experiences. What have you learned about feedback and self-evaluation that will help you continue to improve your skills throughout your career?

#### **Topic #12**

**ETHICS AND REPUTATION:** Discuss with an attorney an example of an ethical issue that might be typical for the placement and some of the strategies that may be used to avoid or deal with those issues. Discuss the importance of an attorney's reputation in the field and how difficult it is to change that reputation.

#### **Topic #13**

**CHANGING VIEWS:** How have your views on the roles of the attorneys, litigants, and the judge changed as you have worked in your externships. How has your view of the judicial system evolved? If you were going to hire an attorney, what characteristics would you look for? What does it mean to be an effective advocate?

#### **Topic #14**

**FINAL EVALUATION:** Submit your Student Self Evaluation (pg. 44) as part of this journal. The self-evaluation is based on each of the objectives you formulated in your Learning Plan at the start of your Externship. Please write about how you feel you reached and satisfied the goals you set for yourself. Be as specific as possible, detailing what you learned for each objective. \* Share your self-evaluation with your supervisor when discussing the supervisor review form.

Also, **reread all of your journal entries** and have your final interview with your supervisor prior to writing your final entry. Describe your final interview with your supervisor. What have you learned over the course of the externship? How has your confidence level changed as a result of your work in the externship? What benefits have you gained from the externship? Tell us what method you used to thank your supervisor. This journal entry has two parts. The Self Evaluation and the questions listed above. **Both must be answered.**

MEMORANDUM  
TO: ALL EXTERNSHIP STUDENTS  
FROM: SUSAN GRIFFITH  
RE: **HINTS FOR SUCCESSFUL AND MEANINGFUL JOURNALS**

If the journal is used correctly, it will be the tool through which you will become conscious of what you are learning.

A professor, Donald Schon, compared “experience based learning” to riding a bike: Most of what you do is unconscious. You don’t know how you went around a corner, avoided a pot hole, or kept from falling when hitting a rock. You just instinctively knew how to move from side to side to keep your balance while completing the ride. Much of what you do in your externship will be the result of what your “gut feeling” tells you to do, and you may not consciously know why. But if you were asked to write how you navigated the bicycle ride, or how and why you did what you did in your externship, the process of writing will bring to your conscious what you did instinctively. You can enjoy the bike ride without thinking about it. You can sit and observe a trial without noting the detail that will help you to become a better advocate. *The real learning experience comes from how you process what you do and observe.*

The journal is for your benefit. You can write to yourself or you can write it in a letter format. Pick a style that is meaningful to you. Describe what you are doing or observing; but more importantly tell us what you are learning from your experiences. Think about whether you would handle things in the same way if you were the judge or attorney and why. How does what you see influence your feelings about the judicial system and the role you will someday play? You should constantly ask yourself “**What did I learn?**” Write about what you discover.

We understand at times your assignments are routine. Tell us that. Don’t feel like you have to stretch everything. We want genuine thought, not volumes of paper. If there are problems, let us know that. If you are unsure about how to proceed, tell us.

It is much easier for us to understand what you mean if you give specific examples. Compare: “My judge is very compassionate” with “The judge always talks in the same respectful tone to the attorneys, clients, witnesses and court personnel. He smiles and addresses the parties by name. He has told me how important it is to put the parties at ease when they are in his court room.” The first statement is a conclusion that may have been drawn from what happened, but the second statement illustrates what it means to be “compassionate.” You could then answer questions like, “What difference does it make when a judge acts this way? What would you want to know about this judge if you were going to appear before him for the first time? Would this style fit you if you were the judge? Does this style work for all types of cases or is it different, for example, in a criminal case?”

Don’t be afraid to use critical analysis. This is different from being critical of your supervisor. Use your newly acquired critical reasoning skills to help you get the most out of your practical experiences. Always be honest in your evaluations. Sometimes seeing an unprepared or under-skilled attorney at work teaches more than observing a seasoned attorney. You can learn from both the bad and the good.

# The Learning Journal: Some Mechanics

## Larry Porter

Keeping a journal is one way of organizing and examining one's experience so as to learn from it. One way to do this is to focus on three elements:

1. a description of the experience (i.e., the "event" or "episode" - "What happened");
2. your reactions to the experience (what you thought, felt, wanted, did); and
3. what you *learned* by examining how you reacted to what happened.

For many people, whether they are aware of it or not, the most difficult part is #1, a *description* of the experience. This is so because we are accustomed to interpreting and/or evaluating our perceptions, often without even realizing what the perceptions *are*, in any objective sense. Asked to describe an interaction, many people would say, "Joe gave me a hard time." This is *not* descriptive-- it is interruptive/evaluative. (To check this, what do you see or hear when someone says "hard time?" Whatever it is, it's not necessarily going to be what another person sees or hears.) A *description* would be, "Joe said he wasn't ready yet to give me the information I wanted," or "Joe interrupted me a number of times when I tried to explain to him why I needed his help."

For #2 (your reactions), try to get in touch with what you thought, felt, wanted,

did - whichever of these were strong enough in you to be noticeable. If you want to learn from the episode, you may need to work hard to get at your reactions - especially your *feelings*, which so many of us have learned to ignore, suppress, or distort. We're not always aware of the more subtle of our *actions* either, so we may need to dig to get them out. We may be confused about or unaware of what we really *wanted*, so it may take careful exploration to become aware of it retrospectively.

Reactions to the same event can vary greatly from person to person and context to context. For example, here are some possible reactions to Joe's refusal to give the information: *Actions* - "I frowned at him and walked away." "I told him I'd had enough delaying tactics." "I said I was sorry he felt that way about it." "I asked him when he thought he would be able to give me the information." *Feelings* - "I felt angry and frustrated." "I felt anxious, because I really needed the information." "I felt sad that our working relationship was so poor." "I was frightened, because I was afraid I'd lose my job." *Desires* - "I wanted to hit him." "I wanted to get 'straight' with Joe." "I wanted to get the information I needed as soon as possible." *Thoughts* - "I thought, 'Oh God, why does this have to happen to me?'" "I thought Joe was trying to pull a fast one on me." "I thought, 'Joe's doing the best he can.'"

Obviously, all of the above are *possible* reactions (and there are many, many others) to the described incident. The learning would probably be different for each reaction. For "I frowned and walked away," it might be "I have a tendency to

send out unclear signals and not engage in problem solving sometimes.” For “I told him I’d had enough delaying tactics,” it could be “Sometimes I go off half-cocked and make interpretations of other people’s behavior before I have all the facts.” “I was frightened, because I was afraid I would lose my job” might call for an examination of how I feel about job security and about the security of this job in particular. And so forth.

The reactions, in other words, can suggest issues we need to work on, explore, think about. They may indicate that we’ve made some headway in our effort to change certain behaviors. They may help us make greater sense out of things that have happened to us in the past. And they may provide us with information that will be useful to us the next time a similar situation occurs.

It is not usually necessary to write down what we thought *and* felt *and* wanted *and* did. Instead, include whichever of these (and at times it may be all four) have salience for you--either because they just “pop out” or because you’ve been able to puzzle them out.

Make journal entries in whatever ways work for you. One way is to divide the page into three vertical columns, headed “Episode” or “Event,” “My Reaction,” and “What I Learned.” Another is to write one beneath the other. Don’t worry if you have to leave the third column blank for a while. It may be that this will become apparent only after a number of similar events begin to help you make sense for your reactions. Also, the “learning” may not have occurred at the same time as the experience (otherwise, there’d be less point in keeping the journal). It most often comes after you’ve done some careful thinking about what *really* happened (the *description*) and how you reacted to it. The journal requires and enables you to do that thinking.

## TIME SHEETS

Learning to keep track of time is, especially for free spirits, one of the most difficult things about the practice of law. Knowing how one spends one’s time, however, can provide a very useful piece of information in thinking about how to improve one’s own work. If the supervisor has an established method of keeping time, you will use that method. If there is no method in effect at your placement, then please create your own method for keeping track of your time. Notice that you turn in a summary of your hours on the Midterm and Final Student Evaluation forms in this Log.

## Learning Suite Content

The externship faculty will post on Learning Suite Content (first box on the top blue toolbar) excerpts from student journals on issues common to externship students. The concept is that the student will learn from other student's experiences. You will initial on the Mid-term Evaluation that you have looked at the information contained in this section. You will find valuable suggestions on how to handle common challenges. We encourage you to go to the Content postings frequently when you are looking for ideas on how to handle a situation. You will gain ideas on how to handle common issues and you will understand that the feelings you are experiencing are typical among your classmates.

The faculty advisors will remove names and identifying content prior to posting. If you do not want a specific excerpt from your journal posted on TWEN, you need to be sure to tell us in your journal.

## **Virtual Classroom Component**

All first time externship students will participate in three virtual classroom sessions during the externship. If you participate in a second externship during the same summer or later in law school you will not need to attend the classes a second time. The time you spend in the class and preparing for the class will count toward your externship hours.

You will sign up for your scheduled classes by going to the Google Doc at this link: [Virtual Class Sign Up](#). There are 9 session options for each of the three topics. Note that there are three sheets in the Excel program with one sheet for each topic. We have tried to provide a variety of times the sessions are taught so that it will not conflict with your work schedule. Some placements are very open to students attending the class virtually during work hours, others might be displeased. We do not want the classes to be a burden. If the classes cause you a hardship, please email the externship faculty so we can work out a suitable arrangement. It is possible to take the classes before you leave or after you return from your externship although we strongly encourage you to take the classes during your externship if at all possible.

Each student is expected to sign up on a first-come, first-served basis for one session on Learning from Supervision, one session on Reflective Lawyering and one session on Balancing Personal/Professional Life. It does not matter in which order you take the classes, although we suggest you take the Supervision class early in your externship.

You will need to purchase a packet of readings from the BYU Bookstore before you leave Provo. The packet is under the name of Professor James Backman. It includes chapters 3 and 9 of the second edition (2007) of Learning from Practice: A Professional Development Text for Legal Externs by J.P. Ogilvy, Leah Wortham and Lisa G. Lerman. The cost will be approximately \$9.00 for each chapter. As an alternative to buying the packet, students can access these chapters online, under "Course Materials" on the law school's "Externships" TWEN page. The cost is \$7 per chapter. From the TWEN page, students will be prompted how to purchase this access. You should be aware that you cannot download or print the chapters from the online location. If you are staying in Provo, the materials are also available on Reserve at the Circulation desk.

The materials for Professor Backman's class on Life Balance will be located on Learning Suite at no cost.



You will submit a form indicating the date and times you attended the sessions and you will initial that you read the materials *before* the class session.

We are using a new platform called Zoom. You do not need to pre-install any program. You do need a web cam and we strongly recommend that you have a headset. It is much easier to hear you if you are speaking into a mike on a headset. You will be given the logon instructions on the sign-up sheet for the session you are attending.

It is possible to see up to twenty pictures at one time on your screen. When you logon please type your real name so that you get credit for attending.

This class is a discussion between students. Read the materials and be prepared to participate in the discussion.

We are excited about this new opportunity for students to learn from one another during their summer externship experience. If you have any questions or concerns, please contact Professor Backman or Professor Griffith by email. The computer help desk can help you with any technical issues. Their phone number is 801 422-3884.

## **VIRTUAL CLASS ATTENDANCE VERIFICATION FORM**

Student's Name: \_\_\_\_\_

Agency/Office: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Semester:      Fall      Winter      Summer      201\_\_\_\_\_

Each student is required to participate in three virtual classroom sessions during the externship. Please indicate below the date and time when you participated in each virtual class, then sign the statement at the bottom of the page.

<u>Class</u>	I certify that I read the materials in preparation for the class	<u>Date</u>	<u>Time</u>
Learning From Supervision			
Reflective Lawyering			
Balancing Personal/Professional Life			

I certify that I participated in the virtual classroom sessions indicated above.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

### WORK PRODUCT Guidelines

Students should keep copies of all documents, letters and written materials unless the supervisor requests that this not be done for reasons of confidentiality. Depending on the field placement, the student may be able to collect the beginning of a document bank for future reference. Confidentiality and the office policy should always be the first priority. You should ask your supervisor if it is okay to keep a copy if you remove all identifying information (names and places).

Ten pages of original work product must be completed by the end of each externship. **The supervisor must check off that the work has been completed on Supervisor Final Review Form.** Please do not submit your written work to the law school. Your supervisor's certification that you have completed the work is sufficient.

Most often students will generate a great deal more than 10 pages of written work. The written work can include letters, research memos, documents, pleadings, contracts and opinions. The 10 pages can accumulate between various projects.

In a few externships, writing may not be a focus of the experience. Students should ask for writing opportunities, but if not available, the supervisor may certify that alternative work was performed that is equal to at least 10 pages of written work.

**We strongly encourage you to keep your own personal copies of your work product to use for a writing sample in the future, if acceptable to your supervisor.**

## MIDTERM STUDENT REPORT

Student's Name: \_\_\_\_\_

Agency/Office \_\_\_\_\_

Supervisor: \_\_\_\_\_

Semester:      Fall      Winter      Summer      20\_\_\_\_\_

Please record the dates and your hours worked in the log below:

	<u>Dates</u>	<u>Total Hours</u>	<u>Supervisor's Initials</u>
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
	<b>TOTAL</b>		

Student should initial if he/she has reviewed the Content section on Learning Suite.

Evaluate the quality of your experience in the following areas:

	Low 1	2	3	4	High 5
1. I have access to my supervisor on a regular basis.					
2. I receive concrete feedback and guidance whenever needed.					
3. I am receiving the type of projects I anticipated in preparing the learning plan.					
4. I am making progress on the goals set in my learning plan.					

Are any changes necessary in your Learning Plan?: \_\_\_\_\_

Please comment on the above or provide any other information relevant to your externship. \_\_\_\_\_

## STUDENT SELF-EVALUATION

The self-evaluation is based on each of the learning plan objectives you formulated at the start of your Externship. Please write about how you feel you reached and satisfied the goals you set for yourself. Be as specific as possible, detailing what you learned for each objective. This evaluation should be submitted as part of your **final journal entry**.

Please see **week #14 topic** under journals for submission process.

# SUPERVISOR REVIEW OF STUDENT SELF-EVALUATION AND FINAL REPORT

Student's Name: \_\_\_\_\_

Agency/Office: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Semester:      Fall      Winter      Summer      20\_\_\_\_\_

Please record the dates and your hours worked *since you filed your midterm report*:

	<u>Dates</u>	<u>Total Hours</u>	<u>Supervisor's Initials</u>
Week 9			
Week 10			
Week 11			
Week 12			
Week 13			
Week 14			
Week 15			
Week 16			
	<b>TOTAL</b>		
	<b>Midterm Total</b>		
	<b>Externship TOTAL</b>		

<b>I, as supervisor of this student, verify that he/she has completed at least 10 pages of work product</b>	Supervisor's Initials Here
---	----------------------------

I have discussed the student's performance with him/her and I believe that his/her self-evaluation:

1.      Reflects an accurate picture.
2.      Does not reflect all he/she has accomplished.
3.      Reflects somewhat more than he/she has accomplished.

If 2 or 3 is marked, please indicate why: \_\_\_\_\_

Please give a brief description of the student's greatest strengths as well as areas in need of improvement: \_\_\_\_\_

Judge/Attorney Supervisor's Signature: \_\_\_\_\_

**Username** = work  
**Password** = popcorn

\*This is a **sample** of the form that is to be **completed and submitted online** @  
<http://www.law2.byu.edu/site/career-services/externships>  
Please copy and paste a copy of this form to Learning Suite

### EXTERNSHIP DESCRIPTION FORM

The information on this form will be posted to the password protected CSO website for future students interested in this placement.

Student Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_  
Name of Office Agency/Firm/Court: \_\_\_\_\_ Judge/Attorney Supervisor: \_\_\_\_\_

1. How many hours of credit did you earn?
2. How was your externship arranged?
  - a Matched
  - b Posted on CSO website
  - c Self-initiated (not posted)
3. If a matched externship, how satisfied were you with the matching process?
4. How do you rank your experience in this externship?

Excellent	Good	Fair	Poor
-----------	------	------	------
5. Was the physical environment adequate?
6. What kinds of assignments/experiences did you have in your externship? Give a description of your externship, including your general responsibilities for projects on which you worked and any other information that will help give a clear picture of your externship and sponsoring organization.
7. How were your assignments given (only from mentor, through normal clerk channel, etc.)?
8. Were assignments appropriate and clear?
9. What were one or two of the most significant things you learned from your externship?
10. What unanticipated opportunities did you have for learning?
11. What financial "perks" (if any) were attached to your externship?
12. What costs were associated with your externship?
13. Did you experience any major challenges that might also be faced by a future extern?
14. What did you like the most and the least about your externship experience?
15. What advice do you have for future students to help them succeed in this externship?
16. Other than the comments made above, how might the externship experience be improved?
17. Should future students be aware of any logistical issues?
18. How do you think your externship will benefit you in your subsequent job search?
19. Did your externship aid you in selecting or confirming a career path?



# LIFE SCIENCES





# Evaluation

Use the scale shown below to compare the applicant to a representative group of individuals whom you have known during your career.

	Needs Much Improvement	Needs Some Improvement	Meets Standards	Exceeds Standards
Exhibits intellectual ability and academic ability	<div><div></div></div>			
Adapts to changing work assignments	<div><div></div></div>			
Listens and carries out instructions	<div><div></div></div>			
Meets deadlines and schedules	<div><div></div></div>			
Produces acceptable quality of work	<div><div></div></div>			
Shows ability to communicate orally and in writing	<div><div></div></div>			
Demonstrates leadership ability and administrative potential	<div><div></div></div>			
Demonstrates ability to make decisions or seek appropriate help	<div><div></div></div>			
Shows problem solving ability	<div><div></div></div>			
Exhibits emotional stability and maturity	<div><div></div></div>			
Displays honesty	<div><div></div></div>			
Displays clinical potential	<div><div></div></div>			
Displays research potential	<div><div></div></div>			
Accepts responsibility and is a self-starter	<div><div></div></div>			
Exhibits interest and enthusiasm about the job	<div><div></div></div>			
Maintains appropriate dress and grooming habits	<div><div></div></div>			
Maintains good attendance and tardiness record	<div><div></div></div>			
Adheres to organizational regulations	<div><div></div></div>			
Exhibits potential for graduate school/professional program.	<div><div></div></div>			
Please award this student a letter grade for the work they performed.				

# Feedback

(This will be shared with the intern during the exit interview)

Please list some of the intern's strengths and things they did well.

Please give some feedback on ways the intern could improve.

# Interest in Future Interns

Would you be interested in giving another BYU student the opportunity to intern with you?

☐ Yes ☐ No

## LFSCI 199R Intern Evaluation Form

We thank you for allowing our student to do an internship with you this year. In order to give this student academic credit, we ask that you please take the time to complete this grade evaluation. Thank you.

Student's Name: \_\_\_\_\_

### Evaluator Info:

Evaluator Name: \_\_\_\_\_

Position: \_\_\_\_\_

City: \_\_\_\_\_

State/Region: \_\_\_\_\_

Country: \_\_\_\_\_

Phone: \_\_\_\_ - \_\_\_\_ - \_\_\_\_

Email: \_\_\_\_\_

### Evaluation:

Use the scale shown below to compare the applicant to a representative group of individuals whom you have known during your career.

	Needs Much Improvement	Needs Some Improvement	Meets Standards	Exceeds Standards
Exhibits intellectual ability and academic ability				
Listens and carries out instructions				
Meets deadlines and schedules				
Shows ability to communicate orally and in writing				
Demonstrates leadership ability and administrative potential				
Demonstrates ability to make decisions or seek appropriate help				
Shows problem solving ability				
Exhibits emotional stability and maturity				

	Needs Much Improvement	Needs Some Improvement	Meets Standards	Exceeds Standards
Displays honesty				
Displays clinical potential				
Accepts responsibility and is a self-starter				
Exhibits interest and enthusiasm about the job				
Maintains appropriate dress and grooming habits				
Maintains good attendance and tardiness record				
Adheres to organizational regulations				
Exhibits potential for graduate school/professional program				

Although this is a pass/fail course please award this student a letter grade for their performance as valuable feedback

A    B    C    D    F

## Feedback

(This will be shared with the Intern during the exit interview)

Please list some of the intern's strengths and things they did well.

---



---



---

Please give some feedback on ways the intern could improve

---



---



---

Would you be interested in giving another BYU student the opportunity to intern with you?    Y       N

If yes, who should we contact about placing more interns with your organization?                      Me       Someone Else

Contact Name: \_\_\_\_\_  
Position: \_\_\_\_\_  
City: \_\_\_\_\_  
State/Region: \_\_\_\_\_  
Country: \_\_\_\_\_  
Phone: \_\_\_\_\_-\_\_\_\_-\_\_\_\_\_  
Email: \_\_\_\_\_

If no, please comment:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## LFSCI 399R Intern Evaluation Form

We thank you for allowing our student to do an internship with you this year. In order to give this student academic credit, we ask that you please take the time to complete this grade evaluation. Thank you.

Student's Name: \_\_\_\_\_

### Evaluator Info:

Evaluator Name: \_\_\_\_\_

Position: \_\_\_\_\_

City: \_\_\_\_\_

State/Region: \_\_\_\_\_

Country: \_\_\_\_\_

Phone: \_\_\_\_ - \_\_\_\_ - \_\_\_\_

Email: \_\_\_\_\_

### Evaluation:

Use the scale shown below to compare the applicant to a representative group of individuals whom you have known during your career.

	Needs Much Improvement	Needs Some Improvement	Meets Standards	Exceeds Standards
Exhibits intellectual ability and academic ability				
Adapts to changing work assignments				
Listens and carries out instructions				
Meets deadlines and schedules				
Produces acceptable quality of work				
Shows ability to communicate orally and in writing				
Demonstrates leadership ability and administrative potential				
Demonstrates ability to make decisions or seek appropriate help				

	Needs Much Improvement	Needs Some Improvement	Meets Standards	Exceeds Standards
Shows problem solving ability				
Exhibits emotional stability and maturity				
Displays honesty				
Displays clinical potential				
Displays research potential				
Accepts responsibility and is a self-starter				
Exhibits interest and enthusiasm about the job				
Maintains appropriate dress and grooming habits				
Maintains good attendance and tardiness record				
Adheres to organizational regulations				
Exhibits potential for graduate school/professional program				

Please award this student a letter grade for the work they performed:

A      B      C      D      F

## Feedback

(This will be shared with the Intern during the exit interview)

Please list some of the intern's strengths and things they did well.

---



---



---

Please give some feedback on ways the intern could improve

---



---



---

Would you be interested in giving another BYU student the opportunity to intern with you?    Y       N

If yes, who should we contact about placing more interns with your organization?                      Me       Someone Else

Contact Name: \_\_\_\_\_

Position: \_\_\_\_\_

City: \_\_\_\_\_

State/Region: \_\_\_\_\_

Country: \_\_\_\_\_

Phone: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Email: \_\_\_\_\_

If no, please comment:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# MICROBIOLOGY AND MOLECULAR BIOLOGY





**Default Question Block**

Name:

Date:

Internship Provider:

Location of Internship:

**Block 1**

Name of Supervisor:

Area of Research/Study:

How many hours a week did you work?

How many weeks long was your internship?

What type of work did you perform?

**Block 2**

What was the best part about interning where you did?

What was the worst part?

Where did you live while you were interning? (dorm/apartment etc.)

What was included as benefits of your internship experience?

How did you get this internship?

How many internships did you apply to?

How many accepted you?

Would you recommend this internship experience to other students?

- ☐ Yes
- ☐ No

Why or Why not?

What would you tell other students who are thinking of doing an internship?

---

Has this helped you decide what you would like to do in the future?

---

Is it okay if we Quote and/or slightly paraphrase you later?

- ☐ Yes
- ☐ No

# -Intern Evaluation-

Department of Microbiology and Molecular Biology  
Brigham Young University

## Default Question Block

Name of Intern:

Use the scale below to compare the applicant with a representative group of individuals whom you have known during your career.

	Superior - Top 2%	Outstanding - Top 10%	Excellent - Top 20%	Good - Top 50%	Average/Poor - Lower 50%	No Basis for Judgement	Not Applicable
Intellectual and academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work well with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability and administrative potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work effectively with peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Esteem in which the applicant is held by faculty or other supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to communicate orally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to communicate in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity (including the ability to see implications and synthesize ideas)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Judgement, industry, initiative, and motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honesty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall competence and potential	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, what contribution has this student made to your organization and/or community?

## Overall Performance:

Outstanding



Very Satisfactory



Satisfactory



Barely Satisfactory



Unsatisfactory



Name of Supervisor:

Date:

Position:

Address:

Would you be interested in receiving additional information about getting more interns from BYU?

Yes



No

**Additional info**

To whom should we send additional information about BYU's internship placement program?

Address:

City, State, Zip:

Phone:

Fax:

E-mail:



# NUTRITION, DIETETICS, AND FOOD SCIENCE



## **Internship Program Final Work Experience Report Format**

The following is a suggested format for you to follow in developing your work experience report for submission to the department upon completion of your internship. The report is to be typed, well organized and turned in by the last day of finals during the semester in which you intern. Be sure your report does not include any confidential information about clients or product/services.

Title of report  
Student's Name

**I. Background sketch of the organization:**

1. Location
2. Describe the people the organization serves, and/or products/services provided
3. Organizational structure—provide an overview of department(s) you worked in; describe training/developmental opportunities provided to employees
4. Personnel—describe the personnel you worked with to complete your job responsibilities
5. Resources—describe the resources available to you to complete your job responsibilities

**II. Provide a narrative describing your work experience**

**III. Attainment of internship objectives:**

1. Did you have a rewarding work experience?
2. What did you do on the job that was most valuable to you?
3. What new skills did you acquire?
4. What leadership responsibilities were you given, if any?
5. What skills from the nutritional science program at BYU did you use in your internship?

**IV. Conclusions:**

1. Do you see a place for nutritional science graduates in this type of organization? If so, how?
2. Has this experience increased or decreased your self-confidence? In what ways?
3. How could you have prepared yourself beforehand to get more out of this experience?



**(Note: if your internship director/supervisor has email, the NS Internship Coordinator will email him/her a link to respond to these questions through a secure online survey)**

Instructions: Please rate the students overall on a scale of 1 to 5 in the following areas  
(1=very weak, 5=outstanding). Add comments where necessary.

	<u>Very Weak</u>			<u>Outstanding</u>		
	1	2	3	4	5	N/A
1. PUNCTUAL						
Did students make appointments before visits?						
Were they prompt with appointments and call or cancel them if they couldn't come?						
Comments:						
2. SELF-DIRECTED:						
Were students self-directed in what they proposed to accomplish during the visits?						
Comments:						
3. PROFESSIONALISM:						
Were students courteous and professional in their behaviors?						
Comments:						
4. COMMUNICATION:						
Did students maintain appropriate lines of communication with you and/or other staff members?						
Comments:						
5. PROJECTS:						
N/A						
If a student did a project with your agency, were you satisfied with the outcome? What could have been improved?						
Comments:						

**PLEASE COMMENT ON ANY OTHER PROBLEMS YOU MAY HAVE EXPERIENCED, OR WAYS IN WHICH WE MAY BE OF MORE ASSISTANCE.**



Marginal

Good

Exceptional

**9- Would you receive another student of the same level in the future in your establishment for a similar training internship experience?**

☐

No, sorry  
definitely

Yes, possibly

☐

Yes,

Please return or fax completed form to : *Dr. Frost Steele, Department of Nutrition, Dietetics and Food Science, S-131 ESC, Brigham Young University, Provo, UT 84602, Tel. 801-422-6784, Email [frost\\_steele@byu.edu](mailto:frost_steele@byu.edu)*



# PHYSICAL EDUCATION TEACHER EDUCATION

COACHING



BRIGHAM YOUNG UNIVERSITY  
COACHING INTERNSHIP  
***GOAL STATEMENT AND ACTION PLAN—PART I***

Name	Week of (date)
------	----------------

Identify three major goals (objectives) you plan to achieve with your athletes during this internship experience and three major goals you plan to achieve for yourself. Briefly discuss how you plan to accomplish each goal. *Use additional pages if necessary.* (Reminder: All forms should be typed.) **Due within two weeks of start of internship.**

**MAJOR GOALS WITH ATHLETES (in order of priority)**

1.

2.

3.

**MAJOR GOALS FOR MYSELF (in order of priority)**

1.

2.

3.

**BRIGHAM YOUNG UNIVERSITY  
COACHING INTERNSHIP  
GOAL STATEMENT EVALUATION—PART II**

Name	Week of (date)
------	----------------

Discuss how successful you were in meeting each goal you established at the beginning of the internship experience. Discuss each goal. Use additional paper if necessary.

**MAJOR GOALS WITH THE ATHLETE**

1.

2.

3.

**MAJOR GOALS FOR MYSELF**

1.

2.

3.

**BRIGHAM YOUNG UNIVERSITY**  
**COACHING INTERNSHIP**  
***STUDENT SELF-EVALUATION***

Name	Date
Coaching Assignment (Sport)	Head Coach
Experience Provider / School	

Reflect on the skills and aptitudes you demonstrated while coaching in this internship experience. Write comments which reflect progress you made in the improvement of your coaching skills. Describe the events which illustrate your actions and behavior for each following question. Under Improvement Strategies indicate how you could improve on your performance.

1. Were your actions and behavior (in practices and in contests) consistent with your philosophy?

Improvement Strategies:

2. Were you able to communicate effectively with the athletes, other coaches, parents, officials, and administrators?

Improvement Strategies:



3. How effective were you in teaching sport skills? Were you able to explain and demonstrate skills to the athletes? Were you able to correct errors in the players' skill performance?

Improvement Strategies:

4. Were you able to analyze the game strategies and make adjustments to correct weaknesses? (For individual sport events answer this question in relation to adjusting the strategy of the individual performer.)

Improvement Strategies:

5. Did you systematically plan the season and daily workout and practice sessions? Did you make effective use of practice time? If you were not involved in planning practice sessions, comment on the effectiveness of the workout and make suggestions on how you would do things differently.

Improvement Strategies:

6. To what extent did you manage the equipment and facilities effectively? Did you inspect the equipment and facilities regularly to provide for a safe environment? Were maintenance records kept and filed? If you were not given these responsibilities, comment on how you would handle equipment and facilities.

Improvement Strategies:

## ***REPORT OF THE INTERNSHIP***

### **FINAL PAPER**

Discuss your assignment in relation to the quality of the experience and the quantity of work or time you spent during the internship. (*Limit this evaluation to 3 pages or less.*)

In addition, answer the following questions:

A. What could ***YOU*** have done to improve your internship experience?

B. What could ***BYU*** have done to improve your internship experience?

**BRIGHAM YOUNG UNIVERSITY  
COACHING INTERNSHIP  
STUDENT'S APPRAISAL OF SCHOOL/AGENCY**

Name	Date
Coaching Assignment (Sport)	Head Coach
Experience Provider	

*Code: A—Always, F—Frequently, O—Occasionally, S—Seldom, N—Never (check the appropriate column)*

	A	F	O	S	N
Did your head coach orient you effectively to your coaching assignment?					
Was your head coach of assistance in your developing an effective working relationship with the other coaches and the athletes?					
Did your head coach appear interested in you as an individual?					
Did your head coach provide adequate opportunity and training to help you improve your coaching and teaching skills?					
Did your head coach motivate you to improve yourself?					
Did you receive adequate instructions or assistance from the head coach in the conduct of your coaching assignment?					
Did the head coach schedule conferences or meet with you to provide feedback and an on-going evaluation of your coaching performance?					
Was the head coach willing to listen to whatever suggestions or recommendations you offered?					
Was he/she willing to discuss them with you?					
Comment on your relationship with the head and assistant coaches:					

Briefly respond to the following questions:

1. Describe your working relationship with the athletes and others involved in the program.
2. Did the school provide adequate resources, facilities, and equipment, etc., for you to complete your assignment? Were you accepted as a functional member of the staff?
3. Did you feel you were performing work that was of value to the individual athlete, to the team? Was your assignment challenging to you? Did you learn more about the job of coaching from this experience?

4. Comment on the school and the situation as a future place for students to participate in an internship experience.
5. Other suggestions, considerations, or statements regarding the experience at this school or agency:



**BRIGHAM YOUNG UNIVERSITY  
COACHING INTERN  
MID-SEASON PROGRESS REPORT**

Intern's Name	Date
Coaching Assignment (Sport)	Head Coach
Experience Provider	Head Coach Signature

**Instructions:** The head coach or supervisor of the intern should complete this form. Please evaluate the student objectively, comparing him/her with other students of comparable academic level and training. It is also suggested that the head coach discuss this evaluation with the intern. A Faculty Advisor will use this evaluation to guide and counsel the intern.

1. Briefly discuss the position and responsibilities assigned to intern.

2. Check the appropriate column:

*Code: E—Excellent, VG—Very Good, A—Average, F—Fair, U—Unsatisfactory*

	E	VG	A	F	U
Dependable in completing assignments					
Takes directions					
Able to communicate with athletes and coaches					
Takes initiative					
Able to organize materials and events					
Knows sport skills and tactics					
Produces quality work					
Attends as required					
Punctual					
Overall performance					

3. Comment on student's performance:

Please submit this evaluation to:

**PETE Majors and Coaching Minors**  
 Marie Bone  
 PETE Department  
 249F SFH or [mbone56@msn.com](mailto:mbone56@msn.com)  
 Brigham Young University  
 Provo UT 84602-2212

**BRIGHAM YOUNG UNIVERSITY**  
**COACHING INTERNSHIP FINAL EVALUATION**

Name	ID#	
Coaching Assignment (Sport)	Date	
Experience Provider		
Supervisor's Name (Print)	Supervisor's Position	Supervisor's Signature

**To be completed by the Head Coach or Immediate Supervisor**

Please evaluate the student objectively, comparing the intern with other students or workers of comparable academic level or with other personnel assigned the same or similar tasks. Remarks are particularly helpful, and any additional comments or information that will help to provide a clear picture of the intern's performance and responsibilities can be attached to this form. This evaluation will be used to assist in determining a grade for the student and as a basis for counseling. It is strongly suggested that the head coach or supervisor discuss this evaluation of the student's performance with the student. Please be candid; this joint evaluation is of paramount importance to the student's professional and personal development. Because this evaluation is a factor in determining this individual's grade, it is an education record under the Family Education Rights and Privacy Act. Under this law, the student has a legal right to examine this evaluation upon request.

Please check the appropriate space to indicate the student's progress or attainment and make any additional comments in the space provided. There may be statements that do not apply to your situation or may request information not available to you. If this is true, simply omit responding to those items.

*The content of this recommendation will be disclosed to prospective employers and may be reviewed by the student. (Please type or print with black ink, if possible.)*

*Code: E—Excellent, VG—Very Good, A—Average, F—Fair, U—Unsatisfactory*

<b>PART I—Personal Qualities</b>	<b>E</b>	<b>VG</b>	<b>A</b>	<b>F</b>	<b>U</b>
Sets a positive example in the use of language, in deed or action, and in appearance.					
Respects student athlete's rights and abilities.					
Has a positive attitude and enthusiastic personality.					
Has emotional stability and self-control.					
Cooperates with and has good interpersonal relations with the athletes, other coaches, staff and the parents.					
Knows how to motivate athletes.					
Helps the athletes know and follow the training rules, team rules, and the consequences of breaking such rules and requirements.					
Is honest and fair in dealing with athletes/coaches.					
Is concerned about the athletes' academic achievements as well as athletic ability.					
Is loyal and supportive to the head coach and the school's athletic policies.					
Demonstrates and teaches good sportsmanship to players.					
Is respectful toward opponents, parents, officials, media, etc.					
Can communicate effectively with athletes, coaches, parents, etc.					

Code: E—Excellent, VG—Very Good, A—Average, F—Fair, U—Unsatisfactory

<b>PART II—Knowledge of the Sport and Methods of Coaching</b>	<b>E</b>	<b>VG</b>	<b>A</b>	<b>F</b>	<b>U</b>
Is knowledgeable of the skills and techniques necessary for each position in the sport.					
Uses sound up-to-date methods to teach skills and techniques (drills, scrimmage, etc.).					
Is knowledgeable and effectively uses up-to-date offensive and defensive strategy in the sport.					
Has a good knowledge of scouting techniques, can scout effectively and can effectively use scouting reports.					
Evaluates team personnel in drill performance and in practice sessions effectively.					
Evaluates game performance effectively.					
<b>PART III—General Functions and Responsibilities</b>	<b>E</b>	<b>VG</b>	<b>A</b>	<b>F</b>	<b>U</b>
Uses the daily practice time efficiently.					
Uses and cares for facilities and equipment efficiently.					
Is knowledgeable about training and conditioning programs and procedures for the athlete.					
Performs game management tasks efficiently.					
Uses proper procedures for prevention of injuries.					
Uses proper procedures for handling injuries.					
Is able to properly fit equipment to prevent injuries.					
Employs reasonable and prudent conduct to avoid negligence and liability.					
Assists in program evaluation effectively.					
Is capable of assisting in evaluating officials.					
Understands the importance of good relations with all news media, fans, and parents.					
Knows and abides by the school and/or district policies governing athletics.					
COMMENTS:					

Please submit this evaluation to:

**PETE Majors and Coaching Minors**  
 Marie Bone  
 PETE Department

249F SFH or [mbone56@msn.com](mailto:mbone56@msn.com)  
 Brigham Young University  
 Provo UT 84602-2212

**BRIGHAM YOUNG UNIVERSITY  
COACHING INTERNSHIP**

**To be completed by student.**

I ☐ agree / ☐ disagree with my Head Coach (supervisor's) evaluation.

Intern's Name	Intern's Signature
Coaching Assignment (Sport)	Date
Experience Provider	

If you DO NOT concur with your Head Coach or supervisor's evaluation, please comment as to your reasons:

**PETITION FORM  
STUDENT AGREEMENT  
INTERNSHIP OFFICE, BRIGHAM YOUNG UNIVERSITY**

**Instructions:** If you are adding an internship course between the add/drop deadline and the discontinuance deadline of the current semester or term and your department internship coordinator has approved your internship, please fill out this form entirely with your department internship coordinator's signature and your signature then take the completed form to the Records/Registration Office at B-150 ASB within 5 business days of beginning your internship.

Student Name				BYU ID #	
Teaching Area	<b>PETE 399R</b>	Registration #	<b>11821</b>	Section Number	<input type="checkbox"/> <b>001 (majors)</b> <input type="checkbox"/> <b>002 (minors)</b>
Semester/Term Enrolled		Year		Credit Hours	
Internship Start Date				End Date	

Experience Provider		Phone	
Complete Internship Address		E-mail	
Internship Supervisor		Phone	
		E-mail	
BYU Internship Coordinator	<b>Teacher Education has no Internship Coordinator</b>	Phone	<b>None</b>
		E-mail	<b>None</b>
BYU Faculty Mentor/Advisor	<input type="checkbox"/> <b>Coach Marie Bone</b>	Phone	<b>801-367-4759</b>
		E-mail	<b>mbone56@msn.com</b>

**The student hereby agrees to the following:**

1. Be enrolled as an internship student.
2. Comply with all Experience Provider rules, policies and procedures.
3. Complete the internship during the dates specified unless modified by the Experience Provider and BYU.
4. Work conscientiously under the direction of the supervisor assigned by the Experience Provider, submitting all reports and assignments as required.
5. Report serious problems, including physical, safety and personnel, to the Experience Provider supervisor and the BYU Internship Coordinator.
6. Complete all BYU academic assignments and course work as outlined by the applicable department.
7. Adhere to BYU's Honor Code and the Experience Provider's Standards of Personal Conduct and Dress and Grooming Standards.
8. Receive and read a copy of the Internship Master Agreement between BYU and the Experience Provider. I acknowledge that it is incorporated by reference into this Agreement and that I am bound by such terms and conditions therein which specifically apply to interns.
9. Consult with my personal physician in regard to necessary immunizations and any other medical matters relating to my participation in the internship program.
10. Authorize BYU's designated representative to grant permission for my necessary medical treatment for which I will be financially responsible if, during my participation in the program, I become incapacitated or otherwise unable to provide consent to medical treatment and advance consent cannot be obtained from my family.
11. Participation as an intern may involve risks not found in study at BYU. These include risks involved in traveling to and returning from place of internship; different standards of design, safety, and maintenance of buildings, public places, and conveyances; local medical and weather conditions. I represent that I have made my own investigation and am willing to accept these risks.



# PLANT AND WILDLIFE SCIENCES



## Internship Provider Evaluation

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Provider: \_\_\_\_\_

Location: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Area of Research/Study: \_\_\_\_\_

How many hours a week did you work? \_\_\_\_\_

How many weeks long was your internship? \_\_\_\_\_

What type of work did you perform? \_\_\_\_\_

What was the best part about interning where you did? \_\_\_\_\_

What was the worst part? \_\_\_\_\_

Where did you live? (dorm, apartment, etc.) \_\_\_\_\_

Was it included as a benefit of your internship experience? \_\_\_\_\_

List three words that would describe the community in which you lived: \_\_\_\_\_

Did you attend a student or a family ward? \_\_\_\_\_

What were your impressions of the ward? \_\_\_\_\_

Did you have much to do with them other than on Sunday? Y / N explain: \_\_\_\_\_

What are three things future students interning at your organization should be sure to include in their experiences? (restaurants, bookstores, outdoor activities, etc.)

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Would you recommend this internship experience to other students? \_\_\_\_\_

Why or why not? \_\_\_\_\_

Could we establish a program with this provider in which we send an intern every year? \_\_\_\_\_

Who would we contact about this opportunity? \_\_\_\_\_



# INTERN EVALUATION

PLANT AND WILDLIFE SCIENCES INTERNSHIP OFFICE

BRIGHAM YOUNG UNIVERSITY, 275 WIDB, PROVO, UTAH 84602

PHONE: (801)422-2760, FAX (801)422-0008, [EARL\\_HANSEN@BYU.EDU](mailto:EARL_HANSEN@BYU.EDU)

We thank you for allowing \_\_\_\_\_ to do an internship with you this year. In order to give this student academic credit, we ask that you please take the time to complete this grade evaluation and either fax or email it back to us. Thank you.

Use the scale shown below to compare the applicant with a representative group of individuals whom you have known during your career.

Abilities	Exceeds Standards	Meets Standards	Needs Some Improvement	Needs Much Improvement
1. Exhibits intellectual and academic ability				
2. Adapts to changing work assignments				
3. Listens and carries out instructions				
4. Demonstrates leadership ability and administrative potential				
5. Meets deadlines and schedules				
6. Produces acceptable quality of work				
7. Shows ability to communicate orally and in writing				
8. Demonstrates ability to make decisions or seek appropriate help				
9. Shows problem solving ability				
10. Exhibits emotional stability and maturity				
11. Displays honesty				
12. Displays clinical potential				
13. Displays research potential				
14. Accepts responsibility and is a self-starter				
15. Exhibits interest and enthusiasm about the job				
16. Maintains appropriate dress and grooming habits				
17. Maintains good attendance and tardiness record				
18. Adheres to organizational regulations				

In your opinion, what contributions has this student made to your organization and/or community? \_\_\_\_\_

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(Please see reverse side)

Overall Performance (please circle)

(A)	(B)	(C)	(D)
Excellent	Above	Met	Below
Performance	Performance	Performance	Performance

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Name of Supervisor (Please print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Position

\_\_\_\_\_  
Address

Would you be interested in receiving additional information about getting more interns from BYU? Y/N.

Where could we send additional information about BYU's internship placement program?

Contact Person: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

Fax: \_\_\_\_\_ Email: \_\_\_\_\_

Thank you for your cooperation and support.



# RECREATION MANAGEMENT

THERAPEUTIC RECREATION



## Mid-Term Evaluation Report for Therapeutic Recreation Internship

Student \_\_\_\_\_

Agency \_\_\_\_\_

Agency Internship Supervisor \_\_\_\_\_

Semester and Year:            Fall \_\_\_\_      Winter \_\_\_\_      Spring \_\_\_\_      Summer \_\_\_\_

### Purpose of the Evaluation Report

1. To take a professional and personal inventory of the student's strengths and weaknesses as exhibited in this placement.
2. To develop a practical program of improvement for the second half of the internship.

### Instructions

Several professional performance traits are identified below. Please:

1. Reflect carefully upon the student's work and circle the number indicating their current level of performance using the rating scale provided.
2. Indicate specifically your suggestions for growth during the second half of the internship.
3. *Share this evaluation with the student prior to mailing it.* Secure student's signature and comments.

### EVALUATION TRAITS

Key: Exposed to = has observed supervisor perform task.

Experience in = performs task under supervision

Proficient at = performs task without supervision

-----*(check one)*-----

TR SKILLS	Exposed To	Experience In	Proficient At
<b>ASSESSMENT</b>			
1. Patient Chart Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Patient Interview	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Use of Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
<b>PLANNING</b>			
1. Review Treatment Plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Planning Group Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Planning Activity Logistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
<b>IMPLEMENTATION</b>			
1. Running Group Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Executing Necessary Logistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
<b>EVALUATION/DOCUMENTATION</b>			
1. Filing TR Documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Documenting TR Assessment Tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Progress Notes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Discharge Notes or Summaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			
SKILLS	Needs Improvement	Fulfills Expectations	
<b>PROFESSIONALISM</b>			
1. Personal Appearance	<input type="checkbox"/>	<input type="checkbox"/>	
2. Positive and Cooperative Attitude	<input type="checkbox"/>	<input type="checkbox"/>	
3. Responsibility & Dependability (attendance, punctuality, meets deadlines, notifies supervisor of conflict)	<input type="checkbox"/>	<input type="checkbox"/>	

4. Initiative (learns responsibilities, makes opportunities, independent functioning)	<input type="checkbox"/>	<input type="checkbox"/>
5. Open to receiving feedback; Willing to learn	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
<b>HUMAN RELATIONS</b>		
1. Effectively Communicates with Supervisors	<input type="checkbox"/>	<input type="checkbox"/>
2. Cooperation with Supervisors	<input type="checkbox"/>	<input type="checkbox"/>
3. Appropriate Relations with Patients	<input type="checkbox"/>	<input type="checkbox"/>
4. Builds Rapport with Colleagues	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		
<b>SAFETY AND RISK MANAGEMENT</b>		
1. Ensures Patient Safety	<input type="checkbox"/>	<input type="checkbox"/>
2. Honors Patient Confidentiality	<input type="checkbox"/>	<input type="checkbox"/>
3. Aware of Safety Concerns	<input type="checkbox"/>	<input type="checkbox"/>
4. Basic Radio Operation	<input type="checkbox"/>	<input type="checkbox"/>
5. In-Services and Certifications Complete	<input type="checkbox"/>	<input type="checkbox"/>
Comments:		

TO BE COMPLETED BY THE AGENCY SUPERVISOR

*Goals & Objectives:*

1. Identify the student's primary accomplishments leading up to the mid-term evaluation.
2. Identify goals and objectives for successful completion of the internship (areas needing improvement).

TO BE COMPLETED BY THE AGENCY SUPERVISOR AND THE STUDENT INTERN

*Comments:*

Intern's comments regarding evaluation and future goals/objectives established.

Additional comments (Please comment on those areas of strength not covered in this evaluation as well as areas needing improvement). Use back of page if needed for additional agency supervisor/student comments.

Overall Agency Evaluation of Student Performance to Date:

- This student is better than most \_\_\_\_\_ (Satisfactory Grade)
- This student is about average \_\_\_\_\_ (Satisfactory Grade)
- This student is below average \_\_\_\_\_ (Unsatisfactory Grade)

Agency Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

RecM Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Return to: Department of Recreation Management  
TR Academic Internship Supervisor  
Suite W453 Tanner Building  
Brigham Young University  
Provo, UT 84602

OR Scan & E-mail to: [recm496tr@byu.edu](mailto:recm496tr@byu.edu)

OR drop off in box by room 513 in the Tanner Building

**\*STUDENTS SHOULD KEEP A COPY OF THIS EVALUATION\***

## Final Evaluation for a Therapeutic Recreation Internship

Student: \_\_\_\_\_

Agency: \_\_\_\_\_

Agency Internship Supervisor: \_\_\_\_\_

Semester and Year:            Fall \_\_\_\_      Winter \_\_\_\_      Spring \_\_\_\_      Summer \_\_\_\_

### Purpose of the Evaluation Report:

1. To assess the student's final progress on the internship.
2. To rate the student's improvement on professional and personal strengths and weaknesses during placement.

### Instructions

1. Rating scale: Use the following scale to determine the student's numerical rating for each of the traits listed below:

NA= Not applicable or insufficient contact to evaluate

5= Outstanding      (consistently exceeds agency standards)

4= Above average      (occasionally exceeds agency standards)

3= Average      (meets agency's minimum standards)

2= Below average      (occasionally performs below agency standards)

1= Unsatisfactory      (consistently performs below agency standards)

2. Discuss the evaluation with the student and have the intern complete the "Student's Comments" section. Return the form to the RMYL Internship Advisor.

Therapeutic Recreation Internship Manual: Updated May 2014

		Low			High	
1. PERSONAL HABITS	NA	1	2	3	4	5
2. APTITUDE RESPONSIBILITY	NA	1	2	3	4	5
3. ATTITUDE	NA	1	2	3	4	5
4. JUDGMENT	NA	1	2	3	4	5
5. ATTENDANCE AND PUNCTUALITY	NA	1	2	3	4	5
6. ORAL COMMUNICATION	NA	1	2	3	4	5
7. WRITTEN COMMUNICATION	NA	1	2	3	4	5
8. QUALITY OF WORK	NA	1	2	3	4	5
9. KNOWLEDGE AND UNDERSTANDING	NA	1	2	3	4	5
10. INDEPENDENT FUNCTIONING	NA	1	2	3	4	5
11. PRODUCTIVITY	NA	1	2	3	4	5

General Comments

b) Agency Supervisor's Comments (Please indicate those areas where the student showed improvement or failed to show improvement in areas identified at the mid-term evaluation):

c) Student's Comments: *(Use other side if necessary)*



Overall Agency Evaluation of Student Performance to Date:

- This student is better than most \_\_\_\_\_ (Satisfactory Grade)
- This student is about average \_\_\_\_\_ (Satisfactory Grade)
- This student is below average \_\_\_\_\_ (Unsatisfactory Grade)

Agency Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

RecM Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Return to: Department of Recreation Management  
TR Academic Internship Supervisor  
Suite W453 Tanner Building  
Brigham Young University  
Provo, UT 84602

OR Scan & E-mail to: [recm496tr@byu.edu](mailto:recm496tr@byu.edu)

OR drop off in box by room 513 in the Tanner Building

**\*STUDENTS SHOULD KEEP A COPY OF THIS EVALUATION\***



# SCHOOL OF FAMILY LIFE



# Intern Evaluation: Self 2<sup>nd</sup> Evaluation

Student Name:

Agency:

Date:

**Highlight in yellow** or **bold** the appropriate score for each attribute in the following four categories. Complete this form before meeting with your supervisor.

	Poor	Fair	Good	Great	Excellent	Category Comments
<b>Job Competence:</b>						
Decision-Making	0	1	2	3	4	
Problem-Solving	0	1	2	3	4	
Organizational Skills	0	1	2	3	4	
Productivity	0	1	2	3	4	
Initiative	0	1	2	3	4	
<b>Professionalism:</b>						
Personal Appearance	0	1	2	3	4	
Attitude	0	1	2	3	4	
Punctuality	0	1	2	3	4	
Dependability	0	1	2	3	4	
Confidentiality/Trust	0	1	2	3	4	
Adaptability	0	1	2	3	4	
<b>Interpersonal Relations:</b>						
Client Relations:	0	1	2	3	4	
Empathy	0	1	2	3	4	
Staff Relations	0	1	2	3	4	
Cooperation	0	1	2	3	4	
Friendliness	0	1	2	3	4	
Communication, Verbal	0	1	2	3	4	
Communication, Written	0	1	2	3	4	
<b>Personal Attributes:</b>						
Creativity	0	1	2	3	4	
Enthusiasm	0	1	2	3	4	
Persistence	0	1	2	3	4	
Assertiveness	0	1	2	3	4	
Stability	0	1	2	3	4	
Self-Motivation	0	1	2	3	4	
Desire to Learn	0	1	2	3	4	

Your Strengths (Please comment on **at least two attributes** evaluated above):

Suggestions for Improvement (Please focus on **at least two attributes** evaluated above):

Noteworthy Involvement/ Specific Assignments:

## **Rubric**

- Points will be deducted if the following items are incomplete.
  - Include your name, agency, and date
  - All attributes evaluated
  - At least 2 strengths commented on
  - At least 2 suggestions for improvement
  - Noteworthy involvement/Specific Assignments specified
- Please ask your supervisor to fill out their form completely before you meet together.
- - 10% for each day late. After 5 days, the highest score you can receive is 50%.

# Intern Evaluation: Experience Provider

## 2<sup>nd</sup> Evaluation

Intern Name: \_\_\_\_\_ Agency: \_\_\_\_\_

Circle the appropriate score for each attribute in the following four categories. Use current and past interns as a benchmark to establish a level of competence. Write on the back of this form as needed.

	Poor	Fair	Good	Great	Excellent	Comments
<b>Job Competence:</b>						
Decision-Making	0	1	2	3	4	
Problem-Solving	0	1	2	3	4	
Organizational Skills	0	1	2	3	4	
Productivity	0	1	2	3	4	
Initiative	0	1	2	3	4	
<b>Professionalism:</b>						
Personal Appearance	0	1	2	3	4	
Attitude	0	1	2	3	4	
Punctuality	0	1	2	3	4	
Dependability	0	1	2	3	4	
Confidentiality/Trust	0	1	2	3	4	
Adaptability	0	1	2	3	4	
<b>Interpersonal Relations:</b>						
Client Relations	0	1	2	3	4	
Empathy	0	1	2	3	4	
Staff Relations	0	1	2	3	4	
Cooperation	0	1	2	3	4	
Friendliness	0	1	2	3	4	
Communication, Verbal	0	1	2	3	4	
Communication, Written	0	1	2	3	4	
<b>Personal Attributes:</b>						
Creativity	0	1	2	3	4	
Enthusiasm	0	1	2	3	4	
Persistence	0	1	2	3	4	
Assertiveness	0	1	2	3	4	
Stability	0	1	2	3	4	
Self-Motivation	0	1	2	3	4	
Desire to Learn	0	1	2	3	4	

Intern's Strengths (Please comment on **at least two attributes** evaluated above):

Suggestions for Improvement (Please focus on at least two attributes evaluated above):

Noteworthy Involvement/ Specific Assignments:

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

**Rubric**

- This student evaluation form must be completed and signed to receive credit for the course.
- This evaluation form must be signed by your supervisor in order to receive any credit for this assignment.
- Please include your name and agency
- Please ask your supervisor to fill out the evaluation form completely before you meet together.
- - 10% for each day late. After 5 days, the highest score you can receive is 50%.

# Intern Evaluation: Experience Provider

## 2<sup>nd</sup> Evaluation

Student Name: \_\_\_\_\_ Agency: \_\_\_\_\_

Circle the appropriate score for each attribute in the following four categories. Use current and past interns as a benchmark to establish a level of competence. Write on the back of this form as needed.

	Poor	Fair	Good	Great	Excellent	Comments
<b>Job Competence:</b>						
Decision-Making	0	1	2	3	4	
Problem-Solving	0	1	2	3	4	
Organizational Skills	0	1	2	3	4	
Productivity	0	1	2	3	4	
Initiative	0	1	2	3	4	
<b>Professionalism:</b>						
Personal Appearance	0	1	2	3	4	
Attitude	0	1	2	3	4	
Punctuality	0	1	2	3	4	
Dependability	0	1	2	3	4	
Confidentiality/Trust	0	1	2	3	4	
Adaptability	0	1	2	3	4	
<b>Interpersonal Relations:</b>						
Client Relations	0	1	2	3	4	
Empathy	0	1	2	3	4	
Staff Relations	0	1	2	3	4	
Cooperation	0	1	2	3	4	
Friendliness	0	1	2	3	4	
Communication, Verbal	0	1	2	3	4	
Communication, Written	0	1	2	3	4	
<b>Personal Attributes:</b>						
Creativity	0	1	2	3	4	
Enthusiasm	0	1	2	3	4	
Persistence	0	1	2	3	4	
Assertiveness	0	1	2	3	4	
Stability	0	1	2	3	4	
Self-Motivation	0	1	2	3	4	
Desire to Learn	0	1	2	3	4	

Intern's Strengths (Please comment on **at least two attributes** evaluated above):

Suggestions for Improvement (Please focus on at least two attributes evaluated above):

Noteworthy Involvement/ Specific Assignments:

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date



# SOCIAL WORK





# School of Social Work

# MSW Field Internship Manual

Brigham Young University

2014-2015

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## DEFINITIONS OF TERMS

Term	Definition	Notes	Telephone
Agency Contact Person	Various individuals designated by larger agency administrators		
Director of Field Education	Wendy W. Sheffield, LCSW Directs MSW field program, including final grade assignments	wendysheffield@byu.edu	801 422-8749
CSWE	Council on Social Work Education; the national social work accrediting body	<a href="http://www.cswe.org/">http://www.cswe.org/</a>	
Field Liaison	Visits with students and field instructors in most local field settings once each semester		
IASSW	International Association of Schools of Social Work	<a href="http://www.iassw-aiets.org">http://www.iassw-aiets.org</a>	
In-Agency Field Instructor	Agency employee; supervisor of in-agency internship		
Integrative Field Seminar	BYU Class in which MSW students must be enrolled (Soc W 614R or Soc W 615R). These classes are taught by Full or Part-Time BYU Faculty		
Faculty Seminar Instructor	BYU Full or Part-Time Faculty who teach Soc W 614R or Soc W 615R Seminar Sections		
NASW	National Association of Social Workers; professional organization	<a href="http://www.naswdc.org/">http://www.naswdc.org/</a>	

## 1. FIELD EDUCATION: THE SIGNATURE PEDAGOGY OF SOCIAL WORK EDUCATION

Field Education is the signature pedagogy of the BYU School of Social Work. “Signature Pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner.”

The BYU School of Social Work strongly supports and promotes Field Education as its signature pedagogy. Since the inception of the MSW program, the School has been renowned for its' high quality, paid, clinically focused field internships. The field education component of the School's curriculum surpasses CSWE requirements. Students complete an additional 200 field education hours beyond those required by CSWE. They participate in two internships, in two field education settings, under the instruction of two differing field instructors. Such attests to the School's long-term understanding of, and commitment to, the central role field education plays in the instruction and training of competent Social Work professionals.

The Comprehensive Clinic at BYU allows first and second semester MSW students to gain exposure to the role of social work practitioner within a closely supervised Clinical Practicum (Soc W 611) setting. Students conduct individual therapy sessions which are digitally recorded and reviewed weekly within a group supervision format. Clinical campus faculty supervise a group of approximately six students, and review these digitally recorded sessions during a weekly seminar. Beginning therapy skills, client engagement, assessment, system dynamics, therapeutic interventions, and evaluation of treatment are discussed, reviewed, and assessed.

Following their first year of classroom instruction and successful completion of the comprehensive clinic experience, students begin field instruction in community field settings. Students complete two field education internship experiences. The first of these internships is completed during the Spring/Summer block and requires 500 hours of (33 hours/week) field setting practice experience. The second field internship is completed during the Fall and Winter semesters of the students' second year in the MSW program. This internship requires 600 hours of field setting practice experience. Essentially the students are in this second field placement two and a half days a week for two semesters during which they are concurrently enrolled in advanced clinical concentration classes on campus. Over the course of twelve months of field education experiences and 1100 total hours of field instruction, BYU MSW students are socialized to the social work profession and the role of social work practitioner.

"The intent of field education is to connect the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. The two interrelated components of curriculum---classroom and field---are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice."

The Field Education component of the MSW curriculum is designed to link classroom theory and concepts with the practical world of day-to-day Social Work practice. Internships in two different field settings with differing field instructors provide students with a broad scope of practice/learning activities and arenas in which they can integrate and implement social work concepts and theories. Such allows them to more fully develop and demonstrate mastery of the CSWE core competencies. (See Appendix F, G, & H, "*MSW Learning Activity Agreement and Competency Evaluation*")

Field instructors are required to provide their students with a minimum of one hour/week of social work supervision. This regular weekly supervision includes:

1. Socializing students to professional behaviors and roles.
2. Linking social work theories and concepts as taught with the classroom curriculum with practice activities.
3. Assisting students in developing Social Work practice behaviors and demonstrating mastery of the CSWE core competencies.

The School provides field instructors with ongoing training regarding:

1. Their role as Social Work field instructors and educators.
2. Social Work theories and concepts taught in the classroom curriculum.
3. Varying ways and means to link classroom content with field learning activities.
4. Varying ways and means to develop Social Work practice behaviors and demonstrate mastery of the CSWE core competencies.
5. Effective use of supervisory sessions as an integrative tool in Social Work education.

Weekly Integrative Field Seminars taught by clinical campus faculty are specifically designed to ensure that the theoretical and conceptual contributions of the classroom are integrated with student fieldwork experiences. While each core competency is taught within the classroom curriculum, it is also reviewed within the Integrative Field Seminar where students' internship-based implementations of the core competencies are discussed and documented. The Integrative Field Seminar thus ensures that the equally important and interrelated components of the curriculum---classroom and field---are discussed, connected, and integrated on a weekly basis. (See Appendices J & K, "SocW 654R and SocW 655R Syllabi")

"Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies."

BYU's MSW field education is systematically designed, supervised, and coordinated. The Field Team is comprised of the Director of Field Education, Field Liaison, the School of Social Work Department Secretary, and a part-time Social Work Field Secretary (student). All field education data (including student, agency, and field instructor contact information),

internship contact recordings and field liaison visits, student Learning Activity Agreements and student Competency Evaluation forms, are submitted, managed, and stored electronically using the web-based Intern Placement Tracking (IPT) program.

A seasoned and highly qualified Licensed Clinical Social Worker, with 25 years of clinical practice experience and 16 years of experience in BYU's Field Education program, serves as the full-time Director of Field Education. It is her responsibility to develop new placements and to coordinate with field setting administrators regarding the utilization and placement of students. All placements are negotiated, formalized and made by this field administrator. The Director of Field Education is the administrative representative of the School to the community agencies and field settings.

The Director of Field Education works to ensure that, as the signature pedagogy of social work education, field education activities and experiences facilitate the instruction, development, and student demonstration of the CSWE core competencies within the field setting. The *MSW Learning Activity Agreement and Competency Evaluation* forms have been developed and are used to seamlessly and clearly delineate and correlate the CSWE practice behaviors and core competencies with the daily practice application (learning) activities of a student's internship. (See Appendices F, G, & H, "*MSW Learning Activity Agreement and Competency Evaluation Forms*")

Field Liaison (Adjunct Professors) also serve as a part of the field administration team. The Field Liaison work 14 to 19 hours per week. The primary responsibility of the Field Liaison is to visit with each community agency, with each student's field instructor, and with each student who is in a field placement each semester. The Field Liaison are absolutely central to the success of the field education placements. It is their task to identify problems that might develop with the agency, with the field instructor, or with the individual student. Occasionally, they are required to make additional visits as problem situations arise or threaten in the internships.

The School utilizes an additional one to two clinical campus faculty in the teaching of the Integrative Field Seminars which are held in conjunction with in-community field internships. These seminars assure the educational direction of the placements and are intended to integrate the theoretical and conceptual contributions of the classroom with the practical world of the practice setting and to monitor the quality of the student's practicum experience.

In 2001 the BYU School of Social Work Field Team sought out and enlisted the assistance of Alcea Software in developing a computer based field management system. As a result of this partnership a custom system was developed to meet the School's field information management needs. Over the course of the succeeding thirteen years, we have continued to serve as consultants and as a pilot-test site for the ongoing development of the IPT program. The system has evolved into a comprehensive web-based system that supports our changing needs and electronically stores the School's field information and data indefinitely. (See Appendix L, "Agency Detail screen, Field Instructor Detail screen, Student Detail screen.

Our thirteen year affiliation with Alcea Software and use of the IPT system has technologically enabled us to seamlessly and concisely meet the new CSWE 2008 EPAS requirements, including the delineation of practice application (learning) activities within individual internships and field settings, and the evaluation and documentation of students' core competency mastery. (See Appendices F, G, & H, "*MSW Learning Activity Agreement and Competency Evaluation Forms*")

Field education is systematically evaluated based on criteria by which students demonstrate the achievement of program competencies. Through the use of the IPT system and the *MSW Learning Activity Agreement and Competency Evaluation Forms*, student data regarding the mastery of core competencies are recorded and analyzed on an individual student basis, per MSW cohort, and according to field education setting. Low competency scores are noted and historical patterns are addressed and remediated within a continuous curriculum feedback loop. Such feedback is utilized in making changes to field education procedures, learning activity agreements, and evaluation forms. Pertinent field instructor training topics are drawn from areas of historical difficulty.

At the end of each field internship, students are asked to submit an online “Internship Feedback Survey.” (See Appendix I) Information regarding the students’ positive and negative experiences within various field settings and with each field instructor is recorded, reviewed, and historically noted. Field instructor training topics are drawn from areas of noted and repeated difficulty. This information is used by the Field Team in their decisions whether to discontinue or retain the use of both field settings and specific field instructors.

## 2. CORE COMPETENCIES

The fieldwork internship in the MSW program is an integral part of the curriculum. It provides an opportunity for social work students to apply the theoretical and conceptual knowledge acquired in the classroom *as they give* direct services to clients and systems through established field settings. Social Work students at all levels receive educational direction from qualified field internship instructors. While ultimate responsibility for overseeing the implementation of field internship policies and objectives rests with the campus-based Director of Field Education, the School of Social Work maintains a collaborative relationship with the field agencies, and together they share joint responsibility in the partnership.

Primarily, the field internship prepares students to identify with the profession of social work and prepares them to function in society as competent, professional social workers with advanced analytic and practice skills. To meet this objective, graduates must demonstrate their capacity to perform Social Work practice behaviors and master CSWE core competencies. After two years of full time, supervised practice, graduates will be prepared for relatively autonomous practice. In terms of specific outcomes, the field internship is designed to help students develop and master ten core competencies:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

## 3. MAJOR THEMES

Several major themes serve as guides for the field internship sequence.

The MSW field education is founded upon the guidelines provided by the Council on Social Work Education (CSWE) and its Educational Policy and Accreditation Standards (EPAS). The School of Social Work carefully selects field settings based on their compatibility with the values, purposes, and ethics of the profession and guides both agencies and students in fostering the integration of theoretical and conceptual knowledge between the classroom and the field setting. The field education program provides on-going dialog between the student, agency, and on-campus faculty and provides a structure for detailed evaluation of the student’s progress in 1. developing Social Work practice behaviors and 2. demonstrating mastery of the CSWE core competencies. Field internships are tailored under the defined mission, objectives, and educational level of the program as follows.

## 4. MISSION OF THE SCHOOL OF SOCIAL WORK

The mission of the School of Social Work at Brigham Young University is to support the overall mission of BYU and the Church of Jesus Christ of Latter-day Saints by generating new knowledge and by educating and training students to use the appropriate knowledge, skills and abilities of the social work profession to serve children and families within their environment and the context of their specific cultures.

## 5. GOALS AND OBJECTIVES OF THE SCHOOL OF SOCIAL WORK (2013-2015)

The application of the goals and objectives of the School of Social Work at Brigham Young University to the field internship are designed to:

- a. Educate the minds and spirits of students within a learning environment that increases faith, enlarges the intellect, builds character, and leads to a life of learning and service;
  - i. Including the periodic review of field education curriculum
  - ii. Enlarging the diversity of field educational settings and activities.
- b. Advance truth and knowledge to enhance the education of students, enrich the quality of life and contribute to a resolution of work problems:
  - i. Encouraging student involvement in agency research in the field setting, whether with faculty or agency staff.
  - ii. Encouraging faculty and agency staff to include students in publishing articles of their significant findings.
- c. Extend the blessings of learning to members of the Church in all parts of the world:
  - i. Providing exchanges of cultures and knowledge through internship placement out-of-area and in international arenas, as well as by hosting international students.
  - ii. Developing friends for the School, the University and the Church in whatever geographic area the student is serving.
  - iii. Providing (where appropriate for student field education) student internships in the worldwide LDS Humanitarian, LDS Family Services, employment and other welfare service systems; federal and state agencies, national and international NGOs, and other volunteer organizations within the requisite supervision and social work educational experience requirements.

## 6. ORGANIZING RATIONALE AND RELATIONSHIP TO TOTAL CURRICULUM (SEE APPENDIX A – MSW CURRICULUM)

- a. The BYU graduate program in social work prepares clinical social workers to serve individuals, families, and children throughout the world. The curriculum begins with the advanced generalist problem-solving approach as the integrative practice framework. Systems theory is introduced early in the curriculum to support this generalist conception of practice. Students develop clinical skills during the second year. The increasingly complex and challenging educational experience is implemented in a variety of placements and through the selection of problems for student involvement and is supported by analysis and discussion in the concurrent Integrative Field Seminars.
- b. The first year MSW field internship builds upon and reflects the knowledge and skills associated with the bio-psycho-social-spiritual practice model within a systems framework. In keeping with the students' first-year academic program involving foundation social work courses, the first year field internship offers broad experience in all methods, thus providing a generalist base for practice. Where possible, however, field agencies also provide students with opportunities to begin building clinical skills.
- c. During the second year, students will develop a scientific, eclectic model of clinical practice while recognizing that all social work practice is conducted within a problem-solving format that identifies the impact of culture, ethnicity, and larger social systems upon client systems of all sizes. Students are placed in field settings where the client focus is primarily on direct clinical practice with individuals, children and families. Students will be involved concurrently in the second-year curriculum which stresses clinical methods with emphasis on work with individuals, children, and families. Even though agencies differ in the populations they serve, all agencies and field instructors are required to find learning opportunities compatible with the thrust of the curriculum.
- d. Over the two-year program, students progress experientially from a lab experience; to carrying one case on

campus; to a Spring/Summer full time generalist practice placement in agencies along the Wasatch Front, throughout the USA, or in international locations; to the completion of a clinical placement concurrent with advanced clinical practice theory classes. The rationale for this organization of learning opportunities includes the following assumptions:

- i. Students need to acquire a base of knowledge and at least a modicum of practice skill before assuming the responsibility of engaging in direct clinical practice with clients.
  - ii. Engaging with one client under faculty supervision before full-time agency field intern practice not only provides students with an intense initial supervisory experience but also gives the faculty direct data concerning the student's strengths, weaknesses and individual educational needs.
  - iii. Beginning a student's experience in field settings, as a 15 week (500 hour) placement during the Spring/Summer term, provides for full and intensive involvement, giving the student an opportunity to integrate the first year curriculum before moving on to the second year.
  - iv. Changing from a block placement to a concurrent plan for the final two (Fall/Winter) semesters provides an optimal structure for the application and integration of the more clinically intense second year curriculum.
- e. The MSW field internship depends upon the student's integrating and applying theory and knowledge from all previous and concurrent courses and sequences. Theory and knowledge from casework, family/marital therapy, group work, community organization, and human behavior, intertwine in the problem-solving process. Since existing social policies may either impede or enhance the problem-solving process with client systems, field experiences should also train students to examine social policy, such as the identified needs of client systems.
- f. As research expertise develops, students become more critically-minded and become better equipped to evaluate the various professional practice research data and methodology available as well as the effectiveness of agency policies and procedures. Administration concepts are useful to students in their understanding of the formal and informal systems of agencies, the planning and organizing of work assignments, as well as other consulting, collaborating, and leadership skills needed in agency settings. Even though the clinical concentration of the total curriculum requires that the field internship be heavily weighted toward clinical experiences, the generalist foundation is well established during the first through third semesters. The field internship continually utilizes basic macro level knowledge and skills as essential components in the student's experience.
- g. Coordination between the field internship and the classroom is accomplished in a variety of ways. In-Agency Field Instructors are provided an initial program orientation and, thereafter, attend an annual training meeting on campus. One other time during the year, a continuing education conference is held honoring in-agency field instructors. Each field instructor has online access to a copy of the MSW Field Internship Manual and clinical practice course outlines. Online field instructor trainings are also available in PowerPoint, narrative articles, and video streaming formats. These materials serve as guides and encourage a more effective articulation between the classroom and the in-agency field internship instruction.
- h. Weekly Integrative Field Seminars coordinate the students' practical experiences with classroom curriculum by providing discussion sessions between the campus faculty integrative field seminar instructors and the students.
- i. Faculty Field Liaisons reinforce linkages as they interact once each semester with agencies and students. They consult with agency instructors on issues such as the preparation of Learning Activity Agreements, completion of Competency Evaluation Forms, and other field policy and procedural matters.
- j. The MSW Field Internship Manual has been prepared and directed to achieve evenness of field experience in order to assure accomplishment of the educationally based field objectives.
- k. The screening, coordinating and teaching across settings and linkage of the field experience to the educational objectives of the program involves five different roles: (1) the campus-based Director of Field Education, who negotiates the general arrangements with agencies, assigns students to agencies, awards final grades and



oversees the total effort; (2) the campus field faculty member who serves as Liaison between the school and the agencies; (3) the Integrative Field Seminar Instructor; (4) the Field Agency Contact Person, who is selected by agency administrators to coordinate the placement and supervision of students in the larger agencies; (5) the In-agency Field Instructors within field agencies who assign cases and other learning experiences and give direct supervision to the students. The students' faculty advisors on campus are also available to advise and support students as well as to help them integrate their total educational experience with their career goals.

- I. A Program of Study curriculum/guide has been developed to assure that all components of the curriculum are systematically considered as students' field experiences are discussed in the seminar. (See Appendix A)
- m. Field Instructors are provided an initial program orientation; and, thereafter, attend training meeting on campus. Online field instructor trainings are available in PowerPoint, narrative articles, and video streaming formats. One other time during the year, a continuing education conference is held honoring in-agency field instructors.

## 7. CONNECTION BETWEEN THE THEORETICAL & CONCEPTUAL CONTRIBUTIONS OF THE CLASSROOM & PRACTICE (2.1.1)

Brigham Young University's MSW Field Education Program connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence informed practice.

The fostering of evidence informed practice within a competency based educational framework is central to BYU's MSW Field Education curriculum and is ensured through correlated classroom instruction, field internship learning activities, and integrative field seminars. An osmotic concept of Field Education is utilized to help students assimilate and integrate evidence informed theories, techniques, and interventions within their field internships. Evidence informed theory, concepts, and implementations continuously flow back and forth throughout the students' classroom curriculum and internship activities.



Evidence informed practice and their corresponding techniques are identified and taught throughout the practice curriculum as outlined in the practice curriculum syllabi. All therapy models utilized by field students in the therapeutic treatment of individuals, families, and/or couples must be identified in the students' Learning Activity Agreements. (See AS 2.1.2) Evidence informed practice theories and techniques are included in the "pre-identified" list of learning activities. Such ensures that evidence based practice interventions are implemented within field internships.

Students participate in an Integrative Field Seminar each semester they are enrolled in a field internship. These weekly Integrative Field Seminars are taught by clinical campus faculty and are specifically designed to ensure that the theoretical and conceptual contributions of the classroom are integrated with student fieldwork experiences. While evidence based practice theory and interventions are first taught in the classroom curriculum, they are also reviewed within the Integrative Field Seminar. Student internship-based implementations of evidence based practice are

discussed and documented within the seminar. The weekly Integrative Field Seminar serves as an additional way in which BYU's MSW Field Education Program connects the theoretical and conceptual contribution of the classroom with the practice setting, and fosters the implementation of evidence informed practice.

## 8. CRITERIA FOR STUDENT ADMISSION TO FIELD (2.1.4)

Brigham Young University's MSW Field Education Program admits only those students who have met the program's specified criteria for field education. Prior to entering the field, MSW students are well screened by the prerequisite field courses and instructors.

- a. Classroom-based instructional experiences in SocW 660 (Direct Practice), SocW 611 (Clinical Practicum), and SocW 666 (Advanced Practice Skills) provide ample opportunity to determine the student's capacity and capability for field setting practice. The Director of Field Education, the Field team, and the Director of the School of Social Work will evaluate and determine student's readiness for field practice prior to beginning field placement.
- b. Student must be enrolled in and successfully complete a SocW practice class the semester directly prior to beginning field placement.
- c. Students must have demonstrated values consistent with those of professional social work practice, ethics consistent with the NASW *Code of Ethics*, and behaviors that demonstrate the mental health stability necessary for competent social work practice.
- d. During and after the Field Internship Placement Fair in November of their first semester, students must complete a process of orientation and several personal interviews including interviews with the Director of Field Education, field setting directors, managers, and/or field instructors.
- e. Students must submit to the School of Social Work by the date designated, information pertaining to Background Clearance Investigations as required by field placement agencies. (See Appendix P)

## 9. CRITERIA FOR THE SELECTION OF SETTINGS AND INSTRUCTORS (2.1.4)

- a. Commitment to the goals of the social work profession.
- b. Commitment to the goals of social work education.
- c. Willingness to support the primacy of BYU educational placement objectives.
- d. Willingness to commit resources for the training of students i.e. release time for field instructor orientation and student supervision, release time for attendance at periodic half day training sessions at the university, and resources to support student services for client systems such as telephones, adequate work space, secretarial services, and privacy for direct contacts.
- e. Sufficient resources and opportunities for students to practice social work in serving children and families.
- f. Willingness to support learning opportunities across various applicable practice methods.
- g. A general attitude of respect for students with their competencies and needs and a willingness to consider the student as part of the agency's professional staff.

## 10. AGENCY SETTINGS

- Alpine School District
- Children's Justice Center
- CY Roby and Associates
- Deseret Industries
- Family Support and Treatment Center
- Greenhouse Center for Growth and Learning
- LDS Family Services (various locations throughout the US and the world)
- Primary Children's Medical Center
- Primary Children's Out-patient Counseling Service
- Primary Children's Residential Treatment Center
- Provo Canyon Behavioral Health
- ScenicView Academy
- Utah County Department of Drug and Alcohol Prevention and Treatment

- Utah State Division of Child and Family Services
- Utah State Hospital
- Utah State Prison
- Veteran's Administration Medical Centers
- Wasatch Mental Health Center

## 11. ASSURING EDUCATIONAL DIRECTION

- Several mechanisms and approaches are simultaneously employed to assure educational direction in the relationship between the academic program and field instruction settings:
- The different roles described under "Program Responsibilities," represent a division of responsibility to assure students are maximizing their learning opportunities within the goals and objectives of the MSW Program.
- Workshops and meetings are scheduled periodically to bring agency field instructors and campus field faculty together to exchange ideas, practice methods, and techniques.
- Written Field Education Affiliation Agreements (Appendix C) are in effect with all agencies to specify mutual expectations and minimal standards.
- The weekly Integrative Field Seminar serves a variety of functions in assuring educational direction as discussed above.
- The Field Manual discusses the nature and functioning of the relationship between the program and field instruction settings. The manual also delineates the type of field experiences required to meet students' learning needs within the framework of the mission and educational objectives of the program.
- Integrative Field Seminar and other clinical methods course outlines are available to online field instructors.
- Field Work Competency Evaluations on each student are completed by field instructors and analyzed by the Director of Field Education to assure educational objectives are being met.
- Each agency is evaluated by student interns to monitor the educational qualities of each setting.
- The University Field Liaison visit each agency at least once each semester to monitor the process of field instruction and the effectiveness of collaboration between the agency and the university.

## 12. FIELD INTERNSHIP RESPONSIBILITIES

- This Field Manual has been provided to help assist the student as he/she enters the Field internship. Since this phase of the educational process involves the coordination of so many elements (university--agency--student), it is deemed essential that general as well as specific expectations, responsibilities, and guidelines be shared and agreed upon.

## 13. UNIVERSITY PROGRAM RESPONSIBILITIES

- To properly prepare each student with the academic and theoretical knowledge needed to have successful field placement experiences and to function as a contributing professional member of the field setting treatment teams.
- To provide a Director of Field Education with responsibility for overall program direction. The Director of Field Education will assign each student to an agency and will assign a final grade for each term.
- To allocate sufficient time for planning, advising, and coordination with the agency and the student. This would include a sharing of expectations as well as the provision of course outlines and field manuals essential to a well-integrated field experience.
- To select only those field settings that will offer comprehensive learning experiences. Field settings will be selected that are willing to guarantee the personnel, time, and space needed to assure the student's development of Social Work practice behaviors and mastery of CSWE core competencies in the field experience.
- To provide a Faculty Field Liaison who will serve as a link between the student, the program, and the agency. This Liaison will visit each student and in-agency field instructor in the agency at least once each semester and will alert the Director of Field Education regarding any concerns the student or field agency instructor may have.
- To assume the primary responsibility for evaluating and grading the student's performance in the field, and granting or denying university credit for the semester's work. This is accomplished only after carefully considering the input of the in-agency field instructor, the student, the field liaison and faculty Integrative Field

Seminar instructor, as detailed in the syllabus.

- g. To ensure that the University provides professional liability insurance for all students in field internships and that the students carry health insurance policies.

## 14. THE AGENCY AND IN-AGENCY FIELD INSTRUCTOR RESPONSIBILITIES

- a. The agency may decide to interview and/or to accept or reject students proposed by the University Director of Field Education.
- b. When the student has been accepted, the agency will then assign a qualified in-agency field instructor to direct the student's field learning experience within the agency. The in-agency field instructor will evaluate the student's field work and provide feedback on each student's skills, knowledge and performance in the agency.
- c. To orient the student to the agency. This includes the provision of written material as well as discussions related to the agency's history, philosophy, goals, eligibility requirements and administrative structure. It is also the in-agency field instructor's responsibility to help the student perceive and understand the agency as it relates to and complements other community social welfare services.
- d. To arrange for adequate working space, access to secretarial help, parking spaces, and generally provide satisfactory working conditions.
- e. To provide an opportunity for the student to participate in the agency's staff meetings, conferences, and consultations, both within and outside the agency.
- f. To discuss the role and responsibilities of the student as an official representative of the agency. This includes an agreement as to the times the student will be available to be in the agency.
- g. To provide a balanced and meaningful experience that will facilitate the student's development of Social Work practice behaviors and mastery of CSWE core competencies, i.e., initial generalist practice followed by a clinical concentration with emphases on individuals, children and families. Meaningful experiences include appropriate assignment of clients, home and agency visits, bio-psycho-social-spiritual evaluations, case conferences, consultations, staff meetings, and referral processes. It is also expected that the instructor will utilize the field manual and make certain that each student experiences the full range of educational objectives. It is essential that all case and specific task assignments be given only after careful consideration of the feelings, abilities, and skills demonstrated by the student at a given point in time.
- h. To provide, to the maximum degree possible, opportunities for the student to work with clients of diversity and minority groups and to assist him/her in understanding relevant dynamics and applicable interventive strategies.
- i. To assure the student an opportunity to work in collaboration with a variety of other social services in the community.
- j. To set apart and protect supervision time for the student of at least one hour per week per student.
- k. To share with the University Director of Field Education all evaluations of the students' performance in the agency. This should be done after the evaluation has been carefully discussed with the student and/or Field Liaison.

## 15. STUDENT RESPONSIBILITIES

- a. To assume a primary role and responsibility for assuring a successful field experience.
- b. To gain a working knowledge and understanding of the assigned agency. This includes an understanding of the relationships of the assigned agency to other social service agencies in the community.
- c. To actively seek training and to practice social work within the policies of the agency in which he/she is placed. This includes compliance with work requirements scheduled by the agency in accordance with University expectations, i.e. the number of hours per week in the field setting and the use of clinical supervision.
- d. To adhere to the professional social work Code of Ethics at the NASW level and under applicable state laws.
- e. To review the Policy for Processing of Alleged Student Intern Abuse of Agency Client(s) See Appendix M.
- f. To observe, test, integrate, and apply in direct service the theoretical clinical concepts and principles presented in the classroom, with the approval of the in-agency field instructor.
- g. To schedule and prepare for regular individual and/or group supervision sessions.
- h. To be available for case conferences, staff meetings, court hearings, and other appearances as required by the agency.
- i. To attend the campus-linked Integrative Field Seminars and complete seminar assignments including

documentation of CSWE Core Competencies. From this experience comes an opportunity for the student to demonstrate his/her mastery of the CSWE core competencies.

- j. To submit, in a timely fashion, the On-line Learning Activity Agreement (Appendix F, G, H) and Competency Evaluations, having initiated the forms and participated in their completion, including obtaining the required in-agency field instructor signatures.
- k. To submit Student Internship Feedback Survey (Appendix I), upon completion of each field internship. These do not require signature of the in-agency field instructor.
- l. To read the MSW Field Manual. Students are responsible to know and adhere to the information and guidelines contained therein.
- m. To thoroughly read and familiarize self with Field Syllabi (Soc W 614/5R, 654/5R) Students are responsible to know and adhere to the information and guidelines therein.
- n. To email the Field liaison their weekly supervision time as soon as such is established with their field instructor.
- o. To submit Monthly Internship Time Logs (Appendix O) in a timely manner as outlined in the 654/5R syllabi.

## 16. LEARNING ACTIVITY AGREEMENTS

- a. Approximately three weeks into each new semester, field internship students are expected to create a learning agreement on-line on the form provided (see Appendix F, G, H). This agreement is designed to direct the student's learning activities and to acknowledge an understanding by the student, the field instructor, and the university Director of Field Education of the activities in which the student will be engaged during that specific grading period. Students and in-agency field instructors are required to submit learning activity agreements for each internship placement.
- b. The on-line form is completed by the student, with consultation from the in-agency field instructor, listing all the major learning activities in which the student will be involved. All three signatures (the student, the in-agency field instructor, and the Director of Field Education) need be affixed to the agreement before it is considered to be "complete". Permanent electronic records of the Learning Activity Agreements are maintained by the School. This Agreement becomes the "road map" of activities to support the goals and objectives for the students' field education during that semester.
- c. Part of the university Field Liaison visit will be spent addressing the specific items on the Learning Agreement.
- d. The On-line Learning Activity Agreement, when signed and submitted by all three parties, may be changed at any time during the semester as the student and the field instructor decide to add new learning activities, to modify or expand the student's field experience. The new signatures must be affixed to render the modified Learning Activity Agreement viable. Two weeks following the termination of the field internship, the Learning Agreement will be locked in and submitted for permanent filing.

## 17. STRUCTURE, TIMING, AND LEARNING OBJECTIVES

- a. Students experience two (2) field placements during their five semesters enrollment at BYU. The first placement occurs in a 500 hour, block format, during the Spring/Summer term between the 1<sup>st</sup> and 2<sup>nd</sup> year. The second is a 600 hour concurrent placement during the Fall and Winter semesters of the 2<sup>nd</sup> year.
- b. Students are prepared for and exposed to the internship in a step-by-step plan which progresses over the five semesters. The sequencing of student activities carries a progressively greater weight of professional responsibility. Development of Social Work practice behaviors and mastery of CSWE core competencies are considered to be cumulative. Throughout the five semesters, students will be deepening their understanding and refining their skills as they continue to integrate classroom learning and field internship experiences. The foundation and advanced practice behaviors and core competencies serve as a general guide for sequencing and timing in the introduction of internship experiences and expectations. It is recognized, however, that the timing of individual student learning activities and practice experiences will be influenced by such factors as student readiness, client need, and field setting program. The suggested timing of experiences and learning objectives are as follows:

## 18. THE MSW CURRICULUM

### A. THIRD SEMESTER

- i. The third semester placement is designed on a Spring/Summer semester (two block) plan to give students an intensive practice experience. On campus course work is limited to one or two elective classes and a two hour per week Integrative Field Seminar which leaves students free for five days per week in agency fieldwork.
- ii. This internship placement is determined by several factors. It is based on placement availability, the student's interest (submitted after the Field Fair - usually scheduled in the fall (see also Appendix D), on the desired Agency's expressed internship preferences, and on the Field Committee's decisions regarding the goodness-of-fit between the agency and the student's needs, skills, and abilities.
- iii. Learning objectives include mastering foundation Social Work practice behaviors as directed by the CSWE (2009) EPAS Core Competencies:

#### CORE COMPETENCY 1 – IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY.

- a. advocate for client access to the services of social work;
- b. practice personal reflection and self-correction to assure continual professional development;
- c. attend to professional roles and boundaries;
- d. demonstrate professional demeanor in behavior, appearance, and communication;
- e. use supervision and consultation

#### CORE COMPETENCY 2 – APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.

- a. recognize and manage personal values in a way that allows professional values to guide practice;
- b. make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (NASW, 1999) (Appendix J) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (IFSW, 2004) (Appendix K);
- c. tolerate ambiguity in resolving ethical conflicts; and
- d. apply strategies of ethical reasoning to arrive at principled decisions.

#### CORE COMPETENCY 3 – APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.

- a. distinguish, appraise, and integrate multiple sources of knowledge, including research-based-knowledge and practice wisdom;
- b. analyze models of assessment, prevention, intervention, and evaluation; and
- c. demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

#### CORE COMPETENCY 4 – ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.

- a. recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power;
- b. gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- c. recognize and communicate their understanding of the importance of difference in shaping life experiences; and
- d. view themselves as learners and engage those with whom they work as informants.

#### CORE COMPETENCY 5 – ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.

- a. understand the forms and mechanisms of oppression and discrimination;
- b. advocate for human rights and social and economic justice; and
- c. engage in practices that advance social and economic justice.

#### CORE COMPETENCY 6 – ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH.

- a. use practice experience to inform scientific inquiry and
- b. use research evidence to inform practice.



**CORE COMPETENCY 7 – APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT.**

- a. use conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
- b. critique and apply knowledge to understand person and environment.

**CORE COMPETENCY 8 – ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES.**

- a. analyze, formulate, and advocate for policies that advance social well-being; and
- b. collaborate with colleagues and clients for effective policy action.

**CORE COMPETENCY 9 – RESPOND TO CONTEXTS THAT SHAPE PRACTICE.**

- a. continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and
- b. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

**CORE COMPETENCY 10 (A) – ENGAGEMENT**

- a. substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
- b. use empathy and other interpersonal skills; and
- c. develop a mutually agreed-on focus of work and desired outcomes.

**CORE COMPETENCY 10 (B) – ASSESSMENT**

- a. collect, organize, and interpret client data;
- b. assess client strengths and limitations;
- c. develop mutually agreed-on intervention goals and objectives; and
- d. select appropriate intervention strategies.

**CORE COMPETENCY 10 (C) – INTERVENTION**

- a. initiate actions to achieve organizational goals;
- b. implement prevention interventions that enhance client capacities;
- c. help clients resolve problems;
- d. negotiate, mediate, and advocate for clients; and
- e. facilitate transitions and endings.

**CORE COMPETENCY 10 (D) – EVALUATION**

- a. critically analyze, monitor, and evaluate interventions.

**B. FOURTH SEMESTER**

- i. During the fourth and fifth semesters, students are assigned to a new agency fieldwork placement for 20 hours while they are concurrently enrolled in other clinical courses. This agency placement is also a result of the previous Field Fair (also Appendix D).
- ii. By the fourth semester, students should be able to exhibit self-confidence in the application of social work knowledge and practice behaviors. They continue refining and expanding skills in relation to previously stated competencies, while more emphasis is placed on the family. Students will demonstrate advanced competency of the CSWE (2009) EPAS Core Competencies:

**CORE COMPETENCY 1 – IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY.**

- a. readily identify as social work professionals;
- b. demonstrate professional use of self with client(s);
- c. understand and identify professional strengths, limitations and challenges; and
- d. develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and

strengths perspectives.

**CORE COMPETENCY 2 – APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.**

- a. apply ethical decision-making skills to issues specific to clinical social work;
- b. employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights;
- c. identify and use knowledge of relationship dynamics, including power differentials; and
- d. recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.

**CORE COMPETENCY 3 – APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.**

- a. engage in reflective practice;
- b. identify and articulate clients' strengths and vulnerabilities;
- c. evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools;
- d. evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations; and
- e. communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format.

**CORE COMPETENCY 4 – ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.**

- a. research and apply knowledge of diverse populations to enhance client well-being
- b. work effectively with diverse populations; and
- c. identify and use practitioner/client differences from a strengths perspective.

**CORE COMPETENCY 5 – ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.**

- a. use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; and
- b. advocate at multiple levels for mental health issues.

**CORE COMPETENCY 6 – ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH.**

- a. use the evidence-based practice process in clinical assessment and intervention with clients;
- b. participate in the generation of new clinical knowledge, through research and practice; and
- c. use research methodology to evaluate clinical practice effectiveness and/or outcomes.

**CORE COMPETENCY 7 – APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT.**

- a. synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice;
- b. use bio-psycho-social-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments; and
- c. consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.
- d. synthesize and differentially apply theories relevant to practice with children and families.

**CORE COMPETENCY 8 – ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES.**

- a. communicate to stakeholders the implication of policies and policy change in the lives of clients;
- b. use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being; and
- c. advocate with and inform administrators and legislators to influence policies that impact clients and service.



#### CORE COMPETENCY 9 – RESPOND TO CONTEXTS THAT SHAPE PRACTICE.

- a. assess the quality of clients' interactions within their social contexts, specifically families;
- b. develop intervention plans to accomplish systemic change; and
- c. work collaboratively with others to effect systemic change that is sustainable.

#### CORE COMPETENCY 10 (A) – ENGAGEMENT

- a. develop a culturally responsive therapeutic relationship;
- b. attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance; and
- c. establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

#### CORE COMPETENCY 10 (B) – ASSESSMENT

- a. use multidimensional bio-psycho-social-spiritual assessment tools;
- b. assess clients' readiness for change;
- c. assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;
- d. select and modify appropriate intervention strategies based on continuous clinical assessment; and
- e. use differential and multiaxial diagnoses.

#### CORE COMPETENCY 10 (C) – INTERVENTION

- a. critically evaluate, select, and apply best practices and evidence-based interventions;
- b. demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed; and
- c. collaborate with other professionals to coordinate treatment interventions.

#### CORE COMPETENCY 10 (D) – EVALUATION

- a. contribute to the theoretical knowledge base of the social work profession through practice-based research; and
- b. use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

- iii. By the end of the fourth semester, students should be rated on virtually every item on the Fieldwork Evaluation Checklist (Appendix F, G) as all objectives apply. The level of students' functioning should be approaching that of MSW practitioners.

### C. FIFTH SEMESTER

- i. Objectives for the fifth semester reflect the students' overall competency in relation to an advanced skill level practitioner. These competencies are reflective of the first four semesters' expectations but culminate in the highest level of student-practitioner outcomes.
- ii. During the final (fifth) semester, the student will:

#### CORE COMPETENCY 1 – IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESELF ACCORDINGLY.

- a. readily identify as social work professionals;
- b. demonstrate professional use of self with client(s);
- c. understand and identify professional strengths, limitations and challenges; and
- d. develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives.

#### CORE COMPETENCY 2 – APPLY SOCIAL WORK ETHICAL PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE.

- a. apply ethical decision-making skills to issues specific to clinical social work;
- b. employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights;
- c. identify and use knowledge of relationship dynamics, including power differentials; and

- d. recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being.

**CORE COMPETENCY 3 – APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS.**

- a. engage in reflective practice;
- b. identify and articulate clients' strengths and vulnerabilities;
- c. evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools;
- d. evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations; and
- e. communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format.

**CORE COMPETENCY 4 – ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE.**

- a. research and apply knowledge of diverse populations to enhance client well-being
- b. work effectively with diverse populations; and
- c. identify and use practitioner/client differences from a strengths perspective.

**CORE COMPETENCY 5 – ADVANCE HUMAN RIGHTS AND SOCIAL AND ECONOMIC JUSTICE.**

- a. use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention; and
- b. advocate at multiple levels for mental health issues.

**CORE COMPETENCY 6 – ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH.**

- a. use the evidence-based practice process in clinical assessment and intervention with clients;
- b. participate in the generation of new clinical knowledge, through research and practice; and
- c. use research methodology to evaluate clinical practice effectiveness and/or outcomes.

**CORE COMPETENCY 7 – APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT.**

- a. synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice;
- b. use bio-psycho-social-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments; and
- c. consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process.
- d. synthesize and differentially apply theories relevant to practice with children and families.

**CORE COMPETENCY 8 – ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL-BEING AND TO DELIVER EFFECTIVE SOCIAL WORK SERVICES.**

- a. communicate to stakeholders the implication of policies and policy change in the lives of clients;
- b. use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being; and
- c. advocate with and inform administrators and legislators to influence policies that impact clients and service.

**CORE COMPETENCY 9 – RESPOND TO CONTEXTS THAT SHAPE PRACTICE.**

- a. assess the quality of clients' interactions within their social contexts, specifically families;
- b. develop intervention plans to accomplish systemic change; and
- c. work collaboratively with others to effect systemic change that is sustainable.

**CORE COMPETENCY 10 (A) – ENGAGEMENT**

- a. develop a culturally responsive therapeutic relationship;
- b. attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the

therapeutic alliance; and

- c. establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.

#### CORE COMPETENCY 10 (B) – ASSESSMENT

- a. use multidimensional bio-psycho-social-spiritual assessment tools;
- b. assess clients' readiness for change;
- c. assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events;
- d. select and modify appropriate intervention strategies based on continuous clinical assessment; and
- e. use differential and multiaxial diagnoses.

#### CORE COMPETENCY 10 (C) – INTERVENTION

- a. critically evaluate, select, and apply best practices and evidence-based interventions;
- b. demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed; and
- c. collaborate with other professionals to coordinate treatment interventions.

#### CORE COMPETENCY 10 (D) – EVALUATION

- a. contribute to the theoretical knowledge base of the social work profession through practice-based research; and
- b. use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions.

## 19. PLACEMENT PROCESS

- a. Students experience two (2) field placements during their five semesters enrollment at BYU. The first placement occurs in a 500 hour, block format, during Spring/Summer term between the 1st and 2nd year. The second is a 600 hour concurrent placement during Fall and Winter semesters of the 2<sup>nd</sup> year.
- b. During the first semester, students participate in a day-long Field Fair (see also Appendix D). Representatives from the major placement agencies introduce themselves and spend the day interviewing interested students. The process is analogous to applying for a job and students understand that they must successfully meet the demands of an interview that will result in a placement.
- c. If any student has an interest in an agency not currently affiliated with the University, she/he is free to explore the possibility of that internship with the Director of Field Education. If a potential placement looks promising, and there is mutual interest between the agency and the University, the Field Committee will evaluate the situation and negotiate a Field Education Affiliation Agreement with the agency (see Appendix C).
- d. After students have completed their interviews and indicated their preferences, the Field Committee invites the field setting contact person to submit the agency's intern preferences (see Appendix D).
- e. Each student will meet individually with the Director of Field Education for a Pre-Field Placement interview/discussion. Together they will review the student's Field Placement Review form (see Appendix D).
- f. During the Spring/Summer semester block placement, a student can request to serve an internship with any one of a variety of agencies throughout the nation or the world (see page 11, Section 5 for International Placement policy). The student expresses their internship agency preferences on the Preference Form (see Appendix D), which is submitted to the Director of Field Education by the date specified. In all placements, students will be supervised both by licensed practitioners in-country and by faculty from the School, often via telephone, email, skype, and interactive media.
- g. After taking into account all student preferences, field setting preferences, and the school's perception of students' strengths, limitations, and professional goals, the Director of Field Education negotiates each placement.
- h. Both students and agencies are advised through the online IPT field management system of the student internship placements for both Spring/Summer Terms and Fall/Winter Semester.
- i. Shortly following the notification of clearance for international placement, interested students should contact the ISP (International Student Placement) office on campus in the Kennedy Center. The ISP office will assist students with the logistics of travel and with available scholarships. The ISP may also require orientation seminars or

courses. The School of Social Work will negotiate the placements and the supervision for the placement experience.

- j. All payment associated with field internship activities are negotiated between the student and agency. The School of Social Work emphasizes the quality of experience rather than the level of pay. While the majority of field placements are paid, and every reasonable effort will be made to secure a paid field placement for each student, paid field placements are not guaranteed.
- k. Students are required to submit thorough information and documentation as required by their individual internship placements for Background Clearance Investigation (BCI) purposes on or before the dates specified by their internship placement agencies.
- l. Should a student not clear an agency's BCI, their internship at that placement becomes null and void. Every reasonable effort will be made to secure another field placement in such a situation. The School of Social Work will make three separate attempts in three different agencies to secure BCI clearance and field placement for each student.
- m. If, after three attempts, a BCI clearance cannot be attained for a student within an approved field placement agency, the School of Social Work and Director of Field Education are no longer responsible or required to place the student in a field internship.

## 20. FIELD INTERNSHIP INTEGRATIVE SEMINAR

- a. Students are required to attend the integrative Field Seminars conducted by on-campus clinical faculty. Students who fail to attend at least two-thirds of the seminars will fail the Field Internship course. Skype and/or telephone conferencing arrangements are made for students completing field internship out-of-state or internationally.

## 21. EVALUATION OF STUDENT LEARNING AND PERFORMANCE

- a. The "MSW Learning Activity Agreement and Competency Evaluation" forms yield detailed summative reports. (See Appendix F).
- b. On-line Competency Evaluation forms are structured to facilitate a three-way communication between the field instructor, the University, and the student. They are to be signed on-line by the student, the field instructor, and the Director of Field Education before they will be considered "complete." No grade will be given for the internship course without the completion of the Competency Evaluation form. (Spring and Summer terms constitute one semester for grading purposes).
- c. The Final Evaluations utilize both a checklist and a narrative report. Instructions for using the checklist are attached to the report form. Students are to be involved in the evaluation process by first completing the checklist as a self-evaluation. The field instructor's evaluation and the differences between the two evaluations are then discussed with the student. If a student feels strongly about differences in perception, the student is encouraged to exercise the option of attaching a personal letter to the evaluation.

## 22. EVALUATION OF FIELD INTERNSHIP BY STUDENTS

- a. Immediately after completion of the Spring/Summer and Fall/Winter internships, the student is asked to complete a survey evaluating both the agency and the in-agency field instructor (example of Internship Feedback Survey in Appendix F). The survey link will be sent to the students at the end of Summer and Winter Semesters. Completed surveys will be submitted on-line by the student directly to the Director of Field Education. The information on the form is a great help in planning future internship placements and information is considered confidential.

## 23. TERMINATION FROM FIELD INTERNSHIP

### A. FOR CAUSE

- i. When students are determined jointly by their in-agency field instructor and the Field Committee to be physically, emotionally, or intellectually unable to continue in their field placement, the student will be notified immediately and asked to meet personally with the Field Committee. One or two supportive witnesses can be

brought with them to the initial inquiry meeting if the student desires. The Field Committee will do everything possible to accommodate the student's needs and move quickly to a new internship placement, more in keeping with the student's knowledge, skills, and abilities. If no alternative placement can be found, or if the student is unable to continue in the field internship experience, the student may voluntarily request or be asked to discontinue until such time as the medical, emotional, or psychological barriers can be overcome (but this time may not exceed the three years allowed by CSWE program accreditation requirements). Any discussion by the Field Committee or Director of Field Education is appealable through the regular and ordinary appeal process, as listed in the MSW Student Handbook.

## B. PHYSICAL OR SEXUAL ABUSE OF AGENCY CLIENTS

- i. When a student has allegedly physically or sexually abused agency client(s), they will be subject to the policy submitted in Appendix K of this Field Manual. In brief, students will be immediately suspended until the allegation and necessary legal procedures have been completed.

## 24. SUPPORTING STUDENT SAFETY

Safety of students within internship placements is of utmost priority to the School of Social Work. Safety measures, elements, and guidelines are discussed in several courses (including, but not limited to: SocW 660, SocW 611, and SocW 666) during the students' 1<sup>st</sup> year classroom curriculum, prior to their entrance into the field. These guidelines are again reviewed with interns at the beginning of their first field placement during the Integrative Field Seminar (SocW 614R); written seminar assignments require interns to discuss pertinent safety policies and procedures with their agency field instructors. As outlined by the School of Social Work field placement orientation guidelines, and as part of the student's initial orientation to their field placement, individual field instructors review with their interns those safety measures, elements, and guidelines specific to their agency and placement.

Should an incident occur within a student's field placement where safety is a significant concern, the intern is instructed to discuss the incident with their field instructor, their field liaison, and the Director of Field Education. To ensure that appropriate reporting, processing of the incident, and follow-up measures are taken, a "Field Incident Report" (see Appendix Q) is completed for each such incident.

## APPENDIX A – MSW STANDARD CURRICULUM CHART

## Instructions for MSW Program of Study

Effective Fall 2013

The MSW Program of Study is a carefully considered plan which identifies the student's required and elective courses as well as the faculty advisor. Necessary changes in a student's program can be made if authorized by the student's faculty advisor and department graduate coordinator.

MSW students should outline their Program of Study under the direction of their faculty advisor during September their first semester, and submit the signed form to the Social Work Graduate Secretary by October 10th. Submitting this plan does not register you for the courses selected. Registration is completed through myBYU. Elective classes are capped at 25 students per section. If you are unable to register for your planned course, please notify the Graduate Secretary of your Program of Study change.

MSW students should choose the correct program of study form A, B, C or D from the list below:

- A. Clinical Emphasis Non-Social Work Undergraduate Degree: Highlight your 7 elective hours. Only *one* elective course (no more than 3 credit hours) may be taken *outside* Social Work. All outside electives must be pre-approved by the Graduate Coordinator.
- B. Clinical Emphasis Social Work Undergraduate Degree: Highlight your 14 elective hours. Only *two* elective courses (no more than 6 credit hours) may be taken *outside* Social Work. All outside electives must be pre-approved by the Graduate Coordinator.
- C. Research Emphasis Non-Social Work Undergraduate Degree: Fill in your 7 *elective* hours. All *research electives* must be pre-approved by the Director or Graduate Coordinator.
- D. Research Emphasis Social Work Undergraduate Degree: Fill in your 14 *elective* hours. All *research electives* must be pre-approved by the Director or Graduate Coordinator.

**All students:** Once your Program of Study is complete, print out a copy, have your faculty advisor approve and sign it. Turn the signed copy in to the Graduate Secretary. Once it has been approved, changes must be made with the Graduate Secretary to clear you for graduation.

### A and B Clinical Electives:

See individual A-B-C-D lists for specific semester(s) elective courses are offered.		
Soc W 570	Crisis Intervention	3
Soc W 580	School Social Work	3
Soc W 581	Social Services for the Aging	3
Soc W 585	Global Issues –Children at Risk	3
Soc W 631	Family Policy and Law	3
Soc W 671	Play Therapy	3
Soc W 674	Human Sexuality offered each year but only to 2 <sup>nd</sup> year students	3
Soc W 675	Substance Abuse	3
Soc W 676	Spirituality in Social Work	2
Soc W 678	Adv Marr & Family Pract	2
Soc W 680R	Pharmacology	2
Soc W 681	Comp Intl Soc Welfare Policy	3

### Possible C and D Research Electives:

#### **Fall semesters:**

HLTH 602 Epidemiology 3.0  
MFHD 612 Intro to Research & Theory in Fam Sci 3.0  
MFHD 691 Graduate Research Methods 3.0 \*  
P MGT 628 Program Evaluation and Performance 3.0  
P POL 611 Policy Analysis I 3.0  
PSYCH 501 Data Analysis in Psychological Research 3.0  
PSYCH 504 Research Design 3.0  
SOC 600 Graduate Research Methods 3.0  
SOC 606 Intermediate Statistics 3.0  
STAT 511 Statistical Methods for Research I  
STAT 535 Applied Linear Models 3.0  
STAT 566 Exploratory Multivariate Methods

#### **Winter semesters:**

HLTH 604 Biostatistics 3.0  
HLTH 612 Program Planning & Evaluation 3.0  
HLTH 618 Survey & Research Methods 3.0  
MFHD 695R Structural Equation Modeling in Soc Sci 3.0\*  
P MGT 630 Statistical Analysis 3.0  
P POL 604 Data Analysis II 3.0  
P POL 612 Policy Analysis II 3.0  
PSYCH 512 Qualitative Research Methods 3.0  
SOC 604 Ethnographic Research Techniques 3.0  
SOC 605 Multiple Regression Analysis 3.0  
Soc 706R Advanced Statistical Methods 3.0\*  
STAT 511 Statistical Methods for Research I  
STAT 512 Statistical Methods for Research II  
STAT 536 Modern Regression Methods 3.0  
STAT 538 Survival Analysis 3.0

\* recommended



# MSW Program of Study

2014-2016

Name: \_\_\_\_\_

**Undergraduate Social Work Majors (BSW):** 54 required hours + 8 elective hours = 62 total credit hours

**Undergraduate NON-Social Work Majors:** 60 required hours + 7 elective hours = 67 total credit hours **BYU ID #:** \_\_\_\_\_

**Research Emphasis Students take research electives**

<b>Fall 2014</b>			Credit Hrs
<b>Dept approval required for 605</b>	Soc W 603/605**	Research Methods in Social Work/Advanced Research Methods in SW	3
<b>By department assignment</b>	Soc W 611/620	Clinical Practicum/Human Behavior and Social Environment	3
	Soc W 630	Social Welfare Policy ( <b>non-BSW undergrads only</b> )	3
	Soc W 660	Direct Practice Skills	3
	Soc W 661	Models of Psychotherapy	3
	Soc W 698R**	Master's Research Project	1
<i>*Electives</i>	Soc W 570	Crisis Intervention (offered every Fall semester)	3
	Soc W 631	Family Policy and Law (offered every Fall semester)	3
	Soc W 676	Spirituality in Social Work (offered only Fall 2014)	2
	Soc W 680R	Motivational Interviewing (offered every Fall semester)	2
<i>Research elective</i>			
<b>Subtotal:</b>			<b>12-16</b>
<b>Winter 2015</b>			
<b>Dept approval required for 604</b>	Soc W 602/604**	Statistical & Data Analysis in Social Work Research/ADV Stats & Data	3
<b>By department assignment</b>	Soc W 611/620	Clinical Practicum/Human Behavior and Social Environment	3
	Soc W 622	Psychopathology	3
	Soc W 666	Advanced Practice Skills	3
	Soc W 698R**	Master's Research Project	1
<i>*Electives (choose 1)</i>	Soc W 580	Social Work in the School Setting (offered only Winter 2015)	3
	Soc W 581	Social Services for the Aging (offered only Winter 2015)	3
	Soc W 585	Global Issues of Children at Risk (offered every Winter semester)	3
	Soc W 671	Play Therapy (offered every Winter semester)	3
	Soc W 675	Substance Abuse Treatment (offered every Winter semester)	3
<i>Research elective</i>			
<b>Subtotal:</b>			<b>15-16</b>
<b>Spring Term 2015:</b>	Soc W 614R	Integrative Field Seminar 1	1
	Soc W 654R	Field Internship 1	2
<b>Summer Term 2015:</b>	Soc W 614R	Integrative Field Seminar 1	1
	Soc W 654R	Field Internship 1	2
<b>Subtotal:</b>			<b>6</b>
<b>Fall 2015</b>			
	Soc W 615R	Integrative Field Seminar 2	1
	Soc W 624	Marriage & Family Therapy	3
	Soc W 655R	Field Internship 2	2
	Soc W 663	Advanced Group Work	3
	Soc W 667	Intervention Methods w/Children and Adolescents	3
	Soc W 698R	Master's Research Project – Program Evaluation	1
<i>*Electives (choose 1)</i>	Soc W 570	Crisis Intervention (offered every Fall semester)	3
	Soc W 631	Family Policy and Law (offered every Fall semester)	3
	Soc W 680R	Motivational Interviewing (offered every Fall semester)	2
	Soc W 680R	Pharmacology (offered only Fall 2015)	
<i>Research elective</i>			
<b>Subtotal:</b>			<b>15-16</b>
<b>Winter 2016</b>			
	Soc W 615R	Integrative Field Seminar 2	1
	Soc W 655R	Field Internship 2	2
	Soc W 664	Community Organization ( <b>non-BSW undergrads only</b> )	3
	Soc W 665	Organizational Governance/Exec. Leadership in Human Services Admin	3
	Soc W 669	Advanced Clinical Practice	3
<i>*Electives (choose 1)</i>	Soc W 585	Global Issues of Children at Risk (offered every Winter semester)	3
	Soc W 671	Play Therapy (offered every Winter semester)	3
	Soc W 674	Human Sexuality and Social Work Practice (for last semester MSWs only)	3
	Soc W 675	Substance Abuse Treatment (offered every Winter semester)	3
<i>Research elective</i>			
<b>Subtotal:</b>			<b>12-15</b>
<b>TOTAL:</b>			<b>62-67</b>

Faculty Advisor \_\_\_\_\_

Date \_\_\_\_\_

\* Students may take Soc W 595R (Directed Readings) for 1-3 elective credits. See Faculty Advisor for more information.

Any outside electives must be pre-approved by the Graduate Coordinator or Director.

\*\*If student is approved and takes Soc W 604/605 ADVANCED, they are not required to take Soc W 698R Fall and Winter 1<sup>st</sup> year. Required credit hours decrease by 2 and elective credit hours increase by 2. To complete this form: circle Soc W 605/604, cross out Soc W 698R Fall and Winter 1<sup>st</sup> year, add an elective.

Updated 4/2/14

## APPENDIX B – FIELD PLACEMENT AGENCY INFORMATION

### FIELD PLACEMENT AGENCY INFORMATION

School of Social Work  
Brigham Young University  
Provo, Utah

Today's Date: \_\_\_\_\_

Agency or Company: \_\_\_\_\_

Unit (if applicable) \_\_\_\_\_

Mailing Address: \_\_\_\_\_

FAX Number: \_\_\_\_\_

The agency is: Public \_\_\_\_\_ Private not for profit \_\_\_\_\_ or private for profit \_\_\_\_\_

Agency Field Education Coordinator: \_\_\_\_\_ Phone \_\_\_\_\_

Email: \_\_\_\_\_

Proposed In-Agency Field Instructor: \_\_\_\_\_ Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Proposed Number of MSW Student Intern(s) \_\_\_\_\_

Placements to begin \_\_\_\_\_ (month/year) and end \_\_\_\_\_ (mo/year) (if applicable)

Agency Information:

1. How long has the agency been providing the services in which the student will participate? \_\_\_\_\_ years

2. Please describe the clientele served, and the major services provided by the program:

3. The proposed in-agency field instructor has:

Degree(s) held: \_\_\_\_\_ in \_\_\_\_\_ from \_\_\_\_\_

Licensed as: \_\_\_\_\_ in \_\_\_\_\_ (state, country, etc.)

Worked in the agency for \_\_\_\_\_ years and \_\_\_\_\_ months

4. Is the in-agency field instructor available for at least one hour of uninterrupted individual supervision per week?  
Yes/No



5. Will the agency be able to provide

At least 500 hours during Spring and Summer terms (end of April to mid August) and 600 combined hours for Fall and Winter semesters? Yes/No.

6. What will be the main Social Work activities of the student intern, at the generalist and clinical levels?

Generalist Social Work activities:

Clinical Social Work activities:

7. Please describe the nature, quantity, and structure of training the student will receive before and during the internship.

Before internship:

During internship:

8. Please describe the student's workspace and access to computer, phone & desk:

9. The vast majority of BYU MSW internships are paid internships with an average reimbursement of \$10.00 per hour. Will the agency be able to provide a paid internship? \_\_\_\_\_ yes \_\_\_\_\_ no. If yes, \$ \_\_\_\_\_ / hr.

10. If the student is also employed at the agency simultaneous to the internship, will the employment assignments be different from the internship assignments? Yes/No. If yes, how?

How will supervision be different?

11. Is there a risk to the student's physical safety in the internship setting? If yes, please explain:

What steps have been taken to minimize inherent risks, if any?

12. Is there a possibility of emotional harm to the student in the internship setting? If yes, please explain what they are, and what steps will be taken to minimize them:

13. Will the student be required to drive as part of the internship? If yes, please explain:

14. Is there a possibility that the internship placement will develop into permanent employment after graduation?  
Yes\_\_\_\_\_ Maybe \_\_\_\_\_ No\_\_\_\_\_

15. Will there be a research component to the internship? Yes/No. If yes, please explain how the student will be involved:

16. Will the agency support the student's desire to live the Honor Code of Brigham Young University (found at [www.byu.edu/honorcode](http://www.byu.edu/honorcode))? Yes/No

17. Has the Agency reviewed the Field Education Affiliation Agreement with the School and is willing sign it? (copy provided is for information only; upon approval of the agency an agreement will be prepared for signatures).  
Yes/No

THANK YOU! Please FAX or send this information to:

Wendy W. Sheffield, LCSW  
Director of Field Education  
School of Social Work  
2171 JFSB  
Brigham Young University  
Provo, UT 84602-6709  
Phone: (801) 422-8749  
FAX: (801) 422-0624

## APPENDIX C – FIELD EDUCATION AFFILIATION AGREEMENT

### FIELD EDUCATION AFFILIATION AGREEMENT

Brigham Young University  
School of Social Work  
Last updated: January 2012

THIS AGREEMENT is made, entered into, and is effective as of **DATE** (“Effective Date”) by and between BRIGHAM YOUNG UNIVERSITY, a Utah nonprofit corporation and institution of higher education, with its principal campus located in Provo, Utah, for and in behalf of its School of Social Work (hereinafter referred to as the "School" or "BYU") and with **AGENCY**, located at **ADDRESS** (hereinafter referred to as the "Agency").

**Purpose:** In order to facilitate internship opportunities and educational experiences for students, this Agreement is intended to govern the relationship between the Experience Provider, and BYU with respect to student interns from BYU in an internship arrangement with the Experience Provider.

WHEREAS, Brigham Young University has one accredited social work program (a Master of Social Work);

WHEREAS, BYU requires a community agency facility for its Social Work students to obtain the case management and clinical learning experience required in the curriculum; and

WHEREAS, the above-named Agency has the clinical setting, appropriately licensed professional staff, and equipment necessary for the instruction of selected BYU student(s) and is willing to provide its facility and staff for the in-agency professional supervision and instruction of selected student(s) of the School (“Students”), in pursuit of a professional career in social work community practice. References to “Students” in this Agreement include singular and plural numbers of Students.

THEREFORE now, in consideration of the promises and mutual considerations herein set forth, the parties to this Agreement agree as follows:

#### 1. General Considerations:

- 1.1 **Duration of Agreement:** This Agreement is effective as of the date mutual signatures are affixed and shall continue in full force and effect no longer than ten years:
  - 1.1.1 By either party at any time, provided that Students currently enrolled in the program at the time of termination shall be given the opportunity to complete their clinical program, provided such completion does not exceed four (4) months beyond the termination date, with notice of termination to be sent by the terminating party to the other party at its normal place of business;
  - 1.1.2 As further described herein; or
  - 1.1.3 Upon mutual agreement of the parties to this Agreement.
- 1.2 **Administration:** The administration of this Agreement shall be under the direct supervision of the School’s Director of Field Education (see Section 3.11 below) in consultation with the Agency’s designated contact person.
- 1.3 **Student Supervision:** The clinical oversight and obligations of the Agency instructor for the Students shall be the joint responsibility of the BYU Director of Field Education and the Agency Clinical Social Work Manager.
- 1.1 **Employment Relationship:** Students participating in an internship subject to this Agreement who

are paid for their Agency work will be considered to be employees of the Agency for purposes of qualifying for Workers' Compensation benefits (see also Section 4.12 below).

The School shall provide Worker's Compensation medical benefits for participating interns who are not paid, or who qualify as volunteers under pertinent Utah law.

- 1.2 **Creative Work of Students:** All original creative work of any Student performed as part of an Agency internship shall be considered a "work made for hire" and Agency shall be responsible for obtaining that copyright and other intellectual property rights in any such original creative work of the Student and obtaining any necessary transfer signatures or transfer documents from the Student to ensure that copyrights and other intellectual property rights shall be owned entirely by the Agency.
- 1.3 **Use of Name or Logo:** Neither party shall use the other's name or logo in any descriptive or promotional literature or communication of any kind without the other's prior written approval, which shall not be unreasonably withheld.
- 1.4 **Modification:** This Agreement may only be modified by a writing that is signed by all parties to this Agreement.
- 1.5 **Assignment:** Neither this Agreement nor the performance of either party under this Agreement may be assigned by either party (whether in connection with a merger, consolidation, sale, or otherwise) without the written consent thereto of the other party. This Agreement shall be binding upon the successors and assigns of BYU and the Agency, whether or not consent to an assignment has been obtained.
- 1.6 **Liability Risks:** If the Student or Agency Field Instructor engages in activities which are viewed by the Agency Director, the Director of the School, the University Field Liaison, or the Director of Field Education, to pose unreasonable liability risks to the Agency or the School, the Student's participation may be suspended, pending an investigation.
- 1.7 **Insurance:** Students will be reasonably insured or be covered by the School's program of self insurance against negligent acts or omissions that may occur in the course of the performance of their duties pursuant to this Agreement. This liability insurance covering damage or harm caused by the Student is currently in the amount of \$1,000,000.00 per person, per occurrence, or \$3,000,000.00 in the aggregate.
- 1.8 **Unlawful Discrimination:** BYU and the Agency agree to abide by the provisions of Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000e) which prohibit unlawful discrimination against any employee or applicant for employment or any applicant or recipient of services, on the basis of race, religion, color, or national origin; 45 C.F.R. § 90, which prohibits unlawful discrimination on the basis of age; and Section 504 of the Rehabilitation Act, which prohibits unlawful discrimination on the basis of disability.
- 1.9 **Compliance with Applicable Professional Law and Licenses:** The parties to this Agreement agree to comply with the applicable statutes, laws, rules, regulations, licenses, certificates, and authorization relating to social work professional responsibilities or licensing in the performance or carrying out of its obligations under this Agreement. This Agreement shall be subject to amendments in the applicable laws and regulations relating to the training of social work students, but only to the extent that any inconsistency is thereby created, and the parties shall use their best efforts to accommodate both the terms and intent of this Agreement and of such amendments.

Each party to this Agreement will obtain and maintain current (in force) all licenses, certifications,

authorizations, and/or permits (and will pay the fees therefore) necessary to carry out its duties and responsibilities under this Agreement.

- 1.10 Confidentiality:** The parties to this Agreement expressly agree that they, their employees, and their agents shall not divulge, reveal, or otherwise share with any third party, or use for their own profit, without the other party's prior written consent, any confidential information divulged by any party to the other during the course of this Agreement. For purposes of clarification, "Confidential Information" means any information of a party (including, without limitation, information received from third parties) disclosed to the other party, which is either (a) marked as confidential to the disclosing party or a third party or (b) in connection with the internship opportunities and educational experiences contemplated herein, consists of protected health information, unpublished financial information, treatment information, or any other information reasonably deemed to be personal and/or sensitive. Confidential Information shall not include information that (i) is known to the receiving party at the time it receives Confidential Information; (ii) has become publicly known through no wrongful act of the receiving party; (iii) has been rightfully received by the receiving party from a third party authorized to make such communication without restriction; (iv) has been approved for release by written authorization of the disclosing party; or (v) is required by law to be disclosed.
- 1.11 Conflict of Interest:** The parties to this Agreement expressly disclaim and disavow any partnership, joint venture, or fiduciary status or relationship between them and expressly affirm they have entered into this Agreement as independent contractors, and that the same is in all respects an "arm's length" transaction.
- 1.12 Waiver of Provision(s):** Any waiver by any party of any provision of this Agreement, whether in writing or by course of conduct or otherwise shall be valid only in the instance in which it is given, and shall not be deemed a continuing waiver of any provision, nor shall it be considered a waiver of any other provision.
- 1.17 This Agreement covers (check one):**
- ☐ All locations of Experience Provider.
- ☐ Multiple locations of Experience Provider—i.e., only those locations listed below. (Attach sheet if additional space needed.)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- ☐ Single location of Experience Provider—i.e., only that location with address listed above. (Note: a separate agreement will be required for each different location of Experience Provider.)

3. **Student Responsibilities:** The parties to this Agreement acknowledge and agree that it shall be the responsibility of Students to:
- 2.1 Comply with the Agency experience provider's policies and procedures.
  - 2.2 Report any serious problems related to the Agency, including safety and personnel problems, to the Field Education Director and the Agency Clinical Social Work Manager.
  - 2.3 Maintain a health insurance policy in effect during the full period of any internship within the Agency.
  - 2.4 Enter into a separate written agreement with BYU ("Field Internship Agreement"), substantially in the form of the agreement attached as Exhibit A.
4. **School Responsibilities:** The parties to this Agreement acknowledge and agree that it shall be the responsibility of the School to:
- 3.1 Place into field Agencies only those students who have substantially completed the program's prerequisite requirements for field education.
  - 3.2 Assume general responsibility for the instruction and evaluation of the Students, including establishing and implementing the curriculum of the Students' field education and the final designation of their grades and taking into consideration the recommendation of the Agency field instructors. The School further agrees to provide an explanation of and continuing technological consultation for the use of the on-line Learning Agreement and Final Evaluation forms.
  - 3.3 Inform Students that they are subject to the general rules, policies, and procedures of the Agency; including the specific provisions that:
    - 3.3.1 The Agency is ultimately responsible for the quality control, and supervision of client care;
    - 3.3.2 The Agency necessarily retains the right to act in the best interests of its clients in all cases;
    - 3.3.3 The Agency reserves the right when necessary to expel Students from the Agency for cause, after conferring with the School.
    - 3.3.4 Students are expected to abide by the terms of Section 2 above.
    - 3.3.5 Assure that the Students enter into a Student Learning Activity Agreement, substantially in the form of the agreement found online at [www.runipt.com](http://www.runipt.com).
  - 3.4 Provide to the Agency information relevant to Students' educational expectations, including, but not limited to:
    - 3.4.1 Dates for Field Instruction
    - 3.4.2 General objectives and types of experiences desired.
    - 3.4.3 Relevant course information and data on Students to help maximize Students' learning experience.
  - 3.5 Orient and assist Students to adequately prepare Students to function effectively in their Agency assignments.
  - 3.6 Conduct ongoing integrative seminars for Students during the field internship experience, to assist Students to integrate coursework practice methods and theory, with quality professional practice within the Agency.
  - 3.7 Respond in a timely manner to any complaints concerning Students.
  - 3.8 Determine, in consultation with the Agency, which BYU students will be placed. (If appropriate

Students are not available, the School is not required to make any Agency placements.)

- 3.9 Provide ongoing consultation and training for Agency Field Instructors, including orientation and annual field instructor development and professional workshops.
- 3.10 Provide a Field Liaison, who will assist the Agency, the Agency Field Instructor, and Students, to develop learning activities and guidelines that are consistent with national social work accreditation standards, and respond to Students' needs for professional development (including making at least one visit to the Agency each semester in which Students are placed with the Agency).

The Field Liaison shall also facilitate general on-going dialogue between the School and the Agency.

- 3.11 Provide a Director of Field Education, who will establish and maintain School/Agency administrative coordination activities in relation to social work education, including determining Agency resources for Students' placement and negotiating Field Education Affiliation Agreements with Agency administrators. Additionally, in consultation with the Field Liaison and Field Committee, the Director of Field Education shall evaluate internship settings and review major Agency organizational changes which may affect Students' education.
- 3.12 Provide online to the Agency a copy of the Student Learning Activity Agreement.
- 3.13 In consultation with the Agency, evaluate proposed learning experience activities and determine the Agency's ability to provide the educational benefits anticipated to be achieved in the internship.

5. **Agency Responsibilities:** The parties to this Agreement acknowledge and agree that it shall be the responsibility of the community experience provider Agency to:

- 4.1 Provide Students a qualified Agency Field Instructor who will provide direct supervision and instruction. All Agency Field Instructors for master's (MSW) level students shall hold a MSW degree from a CSWE-accredited social work program. In addition, all Agency Field Instructors shall have a minimum of two years' experience in the placement agency. In the rare event that qualified field instructors are not available and the School determines to place Students in the internship without the benefit of such instructors, the agency shall allow for the School's facilitation of distance supervision and consultation in order to reinforce a social work perspective. To support appropriate educational objectives, the Agency may engage other Agency personnel in the education of Students to assist the Field Instructor as needed.
- 4.2 Provide the Agency Field Instructor with release time sufficient to fulfill educational responsibilities related to supervising Students, including, but not limited to, the following activities:
  - 4.2.1 A minimum of one (1) hour per week to provide individual uninterrupted supervisory instruction for Students;
  - 4.2.2 Attendance at annual Field Internship Instructor workshops; and
  - 4.2.3 Meetings with the faculty Field Liaison assigned to the Agency once each semester or more often as needed.
- 4.3 Provide Students with work space, supplies, and staff support sufficient to fulfill Students' assigned service functions at the Agency. This may include, but is not limited to, a desk and chair, interviewing space, office supplies, and the staff support necessary to complete recording requirements.
- 4.4 Provide Students with learning experiences that meet suggested minimum guidelines for Students' educational development.

- 4.5** Accept the ultimate responsibility for the care of the Agency clients.
- 4.6** Provide orientation and training sufficient for Students' understanding of the Agency's mission and client population, of the Agency's policies and procedures (including emergency/safety procedures), and of the educational objectives of the School's program. In addition to other material, this orientation will include:
- 4.6.1** Students' obligations with respect to disclosure of information regarding clients of the Agency and disclosure of client's records located on the premises of the Agency.
  - 4.6.2** A description of the Agency's rules and regulations and Students' obligations with respect to adhering to those rules and regulations.
  - 4.6.3** An explanation of the health and safety standards set by the occupational Safety and Health Administration (OSHA) and other applicable law.
  - 4.6.4** Students' responsibility to seek out and receive health care at the time of exposure to infectious agents such as blood-borne pathogens, tuberculosis, and others, while on duty at the Agency facility and provide any copies of medical records of these health care services to the Agency.
- 4.7** Work with the Agency Field Instructor and the School's Field Liaison in selecting and implementing learning experiences for Students in order to fulfill the objectives of the field instruction.
- 4.8** Assist the School in the ongoing evaluation of Students' work and to timely notify the School of any significant problems concerning Students and/or the field internship.
- 4.9** Provide the School with periodic formal evaluations of Students' work performance, including a final on-line Final Evaluation at the end of each semester.
- 4.10** Notify Students of any additional application requirements as required by law, such as BCI clearances or placement pre-requisite study.
- 4.11** Advise Students of required participation in additional and reasonable educational assignments, consistent with national accreditation standards, including research and/or the development of written materials to be used by the Agency.
- 4.12** Ensure that the assignments of Students already placed with and employed by the Agency for field education constitute "new learning experience", separate from their prior regular and routine responsibilities as an employee.
- 4.13** In those cases where compensation is awarded, notify the School regarding who will receive the compensation, the amount of the compensation, and how the compensation will be disbursed.
- 4.14** Recommend to the School the withdrawal of Students if:
- 4.15.1** Their achievement or progress does not warrant continuation in the School's program.
  - 4.15.2** Their behavior fails to conform to the applicable rules and regulations of the Agency or of the School.
  - 4.15.3** They violate applicable rules of professional ethics.
  - 4.15.4** The student violates the law(s) of the Agency's geographic jurisdiction.

The Agency will assist the School, at the School's expense, in implementing this recommendation, as needed.

**5. Notice or correspondence:** Any notice, report or other correspondence required or permitted by this Agreement shall be deemed to have been properly given or delivered when made in writing and delivered personally, or when sent by United States mail with all necessary postage or charges fully prepaid, return receipt requested,



addressed to the party to whom directed at its address specified below in Section 8.

**6. Governing Law:** This Agreement, and all matters relating to it, including any matter or dispute arising out of this Agreement shall be interpreted, governed, and enforced according to the laws of the State of Utah.

**7. Entire Agreement:** This Agreement constitutes the entire agreement of the parties with respect to the subject matter of this agreement.

**8. In Witness Whereof,** the parties hereto have affixed their signatures below:

The Agency Experience Provider,  
**Complete Address:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Attention: \_\_\_\_\_

The Experience Provider

By: \_\_\_\_\_  
Administrator or Responsible Officer

Date \_\_\_\_\_

Brigham Young University  
Internship Office

By: \_\_\_\_\_  
Adrienne Chamberlain  
Internship Office  
5435 HBLL  
Brigham Young University  
Provo, UT 84602

Date: \_\_\_\_\_

Brigham Young University  
School of Social Work

By: \_\_\_\_\_  
Gordon E. Limb, PhD

School of Social Work  
2190 JFSB  
Brigham Young University  
Provo, UT 84602

Date \_\_\_\_\_

School of Social Work: 2190 JFSB, Provo, Utah 84602; 801-422-3282 (office); 801-422-0624 (fax); E-mail: socialwork@byu.edu

## APPENDIX D – FIELD INTERNSHIP FAIR FORMS AND PROCEDURES

### interoffice

#### MEMORANDUM

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to: All 1st year MSW Students  
from: Wendy W. Sheffield, LCSW, Director of Field Education  
subject: FIELDWORK FAIR AND IMPORTANT DATES  
date: November 1, 2014

Please reserve all day on Thursday, November 20, 2014 for the Fieldwork Fair. This is your chance to meet representatives from the agencies to learn more about opportunities available to you in the field practicum. The Fair will run from 8:00 AM until 4:30 PM with a short break for lunch from 12:00 to 12:30. Lunch will be provided for you. Please plan to attend the entire day. This is one of the most important dates and meetings you'll have in the MSW program. Don't use work schedules and/or child care as an excuse for non-attendance. **It's your future!**

Here are some dates of importance to you:

November 20, 2014      8:00 AM to 4:30 PM

November 20, 2014      by 5 PM

The Fair will be conducted at the BYU Conference Center Room 2265. A general session for the introduction of agency personnel will be held at 8:00 AM and again at 12:30 PM. Please plan to attend both meetings.

Your preferences for placement are due by the end of the day. You are requested to submit your preferences for both Spring/Summer and Fall/Winter. Please understand that final placement must be a University decision. I'll try very hard to accommodate your needs and wishes, but there are several other factors which may take precedence.

**Please dress for the occasion - in some agencies, professional dress is a must.**

**Please be prepared to give your resume to each agency with which you interview.  
(There is no photocopy facility at the BYU Conference Center. It is recommended that you bring 40-50 resumes.)**

(over)

Name: \_\_\_\_\_

### **Field Placement Review and Preferences**

1. What TYPES of agencies/programs/populations/supervisors are you interested in working with during your internships? (Please mention TYPES, not specific agency names.)
2. What prior Social Work/Human Service experience have you had?
3. Have you completed any prior internships? If so, where, and what did such entail? (# of hours, activities, etc.)
4. You received an Undergraduate Degree in \_\_\_\_\_, from \_\_\_\_\_.
5. Do you speak any foreign languages, and if so, how fluently?
6. Are there any job-related skills with which you feel you may need assistance?
7. Are there any considerations you would like us to be aware of when placing you in an internship? (reliable transportation, family situation, health, work, child care, where you live, etc.)
8. Are there any out-of-the-Wasatch-Front-area internships you are interested in? If so, why are you interested in this location?
9. Is there any additional information the Field Director ought to know prior to placing you in an internship?
10. Do you have any additional comments or concerns you would like the Field Director to know about?

Spring/Summer Internships of Interest:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Fall/Winter Internships of Interest:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Please staple your resume to this form and give it to the Field Director (Wendy) before leaving the Field Fair today, (Thursday, Nov. 20, 2014)**

## APPENDIX E – INTERNATIONAL PLACEMENT CHECKLIST AND FORMS

### SCHOOL OF SOCIAL WORK INTERNATIONAL FIELD PLACEMENT CHECKLIST

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#### International Placement Policy

- ☐ If you are a MSW student, you have submitted your Field Preference Form to Wendy Sheffield, Director of Field Education.
- ☐ Your Intern Placement Tracking Information is current and up-to-date, including your picture.
- ☐ The proposed international placement fits with your professional goals and objectives (as stated in your written request).
- ☐ You are fluent in the local language.
- ☐ There is no international travel warning issued for the area,
- ☐ We can find an agency that is licensed and reputable in the area,
- ☐ You have local family connections or can find healthy, adequate living accommodations reasonably near the agency
- ☐ We can find an experienced, locally licensed social work supervisor, who will agree to supervise you at least one hour (cumulative) per week.
- ☐ There is a research element to the internship and a strong connection to one of the regular, full-time faculty at BYU
- ☐ The Field Team agrees that such placement will be in your best educational and professional interest.

*Adopted by Social Work Faculty (11-10-2004)*

# PROCEDURES FROM KENNEDY CENTER

## International Internships

*International Study Programs (ISP)* at the David M. Kennedy Center for International Studies offers a variety of programs designed to meet the needs of School of Social Work and students for individual international internships.

The School of Social Work coordinates *ISP* experiences with the Kennedy Center when an individual student initiates an international internship.

### Individual International Internships

Generally speaking, if a US. citizen needs a passport to complete the internship, they **MUST** go through this process. (Includes internships in Mexico and Canada.) When a student wants to pursue an internship anywhere outside of the United States or if the internship experience will take the student out of the country for any reason at any time, the student must work conjointly with the School of Social Work for enrollment in Soc W 654R and ISP to ensure the experience's academic integrity and the student's cultural preparedness and safety. ISP recommends that a student begin the international internship process at least six months prior to leaving for the destination.

### Kennedy Center Deadlines

The deadlines for students to apply for an individual international internship are the following:

- 1 July for Fall Semester
- 1 November for Winter Semester
- 1 March for Spring Term
- 1 May for Summer Term

The only exception to these deadlines may be made if the department can verify that an experience is required for the student's major or graduation.

### International Internships Procedure

- ☐ The student, in coordination with Wendy W. Sheffield, Director of Field Education ([wendysheffield@byu.edu](mailto:wendysheffield@byu.edu)) is placed at an international internship, obtains an ISP Individual Internship Proposal Form, and submits the completed form to Victor Narsimulu, 280 HRCB, x2-1488, [victor.narsimulu@gmail.com](mailto:victor.narsimulu@gmail.com).
- ☐ Individual Internship Proposal Form can be obtained online at: <http://kennedy.byu.edu/isp/index.php>
- ☐ The student meets with Victor Narsimulu for an initial interview, fills out the ISP application, and waits to be approved by ISP.
- ☐ Upon approval, Aaron Rose initiates the International *Memorandum of Understanding (IMOU)* and *International Experience Information Sheet (IEIS)* process and Wendy Sheffield initiates the "Field Education Affiliation Agreement"

Once the *IEIS* forms are completed, the IMOU is signed and returned to the University Internship Office, the International Internship Office will process the documents and forward the originals to Wendy Sheffield.

- ☐ While the *IMOU*, interagency Agreement, and Experience Information Sheet paperwork is in the signing process, the student receives training from ISP about creating course contracts\*, signs release forms, and receives orientation.
- ☐ The student obtains the appropriate departmental/school signatures on his or her course contracts. At this point, the student also needs to complete any Kennedy Center and School of Social Work paperwork required, including the International Student Agreement.
- ☐ Wendy Sheffield sends the student back to ISP, and ISP will register the student for the internship and, if applicable, other courses. The Kennedy Center will enroll that student in the department-specified internship course. The department does not register the student.

- ☐ Wendy Sheffield and student complete all semester responsibilities as detailed in the course contract and syllabus.
- ☐ At the end of the semester/term, Wendy Sheffield will submit the grade to the Kennedy Center.

\* *See attached Course Contract Form.*

#### **\*COURSE CONTRACTS**

A course contract is a written agreement between the participating student and the faculty member overseeing the course that outlines the student's responsibility in order to receive credit for a specific course (see attached copy). In some cases with internships, the department syllabus given to interns should function as the course contract. However, this is not true for Soc W 654R and Soc W 655R. For more details about course contracts, please contact the Kennedy Center for a copy of the booklet, "Professor Handbook for Mentoring ISP Students."

#### **CONTACT INFORMATION**

<b>NAME</b>	<b>ADDRESS</b>	<b>TELEPHONE</b>	<b>E-MAIL</b>
Wendy Sheffield	2171 JFSB	422-8749	wendysheffield@byu.edu
Aaron Rose	204 HRCB	422-8241	aaron_rose@byu.edu
Victor Narsimulu	280 HRCB	422-1488	victor.narsimulu@gmail.com

**Brigham Young University  
International Study Programs  
Proposal for an Individual Internship**

**Student Information**

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Name:	Last	First	BYU ID
-------	------	-------	--------

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Phone:	Home	Cell	Email
--------	------	------	-------

**Internship Information**

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Country	City	organization
---------	------	--------------

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Address	web address
---------	-------------

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Employer's name	Phone	email
-----------------	-------	-------

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Dates of internship	(circle the BYU semester)	Fall/Winter/Spring/Summer
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Internship housing address & contact information

Type of work with internship organization: \_\_\_\_\_

List any relevant language experience: \_\_\_\_\_

**Academic Information**

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Department	Major	Minor
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Department Internship Coordinator Signature	phone
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Proposed BYU courses to be taken on internship

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**Proposal to be returned to Aaron Rose, International Internships Coordinator  
International Study Programs, 204 HRCB, 422-8241, aaron\_rose@byu.edu**

**Application Process**

The International Study Programs (ISP) application can be found at: [kennedy.byu.edu](http://kennedy.byu.edu). The online application must be complete with all supporting materials by the deadline listed below. Apply under "Individual Internship."

Prior to your ISP application submission, check with Wendy Sheffield, Director of Field Education, your Department Internship Coordinator, to assure that your internship focus is in line with your department's academic focus.

After submission of your online ISP application, contact the appropriate facilitator (below).

### **Pre-Departure Seminar**

Individual interns are required to participate in a 4-part pre-departure seminar that covers topics such as cross-cultural communication, international development, volunteerism and service- learning, personal safety, and international security. Please check with the front desk in 204 HRCB for the seminar schedule.

### **Registration for BYU credit**

Registration for BYU credit and courses abroad will occur through ISP at the David M. Kennedy Center for International Studies, 280 HRCB. Courses must be set-up as a “study abroad” section by ISP. With departmental approval, courses from any departments can be set-up through ISP.

### **International Memorandum of Understanding (IMOU)**

A signed IMoU must be secured prior to departure or within the first week of the internship. An online version is available at: <http://webpub.byu.edu/internships-byu/> (listed under “Forms.”)

### **Application Deadlines**

Fall Semester:	1 July	Winter Semester:	1 November
Spring Term:	1 March	Summer Term:	1 May

### **Safety**

BYU students will not be able to participate in internships where the U.S. State Department has issued a Travel Warning, prohibiting U.S. travel. Please find this list at: <http://travel.state.gov/>.

### **Questions?**

Victor Narsimulu, Facilitator  
Africa, Asia, Australia/Pacific, Latin America  
[victor.narsimulu@gmail.com](mailto:victor.narsimulu@gmail.com)

Anni Taylor, Facilitator  
Europe  
[das.annichen@gmail.com](mailto:das.annichen@gmail.com)

International Study Programs - 280 HRCB - 801-422-3686 - [kennedy.byu.edu](http://kennedy.byu.edu)



# COURSE CONTRACT

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## Field Studies and International Internships

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Name of Student \_\_\_\_\_ Student ID# \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Full Name of Professor \_\_\_\_\_ Dept. \_\_\_\_\_

Proposed Course Name \_\_\_\_\_ Course # \_\_\_\_\_

Semester/Term \_\_\_\_\_ Year \_\_\_\_\_ Number of Credits for Course \_\_\_\_\_

*In the space below or on an attached document, detail the requirements (agreed upon by professor and student) for fulfilling the above listed course.*

By signing below, I agree to fulfill (as student) and oversee (as professor) the above listed requirements. All work will be submitted and evaluated no later than one month following the field study or internship unless the professor deems otherwise and sets a date in the space provided.

Due Date: \_\_\_\_\_ Late Policy \_\_\_\_\_

Student Signature: _____ Professor Signature: _____
---

Reviewed by the ISP office: \_\_\_\_\_ Date: \_\_\_\_\_

*The student keeps this original contract. The overseeing professor and the ISP office should receive copies -- See Part #2 of Course Contract form.*

## Step by Step Process of Overseeing a Course for ISP -- Part #2 of Course Contract Form

### Date completed

#### ☐ MEET WITH THE STUDENT TO SET UP A COURSE CONTRACT

1. The professor and student generate and agree upon appropriate requirements for the proposed course. The course should be as tailor made as possible, and the quantity of work should be commensurate with a campus-taught class.
2. All requirements should be **specified in writing** as detailed as possible. This written list of requirements functions as the course contract-upon which the student's performance will be evaluated and a grade given.
3. When all requirements are decided upon and written down, a **due date** by which the student must complete all the course work is set. We encourage professors to set a deadline of **three months after the student returns** from the field. We also encourage professors to specify, in writing, the same **late policy** for course work which they use for their regular university classes.

#### ☐ SIGN AND DATE THE COURSE CONTRACT

#### ☐ MAKE A COPY OF THE COURSE CONTRACT AND RETAIN FOR YOUR RECORDS

#### ☐ PRINT YOUR NAME ON THE REGISTRATION CARD

1. The creation of the course is handled by our office. After the course is created, the student will be advised to go online and register for the course through the AIM system.
2. At the end of the semester or term in which the student is abroad on an ISP experience, you will be able to view the grade roll online, but please do not submit grades over the internet. In order to be compensated for the courses, grades must be submitted through the ISP Office. Because most students are still out in the field and have not handed in their course work at the end of the semester or term, a "T" grade may be assigned if the grade rule allows.

#### ☐ STUDENT CORRESPONDS FROM THE FIELD

The student should correspond at least twice with the professor while out of the country. If the professor is desirous and time allows, she/he may return the correspondence. Only the student is obligated to respond.

#### ☐ MEET WITH STUDENT FOR DEBRIEFING, AND TURNING IN COURSE WORK

Upon return to campus, it is the student's responsibility to contact the professor and set up an appointment to give an oral report and to hand in any written work. The oral report/debriefing session is a good opportunity for the students to share their experiences with the professor, talk about research findings, and report on what he/she has learned.

#### ☐ EVALUATE AND REPORT GRADE

After the oral report/debriefing meeting, the professor then evaluates the written course work and determines a grade for the student. The professor then reports the grade directly to the ISP office using an ISP Grade Submission Form or by completing this form and faxing or campus mailing it to the ISP office. Only after the grade is submitted to the ISP office will the appropriate funds be awarded to the professor's research account.

ISP Office  
Jana Carter  
204 HRCB  
Tel: 422-1490  
Fax: 422-0651

Student's Name: \_\_\_\_\_  
Course Number: \_\_\_\_\_  
Semester & Year: \_\_\_\_\_  
Grade: \_\_\_\_\_  
Professor's Name: \_\_\_\_\_  
Professor's Signature: \_\_\_\_\_

For further details, please refer to the Professor's Handbook or our website at: <http://kennedy.byu.edu/studyabroad/professorhandbook.htm>

**INTERNSHIP OFFICE**  
**INTERNATIONAL EXPERIENCE INFORMATION SHEET**

## UNIVERSITY INFORMATION

Student Name	
Department Name	
Coordinator Name	
Kennedy Center Advisor	

## EXPERIENCE PROVIDER INFORMATION

Experience Provider Name			
Contact Person			
Complete Address		Fax	
		Website	
Brief Description of Experience Provider			

## INTERNSHIP SPECIFICATIONS

Internship Title			
Internship Description			
		Year in School	
Qualifications			
Compensation	- Unpaid	- Paid \$_____	
Schedule	- Full time	- Part time - Either ET or PT	

## **INTERNATIONAL MEMORANDUM OF UNDERSTANDING**

### **Brigham Young University - Internships**

This Memorandum of Understanding (MOU) is between Brigham Young University, an educational institution located in Provo, Utah, on behalf of itself and Brigham Young University-Idaho located in Rexburg, Idaho, Brigham Young University-Hawaii located in Laie, Hawaii, and the LDS Business College located in Salt Lake City, Utah (“educational institutions”) and \_\_\_\_\_ (the “Experience Provider”) located at \_\_\_\_\_.  
Phone # \_\_\_\_\_.

- 1. INTER-INSTITUTIONAL APPLICATION:** In order to facilitate internship opportunities among the educational institutions, this MOU is intended to govern the relationship between the Experience Provider and each educational institution with respect to student interns from any of the educational institutions involved in an internship arrangement with the Experience Provider.
- 2. GENERAL CONSIDERATIONS:**
  - 2.1 An internship is a cooperative program between the educational institutions and approved Experience Providers. The Experience Providers provide supervision, facilities, and instruction which help students acquire the skills and knowledge needed in their chosen field of study or occupation.
  - 2.2 This MOU is for the period agreed upon between the Experience Provider and the applicable educational institution.
  - 2.3 This MOU may be terminated by an educational institution or the Experience Provider for good and sufficient cause by providing reasonable advance written notice to the other.
  - 2.4 The educational institution is acting as an internship facilitator only and will be neither responsible for nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused by Experience Provider’s actions, inactions or negligence.
- 3. THE STUDENT AGREES TO:**
  - 3.1 Comply with the Experience Provider’s policies and procedures.
  - 3.2 Comply with the applicable educational institution’s dress and grooming standards and honor code.
  - 3.3 Enroll as an academic internship student and perform the duties indicated unless released by the applicable educational institution and the Experience Provider.
  - 3.4 Report serious problems, including safety and personnel problems, to the Internship Coordinator of the applicable educational institution and the Experience Provider.
  - 3.5 Maintain personal health insurance or student health insurance.
  - 3.6 Execute a separate Field Internship Agreement with the applicable educational institution agreeing to abide by the terms of this MOU and to perform additional duties and responsibilities as outlined in the Field Internship Agreement.
- 4. THE EXPERIENCE PROVIDER AGREES TO:**
  - 4.1 Designate an individual who will serve as the liaison with the educational institutions and the student.
  - 4.2 Involve the student for the entire period of the internship as agreed unless this MOU is terminated (See 2.3 above.)
  - 4.3 Give the student the opportunity to perform a variety of tasks to acquire and practice various skills.
  - 4.4 Orient the student to the Experience Provider’s rules, policies, procedures, methods, and operations.

- 4.5 Evaluate the student's performance and notify the applicable educational institution's Internship Coordinator or Internship Office immediately, preferably by phone, of any cause of dissatisfaction with or of misconduct on the part of the student.
- 4.6 Accept the primary responsibility for supervision and control of the student at the internship site.

## 5. BRIGHAM YOUNG UNIVERSITY AGREES TO:

- 5.1 Designate an Internship Coordinator for each internship.
- 5.2 Ensure the Internship Coordinator contacts the student and Experience Provider, discusses the student's progress, and advises relative to the program of study.
- 5.3 Ensure the Internship Coordinator strives to promote harmony and cooperation between the Experience Provider, the student, and the educational institution.
- 5.4 Provide liability insurance for the student to cover damage or harm caused by the student in the amount of \$1,000,000 per student, per occurrence, \$3,000,000 in the aggregate, when this agreement is signed and returned to the Brigham Young University Internship Office.

The Experience Provider, **Complete Address:**

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Attention: 

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Brigham Young University Department:

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Attention: 

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IN WITNESS WHEREOF:

THE EXPERIENCE PROVIDER:

X 

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 Administrator or Responsible Officer  
 Date: 

---

BRIGHAM YOUNG UNIVERSITY:

By: 

---

 Adrienne Chamberlain, Program Coordinator  
 Date: 

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*BYU Internship Office; 130A B-34, Provo, Utah 84602; 801-422-3337; E-mail: [internship@byu.edu](mailto:internship@byu.edu)*

## APPENDIX F – SPRING AND SUMMER FIELD LEARNING ACTIVITY AGREEMENT & COMPETENCY EVALUATION FORM

### MSW Learning Agreement and Competency Evaluation Foundation Core Competencies 1-10 (Spring-Summer Semester)

Semester/year:

Internship Placement Agency:

Total Clock Hours Completed This Block:

#### Learning Agreement (Due [Schedule Input: Learning Agreement Due Date]):

Student Signature: ([Suzy Student]): [Sign Learning Plan Completion](#)

In-Agency Field Instructor Signature: ([Charlene Clark]): [Sign Learning Plan Completion](#)

Field Director Signature: ([Wendy Sheffield]): [Sign Learning Plan Completion](#)

#### Learning Activity Agreement

The Learning Activity Agreement (LAA) serves three main purposes:

1. Guides the MSW fieldwork experience.
2. Ensures educational experiences are provided to facilitate the MSW student's development and demonstration of CSWE's Core Competencies.
3. Specifies therapeutic activities which will be covered under BYU's professional liability insurance. (Professional liability insurance is linked to the MSW student's enrollment in Soc W 654R or SocW 655R.)

Fieldwork activities in which the MSW intern will participate during the semester are to be included in the LAA. Pre-identified activities may be "checked," thus including them in the LAA. "Free write" fields allow activities not listed in the pre-identified activity list to be included in the LAA. To ensure liability coverage, all therapeutic activities must be included in the LAA.

At least one learning activity needs to be identified for each practice behavior. Students and supervisors may include as many learning activities in the LAA as needed to accurately reflect the student's internship activities. The number of learning activities included in the LAA will not influence or increase the number of practice behaviors evaluated. Practice behaviors (as outlined on the MSW Learning Agreement and Evaluation) will be evaluated at the end of the semester.

#### Evaluation (Due [Schedule Input: Evaluation Due Date]):

The following evaluation of the student's learning and performance includes variables from a Minimal Competency List for each level of professional practice established by social work educators and field practice faculty. The response scales provide for the student's evaluation of self as well as the field instructor's evaluation of the student. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in an MSW internship.

Each item is evaluated using a five-point scale in a continuum running from “competency not attained” to “expert skills and competency” as follows:

### **Competency Assessment:**

- **“Competency Not Attained (0)”** – Practice behaviors and skills are not developed. The student is not competent to practice social work at this level, at this time.
- **“Introductory Skills and Competency (1)”** – Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors and skills in social work practice.
- **“Moderate Skills and Competency (2)”** – With routine (weekly) supervision, the student’s practice behaviors and skills in this area are becoming more integrated into their social work practice.
- **“Advanced Skills and Competency (3)”** –The worker independently demonstrates practice behaviors and skills with confidence and as an integral part of his/her social work practice. The worker is clearly capable of independent social work practice.
- **“Expert Skills and Competency (4)”** – The worker consistently practices as an independent, mature, experienced social worker. Mastery of behaviors and skills has been demonstrated, and the worker is sufficiently able to teach others. Practice skills are more comparable to professional colleagues than students.

**The “Introductory Skills and Competency (1)” or “Moderate Skills and Competency (2)” rating is the expected rating for MSW students during any given semester.** “Competency Not Attained (0)” denotes a field instructor’s significant concern regarding the student’s performance, and signifies that the field instructor does not deem the student as competent to practice social work in this area, at this level, at this time. Occasionally a student may be highly experienced and skilled beyond the level seen in newly licensed MSW practitioners. In such a rare situation, the student may be competent to receive the “Advanced Skills and Competency (3)” rating. An “Expert Skills and Competency (4)” rating notes the skill level of recognized experts and instructors. It is highly unlikely that an MSW student will attain this level of competency during their MSW program.

When the cursor is passed across the assessment selector of each practice behavior, an evaluation rubric will appear on the left-hand side of the evaluation form. Skill and competency ratings, along with accompanying behavioral descriptors for each rating, are contained in these rubrics. **Please select the skill and competency rating which most closely describes the students’ performance of each practice behavior, in the current field internship.**

### **Grading:**

After completing the evaluation form and discussing it with the student, the Agency Field Instructor will record a recommended grade for the semester or term, along with a total evaluation score, and forward the practicum evaluation to the Fieldwork Director. Any disparate perceptions along the way will be discussed with the field instructor before the final grade is recorded.

The student is involved in the evaluation process by the field instructor. It should be noted that the evaluation scales provide for a self-evaluation by the student. The student and the field instructor are expected to discuss their respective evaluations of the student’s learning and performance. If the differences in their perceptions cannot be resolved to the student’s satisfaction, the student is invited to exercise the option of writing a letter which will be permanently attached to the evaluation form, and which will be taken into consideration in the final grading process.

<b>Core Competency #1: Identify as a professional social worker and conduct oneself accordingly.</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
1a. Advocate for client access to the services of social work	<input type="checkbox"/> Identify client advocacy needs <input type="checkbox"/> Assess clients' access to services <input type="checkbox"/> Identify what services/resources are available to and being utilized by clients <input type="checkbox"/> Educate clients about community resources and services <input type="checkbox"/> Connect clients to community resources and services <input type="checkbox"/> Visit other agencies to educate self and clients about community resources <input type="checkbox"/> Invite clients to share their ideas with agency personnel <input type="checkbox"/> Encourage client confidence in advocating for themselves <input type="checkbox"/> Facilitate implementation of client ideas within agency <input type="checkbox"/> Consult with other community resources and agencies as appropriate.
1b. Practice personal reflection and self-correction to assure continual professional development	<input type="checkbox"/> Maintain a professional journal of self-reflection and professional growth <input type="checkbox"/> Utilize agency and staff meetings as an interdisciplinary feedback mechanism <input type="checkbox"/> Utilize weekly supervision to share personal reflection, self-correction, and evaluation experiences. <input type="checkbox"/> Complete critical case reflections regarding challenging client cases/situations. <input type="checkbox"/> Videotape sessions as a feedback tool to reflect on the Social work and therapeutic process.
1c. Attend to professional roles and boundaries	<input type="checkbox"/> Utilize weekly supervision to discuss professional roles and boundaries <input type="checkbox"/> Model and discuss professional boundaries with clients, co-workers <input type="checkbox"/> Familiarize self with and understand agency policies/procedures <input type="checkbox"/> Attend all required agency trainings <input type="checkbox"/> Utilize weekly supervision to discuss and monitor transference and counter-transference issues
1d. Demonstrate professional demeanor in behavior, appearance, and communication	<input type="checkbox"/> Complete all paperwork according to agency specifications <input type="checkbox"/> Complete all paperwork in a timely manner <input type="checkbox"/> Promptly arrive at and begin client sessions



	<input type="checkbox"/> Establish and maintain a professional schedule <input type="checkbox"/> Complete NASW Code of Ethics training <input type="checkbox"/> Utilize weekly supervision to discuss and integrate the NASW Code of Ethics into daily Social Work practice <input type="checkbox"/> Appropriately dress for agency setting <input type="checkbox"/> Establish and maintain appropriate relationships with administrators, staff, and colleagues <input type="checkbox"/> Understand, articulate, and adhere to agency policies and guidelines <input type="checkbox"/> Complete HIPPA training regarding confidentiality issues <input type="checkbox"/> Complete agency orientation to outline expectations (dress code/standard, computer usage, etc.)
1e. Use supervision and consultation	<input type="checkbox"/> Proactively prepare and participate in weekly supervision <input type="checkbox"/> Openly receive supervision and consultation <input type="checkbox"/> Integrate supervision and consultation feedback into daily Social Work practice <input type="checkbox"/> Actively participate in clinical staff/team meetings <input type="checkbox"/> Proactively seek peer consultation with colleagues and mentors <input type="checkbox"/> Shadow other employees and observe colleague's client sessions <input type="checkbox"/> Utilize weekly supervision to openly identify personal strengths, limitations and challenges <input type="checkbox"/> Utilize weekly supervision to analyze client challenges and collaborate on strategies to overcome them. <input type="checkbox"/> Proactively participate in intern group supervision <input type="checkbox"/> Encourage feedback and receive it appropriately <input type="checkbox"/> Correspond with other agencies, communicate/consult with other professionals <input type="checkbox"/> Proactively participate in agency staff meetings <input type="checkbox"/> Proactively participate in inter-agency coordination meetings
<div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency #2: Apply social work ethical principles to guide professional practice.</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)

2a. Recognize and manage personal values in a way that allows professional values to guide practice	<input type="checkbox"/> Utilize weekly supervision to discuss the appropriate interaction of personal values and delivery of Social Work services to clients <input type="checkbox"/> Follow agency guidelines regarding reports generated and sent to other agencies <input type="checkbox"/> Familiarize self with and understand: agency release of information forms, incident report process and forms, duty to report, and other agency specific documents <input type="checkbox"/> Sign policy and procedure contracts <input type="checkbox"/> Understand and implement abuse reporting protocol as appropriate
2b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics (NASW, 1999) and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (IFSW, 2004)	<input type="checkbox"/> Utilize weekly supervision to educate, discuss, and use the NASW code of ethics as a guideline for practice <input type="checkbox"/> Create a study guide, pre-test and/or post-test on the NASW code of ethics <input type="checkbox"/> Identify appropriate evidence-informed modalities to use in delivery of Social Work services
2c. Tolerate ambiguity in resolving ethical conflicts	<input type="checkbox"/> Utilize weekly supervision to address issues of ambiguity and ethical conflicts <input type="checkbox"/> Discuss ethical dilemmas with supervisors, field instructor, and team members <input type="checkbox"/> Seek consultation with supervisor and/or field instructor in situations of ambiguity and ethical conflict before taking action.
2d. Apply strategies of ethical reasoning to arrive at principled decisions	<input type="checkbox"/> Utilize weekly supervision to discuss strategies of ethical reasoning. <input type="checkbox"/> Utilize weekly supervision to discuss past and present ethics issues and situations <input type="checkbox"/> Participate in agency trainings on internal ethical policies and processes <input type="checkbox"/> Proactively seek peer consultation regarding ethical situations and challenges <input type="checkbox"/> Use the ETHICS for U model when ethical challenges arise <input type="checkbox"/> Consult with supervisor on situations involving ethical issues
<div style="text-align: center;"> <input type="button" value="SAVE WORK"/> </div>	
<b>Core Competency #3: Apply critical thinking to inform and communicate professional judgments.</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
3a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom	<input type="checkbox"/> Seek rationale for professional judgments and interventions <input type="checkbox"/> Apply research based interventions that are effective for the population being served

	<input type="checkbox"/> Review charts to see the client in a holist manner <input type="checkbox"/> Utilize interventions that are appropriate to the client's level of functioning <input type="checkbox"/> Seek out different perspectives, expertise and resources from other colleagues <input type="checkbox"/> Practice creative interventions that "start where the client is" <input type="checkbox"/> Complete Clinical Critical Case Reflections regarding challenging client situations <input type="checkbox"/> Utilize weekly supervision to critically evaluate client situations
3b. Analyze models of assessment, prevention, intervention, and evaluation	<input type="checkbox"/> Pick a modality and apply in practice <input type="checkbox"/> Research various modalities and interventions <input type="checkbox"/> Complete Bio-Psycho-Social-Spiritual histories <input type="checkbox"/> Identify personal areas of assessment, intervention, or evaluation weakness and participate in additional trainings on those topics <input type="checkbox"/> Complete quality assessments according to agency procedures and guidelines; review such with supervisors <input type="checkbox"/> Observe and review other clinicians' assessments, treatment plans, sessions, groups <input type="checkbox"/> Utilize weekly supervision to discuss strengths of, weaknesses of, and appropriate times to use various assessments, interventions, and evaluations.
3c. Demonstrate effective oral and written communication in working with in-dividuals, families, groups, organizations, communities, and colleagues	<input type="checkbox"/> Write court reports and recommendations according to agency protocol and format <input type="checkbox"/> Complete agency specific forms: reports, assessments, treatment plans, case notes, etc. <input type="checkbox"/> Complete paperwork in a timely manner and according to agency specific format and guidelines <input type="checkbox"/> Utilize weekly supervision to review and revise paperwork (case notes, reports, letters, assessments, treatment plans, etc.) according to agency specific guidelines. <input type="checkbox"/> Proactively participate in team meetings <input type="checkbox"/> Proactively participate in staff meetings <input type="checkbox"/> Proactively participate in clinical staffings <input type="checkbox"/> Proactively participate in weekly supervision <input type="checkbox"/> Prepare and share with fellow students/colleagues presentations on treatment modalities or specific interventions

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

This student demonstrates the ability to:

4a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power

**Learning Activities (Check all that apply)**

- ☐ Explore and candidly discuss personal biases with supervisor
- ☐ Encourage clients, as experts on their individual culture, to educate worker regarding their culture and its' resulting dynamics.
- ☐ Utilize weekly supervision to discuss appropriate reactions to uncomfortable topics disclosed by clients
- ☐ Actively seek training/additional information about working with various populations
- ☐ Identify and link clients with local resources which work with diverse clientele or specialize with diverse groups
- ☐ Utilize weekly supervision to discuss the impact of diversity on culture
- ☐ Utilize weekly supervision to address diversity and its' impact on clients, groups, and families
- ☐ Proactively seek for and work with clients of diverse populations
- ☐ Include culture assessments as part of the regular intake procedure

4b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

- ☐ Allow for client choice in how clients practice religion, sexual orientation, gender identity
- ☐ Recognize the client's right to self determination
- ☐ Explore personal ideas and values regarding the local culture and clients' cultures
- ☐ Participate in and complete cultural competency training
- ☐ Appropriately utilize interpreters/aides as needed
- ☐ Ask "appropriate" questions on diversity
- ☐ Complete Critical Case Reflections to help identify personal values, beliefs, and biases
- ☐ Meet agency guidelines in terms of cultural awareness
- ☐ be proactive in exploring/managing personal bias, projection, and counter-transference issues
- ☐ Utilize weekly supervision to identify, discuss, and appropriately manage personal values, beliefs, and biases
- ☐ Utilize weekly supervision to recognize personal limitations in working with diverse populations.

4c. View themselves as learners and engage those with whom they work as informants.

- ☐ Prepare for weekly supervision

	<input type="checkbox"/> Proactively participate in weekly supervision <input type="checkbox"/> Proactively participate in team meetings, staffing meetings, and/or clinical staffings <input type="checkbox"/> Observe other clinicians' interactions and interventions with clients <input type="checkbox"/> Proactively seek consultation from other therapists, supervisors, and team members <input type="checkbox"/> Identify areas of knowledge and/or skill weakness and proactively seek to learn or improve such. <input type="checkbox"/> Attend and participate in specialized trainings
<div style="border: 1px solid black; padding: 2px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency #5: Advance human rights and social and economic justice.</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
5a. Understand the forms and mechanisms of oppression and discrimination	<input type="checkbox"/> Differentiate between civil/criminal violations <input type="checkbox"/> Help identify mechanisms of oppression & discrimination in your own agency <input type="checkbox"/> Help clients to navigate social systems <input type="checkbox"/> Identify community resources and link clients to such <input type="checkbox"/> Utilize weekly supervision to discuss and understand the oppression and discrimination of clients
5b. Advocate for human rights and social and economic justice; and	<input type="checkbox"/> Link clients to patient advocacy resources <input type="checkbox"/> Coordinate with clients on consultations and systems navigation. <input type="checkbox"/> Assist clients with entitlement applications <input type="checkbox"/> Involve clients in agency processes of eco-challenges and human rights challenges <input type="checkbox"/> Teach clients the importance of networking <input type="checkbox"/> Teach clients how to network and access community resources <input type="checkbox"/> Participate in agency trainings on sexual harassment <input type="checkbox"/> Advocate for client access to appropriate services <input type="checkbox"/> discuss needed community service improvements with supervisor <input type="checkbox"/> advocate for client needs (medication, skills training, case management services, diagnosis) when working with various other agencies' personnel <input type="checkbox"/> collaborate with other agencies to provide more services to clients

	<input type="checkbox"/> advocate for clients in court hearings
5c. Engage in practices that advance social and economic justice.	<input type="checkbox"/> Inform clients of their rights <input type="checkbox"/> Participate in case management with outside community agencies <input type="checkbox"/> Coordinate and collaborate with victim advocates, caseworkers/managers <input type="checkbox"/> Use weekly supervision to discuss legislation, current legislative issues, and their impact on clients <input type="checkbox"/> Proactively seek to understand legislative issues which impact clients and client services <input type="checkbox"/> Proactively participate in legislative activities that impact clients and client services <input type="checkbox"/> Identify community coalitions/groups that advocate for clients <input type="checkbox"/> Inform clients of community coalitions/groups that provide advocacy <input type="checkbox"/> educate others about mental illness <input type="checkbox"/> participate in community outreach projects <input type="checkbox"/> participate in community mental health nights to spread the word about the agency and mental health awareness <input type="checkbox"/> attend community events to provide information about services available at the agency
<div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency #6: Engage in research-informed practice and practice-informed research.</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
6a. Use practice experience to inform scientific inquiry and	<input type="checkbox"/> Participate in an agency research/evaluation project <input type="checkbox"/> Assist agency in gathering research or evaluation data <input type="checkbox"/> Conduct research on program effectiveness. <input type="checkbox"/> Identify specific areas/populations/questions of additional training <input type="checkbox"/> Familiarize self with research findings regarding specific areas/populations/questions
6b. Use research evidence to inform practice.	<input type="checkbox"/> Present research that supports own client interventions <input type="checkbox"/> Evaluate own practice performance in concrete ways; implement evaluation into practice <input type="checkbox"/> Utilize weekly supervision to discuss and integrate classroom info with agency practice

	<input type="checkbox"/> Utilize weekly supervision to discuss and integrate theory with field practice experiences <input type="checkbox"/> Identify the strengths, weaknesses, and appropriate use of varying theories and treatment models <input type="checkbox"/> Prepare and present topic-specific trainings to agency staff <input type="checkbox"/> Use evidence-based and professionally accepted modalities in client treatment <input type="checkbox"/> Identify and read newsletters and journals to continually gain new information <input type="checkbox"/> Share articles and research findings with other agency staff <input type="checkbox"/> Use assessments to guide client treatment and interventions
<div style="border: 1px solid black; padding: 2px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency #7: Apply knowledge of human behavior and the social environment.</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
7a. Use conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and	<input type="checkbox"/> Utilize weekly supervision to review human behavior and systems theory and their impact on current clients <input type="checkbox"/> Utilize weekly supervision to examine client cases from different conceptual frameworks and determine which may be most effective. <input type="checkbox"/> Complete quality Bio-Psycho-Social-Spiritual Histories <input type="checkbox"/> Incorporate Bio-Psycho-Social-Spiritual findings into client's goals for treatment and to inform diagnosis <input type="checkbox"/> Assess clients developmental functioning <input type="checkbox"/> Complete in-depth intakes and initial assessments <input type="checkbox"/> Apply systems theory when planning for patient discharge in anticipating and preparing for how the patient's family would be affected by changes in the client
7b. Critique and apply knowledge to understand person and environment	<input type="checkbox"/> Utilize weekly supervision to critique and discuss clients' person and environment factors <input type="checkbox"/> Complete quality Bio-Psycho-Social-Spiritual assessments of clients <input type="checkbox"/> Present Bio-Psycho-Social-Spiritual assessments of clients to supervisor in weekly supervision sessions. <input type="checkbox"/> Participate in Inter-agency contacts, consults, and meetings <input type="checkbox"/> Discuss support systems/lack of support systems clients have at home when looking for solutions

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize weekly supervision and staff meetings to identify client developmental trends, stages, and issues relating to such.</li> <li><input type="checkbox"/> Incorporate a spiritual component in case management to assess and meet client needs</li> <li><input type="checkbox"/> Teach clients about the biological and cognitive components of mental illness and intervene at both points</li> <li><input type="checkbox"/> Identify and note clients' special circumstances</li> <li><input type="checkbox"/> Identify clients' strengths, resiliencies, and resources</li> <li><input type="checkbox"/> Use person-in-environment and strengths perspective in assessments, case plans, treatment goals, and interventions.</li> <li><input type="checkbox"/> Apply developmental, systems, and ecological theories in client assessment and interventions</li> <li><input type="checkbox"/> Use a systems approach and multilevel approach in the clinical process</li> <li><input type="checkbox"/> Be gender sensitive and culturally aware</li> <li><input type="checkbox"/> Help clients to establish healthy support systems</li> <li><input type="checkbox"/> Refer clients for medical/medication evaluations as needed.</li> <li><input type="checkbox"/> Obtain appropriate releases of information to facilitate inter-agency coordination and consultation</li> <li><input type="checkbox"/> Participate in weekly treatment team meetings</li> <li><input type="checkbox"/> Participate in monthly clinical reviews on each patient</li> <li><input type="checkbox"/> Include family members in the therapeutic process</li> </ul>
<div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<p><b>Core Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b></p> <p>This student demonstrates the ability to:</p>	<p><b>Learning Activities</b> (Check all that apply)</p>
<p>8a. Analyze, formulate, and advocate for policies that advance social well-being</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize supervision to critically evaluate federal, state, and agency policies and how they affect clients.</li> <li><input type="checkbox"/> Assess, apply, and advocate for policies/procedures that advance social and economic wellbeing</li> <li><input type="checkbox"/> Assess, apply, and advocate for policies/procedures that deliver effective social work services within the community/agency.</li> <li><input type="checkbox"/> Familiarize self with agency policies</li> <li><input type="checkbox"/> Advocate for possible changes to agency policies</li> </ul>



	<input type="checkbox"/> Utilize weekly supervision to educate and discuss reporting laws/policies/procedures <input type="checkbox"/> Demonstrate awareness of and compliance with reporting laws/policies/procedures
8b. Collaborate with colleagues and clients for effective policy action	<input type="checkbox"/> Utilize weekly supervision and staff meetings to discuss and collaborate on policies that effect clients <input type="checkbox"/> Identify structural obstacles to client progress; help clients to prevent/resolve the problems <input type="checkbox"/> Identify collaborative agencies; appropriately network with them for maximum client assistance <input type="checkbox"/> Collaborate with other agencies to influence and create policies that improve client services and resources <input type="checkbox"/> Utilize weekly supervision and staff meetings to share thoughts, ideas, feedback, criticisms, suggestions, and reform ideas with supervisor, agency administrators, and policy makers <input type="checkbox"/> Proactively participate in inter-agency, community, and internal collaboration meetings and brainstorming sessions <input type="checkbox"/> Attend community advisory board meetings on policy/procedure <input type="checkbox"/> Participate in inter-department or inter-agency trainings <input type="checkbox"/> Utilize weekly supervision to become familiar with the process of advocating for clients. <input type="checkbox"/> Participate in agency sponsored/supported advocacy efforts
<div style="border: 1px solid black; padding: 2px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency #9: Respond to contexts that shape practice.</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
9a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	<input type="checkbox"/> Utilize weekly supervision to recognize the limitations of agencies <input type="checkbox"/> Refer clients to more appropriate/comprehensive services as needed <input type="checkbox"/> Demonstrate appropriate use of social media, technological and digital forms of communication, <input type="checkbox"/> Recognize contexts that impact clients and client systems (ie. Addictions, poverty, discrimination, etc.) <input type="checkbox"/> Utilize weekly supervision, staff meetings, and additional trainings to keep abreast of and understand the current trends in communication and technology and how clients and their families use/access such <input type="checkbox"/> Participate in a web search of developing technologies relevant to current scope of practice

	<input type="checkbox"/> Participate in various contextual meetings (ie. court hearings) <input type="checkbox"/> Visit and observe other agencies and/or departments <input type="checkbox"/> Tour contracted facilities/agencies <input type="checkbox"/> Assist bilingual clients in promoting and building populations to reduce language barriers <input type="checkbox"/> Create/translate agency materials into other languages <input type="checkbox"/> Participate in new client orientations and explain agency programs to new attendees.
9b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	<input type="checkbox"/> Participate in projects of tracking clientele - identify procedures/interventions that promote sustainable change <input type="checkbox"/> Consult and collaborate with client support systems (ie. family, school, religious, community, etc.) to influence and enable sustainable change <input type="checkbox"/> collaborate with other therapist and team members who are serving different members of the same family to accomplish systemic change <input type="checkbox"/> consult with ecclesiastical leaders and mentors to provide support, consultation, and begin the systemic change process <input type="checkbox"/> work with co-workers, resources in the community, other treatment facilities, and housing and food facilities to help clients establish a healthy way of living <input type="checkbox"/> collaborate with medical professionals, psychologists, legal supports, and schools <input type="checkbox"/> Utilize weekly supervision, team meetings, and staff meetings to discuss cases, collaborate, and help clients make sustainable changes in their lives
<div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency #10(A): Engagement</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
10A.a. Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities	<input type="checkbox"/> Observe other Social Work professionals and clinicians <input type="checkbox"/> Meet with staff/co-workers to engage them professionally/socially <input type="checkbox"/> Proactively prepare for and participate in weekly supervision <input type="checkbox"/> Study and research appropriate interventions for current clients. <input type="checkbox"/> Complete paperwork in a timely and quality manner <input type="checkbox"/> Prepare trainings/presentations related to specific client populations

	<input type="checkbox"/> Prepare trainings/presentations related to agency services <input type="checkbox"/> Effectively use internship time to prepare for specific clients/sessions <input type="checkbox"/> Utilize weekly supervision and staff meetings to prepare for client interactions/sessions
10A.b. Use empathy and other interpersonal skills	<input type="checkbox"/> Demonstrate non-judgmental attitude in client and group interactions/sessions <input type="checkbox"/> Demonstrate unconditional positive regard in client and group interactions/sessions <input type="checkbox"/> Develop appropriate therapeutic relationships <input type="checkbox"/> Provide appropriate empathy to clients <input type="checkbox"/> Differentiate and demonstrate the difference between empowering and doing for <input type="checkbox"/> Differentiate and demonstrate the difference between being accountable to and responsible for clients. <input type="checkbox"/> Demonstrate appropriate interactions with clients and colleagues <input type="checkbox"/> Maintain appropriate boundaries with clients, coworkers and colleagues <input type="checkbox"/> Utilize weekly supervision and staff meetings to discuss and evaluate personal use of empathy and other interpersonal skills.
10A.c. Develop a mutually agreed-on focus of work and desired outcomes	<input type="checkbox"/> Assist clients in choosing and identifying their own treatment goals and outcomes. <input type="checkbox"/> Encourage inter-agency meetings and communication. <input type="checkbox"/> Empower clients to make their own decisions <input type="checkbox"/> Utilize client self-evaluation in assessing effectiveness of treatment <input type="checkbox"/> Teach and model appropriate boundaries to/with clients <input type="checkbox"/> Utilize strengths based assessments and interventions with clients <input type="checkbox"/> Provide educational materials and tools to clients <input type="checkbox"/> Explore client interests and use analogies pertaining to their interests <input type="checkbox"/> Start where the client is; Relate to the client on their level <input type="checkbox"/> Establish therapeutic rapport and relationship with clients and their families <input type="checkbox"/> utilize strengths based and solution focused interventions to assist clients in creating treatment goals

**Core Competency #10(B): Assessment**

This student demonstrates the ability to:

10B.a. Collect, organize, and interpret client data

**Learning Activities** (Check all that apply)

- ☐ Actively participate in client assessment and development of treatment plans
- ☐ Teach clients how to use and encourage them to use self-assessments and scaling
- ☐ Review colleagues' assessments to gain an understanding of quality assessment procedures and write ups.
- ☐ Complete initial client assessments and intakes
- ☐ Present assessment information in an organized and concise manner to treatment team in clinical staff meetings
- ☐ Conduct multiple assessments including
  - ☐ OQ45
  - ☐ PAI
  - ☐ YOQ
  - ☐ Y-BOS
  - ☐ Vocational assessments (WRAT-4, O\*Net, TABE)
  - ☐ ASAM (American Society of Addiction Medicine)
  - ☐ Educational Assessments
  - ☐ Polygraph
  - ☐ Plethismograph
  - ☐ Personality assessments
  - ☐ Psycho-Sexual Histories
  - ☐ Bio-Psycho-Social-Spiritual Histories
  - ☐ Suicide Risk
  - ☐ Substance Abuse
  - ☐ Domestic Violence
  - ☐ Parental Fitness Evaluations
- ☐ Conduct multiple assessments including

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use DSM-IV criteria to diagnose clients, carefully choose interventions to target symptoms</li> <li><input type="checkbox"/> use DSM-IV codes and diagnoses to help select and modify evidence-based practice process and interventions as appropriate</li> <li><input type="checkbox"/> complete DSM-IV multi-axis diagnoses</li> <li><input type="checkbox"/> Employ specific assessment tools provided by the agency</li> </ul>
10B.b. Assess client strengths and limitations	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilize the strengths based perspective to identify client strengths, support systems and resources</li> <li><input type="checkbox"/> Conduct ongoing assessment throughout the treatment process</li> <li><input type="checkbox"/> Continually assess the client's situation and change treatment goals as needed.</li> <li><input type="checkbox"/> Evaluate outcomes, reassess client needs, and elicit client feedback to work toward goal attainment</li> <li><input type="checkbox"/> Proactively participate in clinical team meetings/staff meetings to identify, discuss and appropriately work with client strengths and limitations</li> <li><input type="checkbox"/> Utilize weekly supervision to identify, discuss, and appropriately work with client strengths and limitations.</li> <li><input type="checkbox"/> Include strengths and limitations in client case notes, service plans and/or treatment plans</li> <li><input type="checkbox"/> Assist clients in identifying their strengths</li> <li><input type="checkbox"/> Assist clients in exploring and learning from their past successful behaviors</li> <li><input type="checkbox"/> Use creative interventions, (ie. genograms, timelines, art therapy, and other experiential activities to identify and work with client strengths and vulnerabilities.</li> <li><input type="checkbox"/> Create a list of client's current coping strategies/strengths as part of assessment</li> <li><input type="checkbox"/> Help clients find and amplify their strengths through therapeutic questioning</li> <li><input type="checkbox"/> Help clients access and capitalize on multiple coping skills, resources, and resiliencies</li> </ul>
10B.c. Develop mutually agreed-on intervention goals and objectives; and	<ul style="list-style-type: none"> <li><input type="checkbox"/> Actively elicit and include client input, participation, and ongoing feedback regarding their intervention goals and objectives</li> <li><input type="checkbox"/> Help clients identify and set specific, attainable, realistic, measurable, and timely goals</li> <li><input type="checkbox"/> Utilize weekly supervision, team meetings, and case staffings to articulate and present client's treatment goals</li> </ul>

10B.d. Select appropriate intervention strategies	<input type="checkbox"/> Participate in treatment plan development including specific social work modalities and interventions <input type="checkbox"/> Utilize modalities and interventions suited to the client's personality, strengths, needs, and reasons for seeking treatment. <input type="checkbox"/> Study and research material specific to client's issues <input type="checkbox"/> Utilize weekly supervision and staff meetings to educate self and choose modalities and interventions appropriate to specific client needs <input type="checkbox"/> Track observable client behaviors to determine appropriateness and effectiveness of interventions
<div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency #10(C): Intervention</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
10C.a. Initiate actions to achieve organizational goals	<input type="checkbox"/> Establish goals for each session <input type="checkbox"/> Participate in specific projects to enhance and improve the agency/organization <input type="checkbox"/> Participate in APIE (assess, plan, implement, evaluate) project <input type="checkbox"/> Review and reassess treatment goals on an ongoing basis <input type="checkbox"/> Understand and integrate the agency/organization goals and motto into daily activities
10C.b. Implement prevention interventions that enhance client capacities	<input type="checkbox"/> Complete critical issues training <input type="checkbox"/> Participate/teach/lead community education and prevention groups, seminars, conferences, workshop, and trainings <input type="checkbox"/> Actively encourage clients to attend/participate in educational, prevention, and skill-building groups, seminars, conferences, workshops, and trainings
10C.c. Help clients resolve problems	<input type="checkbox"/> Conduct individual, family, and/or couples therapy with clients utilizing the following: <div style="margin-left: 20px;"> <input type="checkbox"/> Client-centered theory  <input type="checkbox"/> Play therapy  <input type="checkbox"/> Behavioral theory  <input type="checkbox"/> Cognitive theory  <input type="checkbox"/> Interpersonal theory  <input type="checkbox"/> Strengths-based therapy </div>

- ☐ Solution focused therapy
- ☐ Brief therapy
- ☐ Crisis intervention
- ☐ Minuchin structural family therapy
- ☐ Gestalt theory
- ☐ CBT-Modified for children
- ☐ Dialectical Behavior therapy
- ☐ Trauma focused cognitive behavior therapy
- ☐ Sand tray therapy
- ☐ Behavioral reinforcement systems
- ☐ Cognitive remediation
- ☐ Creative arts therapy
- ☐ Meditation
- ☐ Mindfulness
- ☐ Lifespan integration
- ☐ Sexual compulsivity counseling
- ☐ Sexual offender counseling
- ☐ Substance abuse counseling
- ☐ Systems theory
- ☐ Facilitate and/or co-facilitate the following psycho-therapeutic groups:
  - ☐ PTSD group
  - ☐ AMAC group
  - ☐ Survivors' group
  - ☐ Girl's group
  - ☐ Boys' group
  - ☐ Youth group
  - ☐ Sexual addiction group

	<input type="checkbox"/> Trauma group <input type="checkbox"/> Facilitate and/or co-facilitate the following support groups/workshop: <input type="checkbox"/> Birth-parent support <input type="checkbox"/> Adoptive couples support <input type="checkbox"/> Recovery management <input type="checkbox"/> Bereavement <input type="checkbox"/> Divorce adjustment <input type="checkbox"/> Parent support <input type="checkbox"/> Relapse prevention <input type="checkbox"/> Smoking cessation <input type="checkbox"/> Family support <input type="checkbox"/> Diabetes support <input type="checkbox"/> Cancer support <input type="checkbox"/> Substance abuse support <input type="checkbox"/> Facilitate and/or co-facilitate the following psych-educational groups/classes <input type="checkbox"/> Survival skills <input type="checkbox"/> Parenting skills <input type="checkbox"/> Thinking errors <input type="checkbox"/> Assertiveness <input type="checkbox"/> Ethical decision-making <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Anger management <input type="checkbox"/> Life skills <input type="checkbox"/> Vocational skills <input type="checkbox"/> Effective emotional management <input type="checkbox"/> Social skills
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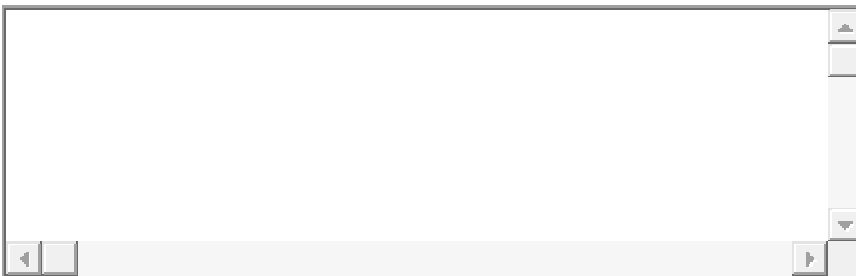
	<input type="checkbox"/> Communication <input type="checkbox"/> Why Try? <input type="checkbox"/> Relationship skills <input type="checkbox"/> Competency <input type="checkbox"/> Self-esteem <input type="checkbox"/> Strengthening families <input type="checkbox"/> Service <input type="checkbox"/> Aggression reduction <input type="checkbox"/> Learning acceleration <input type="checkbox"/> Occupational therapy <input type="checkbox"/> Music therapy <input type="checkbox"/> Recreational therapy <input type="checkbox"/> Conduct management <input type="checkbox"/> Provide crisis intervention services as needed <input type="checkbox"/> Formulate and complete client treatment plans and reviews according to agency guidelines <input type="checkbox"/> Utilize weekly supervision to link theory to individual and group treatment <input type="checkbox"/> Identify, discuss, and appropriately utilize interventions with clients
10C.d. Negotiate, mediate, and advocate for clients	<input type="checkbox"/> Make appropriate referrals <input type="checkbox"/> Participate and attend court hearings as needed <input type="checkbox"/> Complete court documents as needed <input type="checkbox"/> Participate in intra- and inter-agency meetings as needed <input type="checkbox"/> Educate clients about the roles of negotiator, mediator, advocate, and facilitator <input type="checkbox"/> Encourage clients to ask for/seek negotiation, mediation, advocacy, and facilitation assistance as needed <input type="checkbox"/> Provide negotiation, mediation, advocacy, and facilitation assistance as needed <input type="checkbox"/> Proactively utilize weekly supervision and staff meetings to discuss ways to appropriately provide

	negotiation, mediation, advocacy, and facilitation assistance to clients.
10C.e. Facilitate transitions and endings	<input type="checkbox"/> Begin discussion regarding scope of services and eventual termination at the beginning of the Social Work process <input type="checkbox"/> Provide discharge planning services <input type="checkbox"/> Utilize weekly supervision to discuss ways to appropriately terminate client sessions. <input type="checkbox"/> Openly discuss and prepare clients for conclusion of treatment <input type="checkbox"/> Complete all termination, discharge and final paperwork in a timely and thorough manner <input type="checkbox"/> Transfer or discharge all clients in a timely manner before terminating the internship
<div style="border: 1px solid black; padding: 2px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency 10(D): Evaluation</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
10D.a. Critically analyze, monitor, and evaluate interventions	<input type="checkbox"/> Proactively utilize weekly supervision to review and evaluate interventions and services provided to clients. <input type="checkbox"/> Be receptive to instruction, feedback, suggestions, and recommendations from supervisors, colleagues, and team members <input type="checkbox"/> Receive and integrate ongoing feedback obtained through clinical staff meetings and team meetings <input type="checkbox"/> Complete client satisfaction surveys and outcome assessments according to agency protocol and guidelines <input type="checkbox"/> Utilize weekly case notes to assess client change and/or progress <input type="checkbox"/> Develop behavior tracking systems specific to client issues. <input type="checkbox"/> Complete termination summaries according to agency format, protocol, and guidelines <input type="checkbox"/> Develop/implement self evaluation practices <input type="checkbox"/> Demonstrate knowledge of assessment tools by preparing and presenting trainings on specific measures <input type="checkbox"/> Modify treatment and service delivery based on assessment measures. <input type="checkbox"/> Discuss progress of clients with other social workers and members of the treatment team <input type="checkbox"/> use assessment measures on an ongoing basis and apply information obtained to clinical practice

Student Comments:



Field Instructor Comments:



Student Signature: ([Student Name]): [Click to sign Completed Document](#)

In-Agency Field Instructor Signature: ([Field Instructor Name]): [Click to sign Completed Document](#)

Field Director Signature: ([Field Director Name]): [Click to sign Completed Document](#)

For Office Purposes Only:

Field Director Final Grade:

# APPENDIX G – FALL FIELD INTERNSHIP LEARNING AGREEMENT & COMPETENCY EVALUATION FORM

## Brigham Young University School of Social Work MSW

### Semester Evaluation of Student's Learning and Performance in Field Practicum Placement

*Schedule Input:* Term

Semester Field Evaluation

[https://www.alceasoftware.com/web/form.php?file=byusw\\_field\\_eval\\_fal...](https://www.alceasoftware.com/web/form.php?file=byusw_field_eval_fal...)

#### MSW Learning Agreement and Competency Evaluation Advanced Core Competencies 1-7 (Fall Semester)



Semester/year:

Internship Placement Agency:

**Learning Agreement (Due *Schedule Input*: Learning Agreement Due Date):**

Student Signature:

(*{Student Name}*): [Sign Learning Plan Completion](#)

In-Agency Field Instructor Signature:

(*{Field Instructor Name}*): [Sign Learning Plan Completion](#)

Field Director Signature:

(*{Field Director Name}*): [Sign Learning Plan Completion](#)

#### Learning Activity Agreement

The Learning Activity Agreement (LAA) serves three main purposes:

1. Guides the MSW fieldwork experience.
2. Ensures educational experiences are provided to facilitate the MSW student's development and demonstration of CSWE's Core Competencies.
3. Specifies therapeutic activities which will be covered under BYU's professional liability insurance. (Professional liability insurance is linked to the MSW student's enrollment in Soc W 654R or SocW 655R.)

Fieldwork activities in which the MSW intern will participate during the semester are to be included in the LAA. Pre-identified activities may be "checked," thus including them in the LAA. "Free write" fields allow activities not listed in the pre-identified activity list to be included in the LAA. To ensure liability coverage, all therapeutic activities must be included in the LAA.

At least one learning activity needs to be identified for each practice behavior. Students and supervisors may include as many learning activities in the LAA as needed to accurately reflect the student's internship activities. The number of learning activities included in the LAA will not influence or increase the number of practice behaviors evaluated. Practice behaviors (as outlined on the MSW Learning Agreement and Evaluation) will be evaluated at the end of the semester.

**Evaluation (Due *Schedule Input*: Evaluation Due Date):**

Total Clock Hours Completed This Block:

Grade Recommended by Field Instructor (Pass or Fail):

Total Evaluation Score: / = %

Field Director Final Grade (Pass or Fail):

Student Signature:

(*{Student Name}*): [Click to sign Completed Document](#)

In-Agency Field Instructor Signature:

(*{Field Instructor Name}*): [Click to sign Completed Document](#)

Field Director Signature:

(*{Field Director Name}*): [Click to sign Completed Document](#)

The following evaluation of the Student's learning and performance includes variables from a minimal competency list established by professional educators and field practice faculty. The response scales provide for the Student's evaluation of self as well as the Field Instructor's ratings. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of Students in practicum.

Each item is seen as representing a continuum running from "not yet competent" performance to "highly competent" performance on a three-point scale as follows:

#### Competency Assessment: Narrative Description:

Not Yet Competent (1)

- Required
- Specifics identifying what the student needs to do/ is doing to improve their practice behaviors and meet competency requirements of an MSW student.

Competent (2)

- None Required

Highly Competent (3)

- Required
- Specifics identifying ways in which the student surpasses the competency expected of an MSW Student

The "competent (2)" rating is the minimal expected rating for MSW students during any given semester. This rating implies adequate performance and competency; no narrative description of the student's performance is required. A rating of "not yet competent (1)" or "highly competent (3)" requires a narrative description with specifics as outlined above. After rating the student's practice behaviors in a core competency, and saving your work, a comment box will appear for each rating that requires additional narrative descriptions. Please provide the specifics required, save your work, and then proceed to evaluate the next Core Competency.

Grading:

## MSW Learning Agreement and Competency Evaluation Advanced Core Competencies 1-7 (Fall Semester)

Semester/year:

Fall 2014

Internship Placement Agency:

Example

Total Clock Hours Completed This Semester:

**Learning Agreement (Due [Schedule Input: Learning Agreement Due Date]):**

Student Signature:

([Suzy Student]): Suzy Student Apr 6, 2014

In-Agency Field Instructor Signature:

([Charlene Clark]): Charlene Clark Apr 11, 2014

Field Director Signature:

([Wendy Sheffield]): Wendy W Sheffield Apr 11, 2014

### Learning Activity Agreement

The Learning Activity Agreement (LAA) serves three main purposes:

1. Guides the MSW fieldwork experience.
2. Ensures educational experiences are provided to facilitate the MSW student's development and demonstration of CSWE's Core Competencies.
3. Specifies therapeutic activities which will be covered under BYU's professional liability insurance. (Professional liability insurance is linked to the MSW student's enrollment in Soc W 654R or SocW 655R.)

Fieldwork activities in which the MSW intern will participate during the semester are to be included in the LAA. Pre-identified activities may be "checked," thus including them in the LAA. "Free write" fields allow activities not listed in the pre-identified activity list to be included in the LAA. To ensure liability coverage, all therapeutic activities must be included in the LAA.

At least one learning activity needs to be identified for each practice behavior. Students and supervisors may include as many learning activities in the LAA as needed to accurately reflect the student's internship activities. The number of learning activities included in the LAA will not influence or increase the number of practice behaviors evaluated. Practice behaviors (as outlined on the MSW Learning Agreement and Evaluation) will be evaluated at the end of the semester.

**Evaluation (Due [Schedule Input: Evaluation Due Date]):**

The following evaluation of the student's learning and performance includes variables from a Minimal Competency List for each level of professional practice established by social work educators and field practice faculty. The response scales provide for the student's evaluation of self as well as the field instructor's evaluation of the student. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in an MSW internship.

Each item is evaluated using a five-point scale in a continuum running from “competency not attained” to “expert skills and competency” as follows:

#### **Competency Assessment:**

- **“Competency Not Attained (0)”** – Practice behaviors and skills are not developed. The student is not competent to practice social work at this level, at this time.
- **“Introductory Skills and Competency (1)”** – Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors and skills in social work practice.
- **“Moderate Skills and Competency (2)”** – With routine (weekly) supervision, the student’s practice behaviors and skills in this area are becoming more integrated into their social work practice.
- **“Advanced Skills and Competency (3)”** –The worker independently demonstrates practice behaviors and skills with confidence and as an integral part of his/her social work practice. The worker is clearly capable of independent social work practice.
- **“Expert Skills and Competency (4)”** – The worker consistently practices as an independent, mature, experienced social worker. Mastery of behaviors and skills has been demonstrated, and the worker is sufficiently able to teach others. Practice skills are more comparable to professional colleagues than students.

**The “Introductory Skills and Competency (1)” or “Moderate Skills and Competency (2)” rating is the expected rating for MSW students during any given semester.** “Competency Not Attained (0)” denotes a field instructor’s significant concern regarding the student’s performance, and signifies that the field instructor does not deem the student as competent to practice social work in this area, at this level, at this time. Occasionally a student may be highly experienced and skilled beyond the level seen in newly licensed MSW practitioners. In such a rare situation, the student may be competent to receive the “Advanced Skills and Competency (3)” rating. An “Expert Skills and Competency (4)” rating notes the skill level of recognized experts and instructors. It is highly unlikely that an MSW student will attain this level of competency during their MSW program.

When the cursor is passed across the assessment selector of each practice behavior, an evaluation rubric will appear on the left-hand side of the evaluation form. Skill and competency ratings, along with accompanying behavioral descriptors for each rating, are contained in these rubrics. **Please select the skill and competency rating which most closely describes the students’ performance of each practice behavior, in the current field internship.**

#### **Grading:**

After completing the evaluation form and discussing it with the student, the Agency Field Instructor will record a recommended grade for the semester or term, along with a total evaluation score, and forward the practicum evaluation to the Fieldwork Director. Any disparate perceptions along the way will be discussed with the field instructor before the final grade is recorded.

The student is involved in the evaluation process by the field instructor. It should be noted that the evaluation scales provide for a self-evaluation by the student. The student and the field instructor are expected to discuss their respective evaluations of the student’s learning and performance. If the differences in their perceptions cannot be resolved to the student’s satisfaction, the student is invited to exercise the option of writing a letter which will be permanently attached to the evaluation form, and which will be taken into consideration in the final grading process.

<b>Core Competency #1: Identify as a professional social worker and conduct</b>	<b>Learning Activities</b> (Check all that apply)
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<b>oneself accordingly.</b> This student demonstrates the ability to:	
1a. Readily identify as a social work professional	<input type="checkbox"/> collaborate with other agency social workers <input type="checkbox"/> demonstrate professional behavior at all times (including dependability, appropriate dress, maintaining confidentiality, etc.) <input type="checkbox"/> observe other clinicians. sessions <input type="checkbox"/> attend and proactively participate in staff meetings <input type="checkbox"/> understand, articulate and follow the NASW code of ethics <input type="checkbox"/> understand and follow agency policies and guidelines <input type="checkbox"/> proactively participate in and utilize weekly supervision <input type="checkbox"/> attend all required agency trainings <input type="checkbox"/> stay up to date on client paperwork and complete according to agency guidelines and standards <input type="checkbox"/> transfer or discharge all clients in a timely manner before terminating the internship <input type="checkbox"/> participate in continual training on therapeutic theories, interventions, diagnosis, etc.
1b. Demonstrate professional use of self with client(s)	<input type="checkbox"/> develop strong therapeutic relationships with clients <input type="checkbox"/> maintain appropriate boundaries <input type="checkbox"/> educate client on the therapeutic relationship <input type="checkbox"/> set boundaries for the length and number of sessions <input type="checkbox"/> use appropriate language <input type="checkbox"/> communicate role to clients through attitude, ethic, boundaries, compassion <input type="checkbox"/> utilize language skills <input type="checkbox"/> utilize personal creativity
1c. Understand and identify professional strengths, limitations and challenges	<input type="checkbox"/> utilize weekly supervision to analyze challenges and collaborate on strategies to overcome them <input type="checkbox"/> openly identify strengths, limitations, and challenges (with supervisor and by writing clinical case reflections) <input type="checkbox"/> monitor transference and counter-transference
1d. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives	<input type="checkbox"/> know clients' complete and special circumstances <input type="checkbox"/> identify clients. strengths, resiliencies, and resources <input type="checkbox"/> plan applicable activities for therapy <input type="checkbox"/> help families recognize strengths and utilize them

	<input type="checkbox"/> provide a safe place for clients, allow them their self-determination <input type="checkbox"/> use person-in-environment and strengths perspective in assessments, case plans, treatment goals, and interventions
<div style="border: 1px solid black; padding: 2px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency #2: Apply social work ethical principles to guide professional practice.</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
2a. Apply ethical decision-making skills to issues specific to clinical social work	<input type="checkbox"/> facilitate and utilize client self-determination <input type="checkbox"/> understand and implement abuse reporting protocol as appropriate <input type="checkbox"/> prioritize ethics within the NASW code <input type="checkbox"/> use the ETHICS for U model when ethical challenges arise <input type="checkbox"/> apply ethical decision-making skills for appropriate intervention strategies with clients, assessment recommendations, court report write-ups, disciplinary write-ups for breaking program rules, utilizing staff and supervision feedback, etc. <input type="checkbox"/> consult with supervisor on situations involving ethical issues
2b. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights	<input type="checkbox"/> access, prepare and edit program documents according to agency policies and guidelines <input type="checkbox"/> report to proper authorities if clients are a danger to themselves or others <input type="checkbox"/> respect client rights and confidentiality when utilizing all forms of technology <input type="checkbox"/> use power points, video clips, and other technology tools to aid group sessions or psycho-educational classes <input type="checkbox"/> limit client identification information in emails, facebook, blogs, faxes, phone calls, etc. <input type="checkbox"/> shred paperwork as necessary <input type="checkbox"/> obtain appropriate releases of information <input type="checkbox"/> complete an internet safety course <input type="checkbox"/> participate in trainings on the appropriate behaviors and uses of a variety of technology mediums (ie. online articles, self help, agency trainings, etc.) <input type="checkbox"/> learn ethical use of polygraph and other technology in clinical practice <input type="checkbox"/> understand and implement the agency.s confidentiality guidelines
2c. Identify and use knowledge of relationship dynamics, including power differentials	<input type="checkbox"/> use family structured therapy techniques involving triangulation and power <input type="checkbox"/> empower clients to make their own decisions <input type="checkbox"/> acknowledge status of .inmate. and .custody. within institution



	<input type="checkbox"/> write clinical case reflections focused on the relationship dynamics and power differentials with one client-therapist relationship in your practice <input type="checkbox"/> use weekly supervision to identify, discuss, and appropriately manage power differentials with your clients
2d. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being	<input type="checkbox"/> be proactive in exploring/managing personal bias, projection, and counter-transference issues with clients <input type="checkbox"/> use weekly supervision to identify, discuss, and appropriately manage your personal biases <input type="checkbox"/> demonstrate unconditional positive regard <input type="checkbox"/> seek commonalities to build the therapeutic relationship <input type="checkbox"/> gauge therapy toward the client.s goals in order to help them be more productive
<div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency #3: Apply critical thinking to inform and communicate professional judgments.</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
3a. Engage in reflective practice	<input type="checkbox"/> video-tape sessions <input type="checkbox"/> self-evaluate after each session <input type="checkbox"/> write case notes <input type="checkbox"/> meet with supervisor for evaluation <input type="checkbox"/> examine your practice reflectively and reflexively <input type="checkbox"/> continually evaluate the effectiveness of all models used for treatment
3b. Identify and articulate clients' strengths and vulnerabilities	<input type="checkbox"/> keep a record of each patient.s strengths and vulnerabilities <input type="checkbox"/> assist clients in identifying their strengths, (verbally communicate the strengths face to face) <input type="checkbox"/> explore client's strengths and past successful behavior <input type="checkbox"/> use client strengths and successes in solution-focused therapy <input type="checkbox"/> use genograms, timelines, and other forms of art and activities to outline strengths and vulnerabilities
3c. Evaluate, select, and implement appropriate multidimensional assessment, diagnostic, intervention, and practice evaluation tools	<input type="checkbox"/> use DSM-IV criteria to diagnose clients, carefully choose interventions to target symptoms <input type="checkbox"/> conduct multiple assessments including: <div style="margin-left: 20px;"> <input type="checkbox"/> OQ45 (if sub-checked, conduct.auto checked)  <input type="checkbox"/> PAI </div>

	<input type="checkbox"/> YOQ <input type="checkbox"/> Y-BOS <input type="checkbox"/> Vocational assessments (WRAT-4, O*Net, TABE) <input type="checkbox"/> ASAM (American Society of Addiction Medicine) <input type="checkbox"/> Educational Assessments <input type="checkbox"/> Polygraph <input type="checkbox"/> Plethysmograph <input type="checkbox"/> Personality assessments <input type="checkbox"/> Psycho-Sexual Histories <input type="checkbox"/> Bio-Psycho-Social-Spiritual Histories <input type="checkbox"/> Suicide Risk <input type="checkbox"/> Substance Abuse <input type="checkbox"/> Domestic Violence <input type="checkbox"/> Parental Fitness Evaluations <input type="checkbox"/> use Clinical Handbook of Psychological Disorders to help implement the best practice intervention based on a specific assessment <input type="checkbox"/> complete course work in theoretical systems of psychotherapy <input type="checkbox"/> utilize practice evaluation tools that are empirically-based <input type="checkbox"/> employ specific assessment tools provided by the agency
3d. Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations	<input type="checkbox"/> use theories, techniques, and interventions specifically suited to the client.s personality, strengths, needs, and reasons for seeking treatment <input type="checkbox"/> read material specific to client.s issues <input type="checkbox"/> submit weekly notes on clients, including the theoretical perspective of chosen interventions, how specific goals will be reached with each client, and make a plan for the next session <input type="checkbox"/> explore biological, cognitive, and environmental contributing factors of addictions and abuse <input type="checkbox"/> continually assess and evaluate intervention strategies <input type="checkbox"/> use assessments that will set the appropriate tone for the client-therapist relationship <input type="checkbox"/> include theoretical perspectives and modalities to be used in client.s written treatment plan <input type="checkbox"/> utilize weekly supervision to identify, discuss, and help implement multiple theoretical perspectives in work with clients

<p>3e. Communicate professional judgments to other social workers and to professionals from other disciplines, in both verbal and written format</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> discuss progress of clients with other social workers and members of the treatment team</li> <li><input type="checkbox"/> ecclesiastical consultations</li> <li><input type="checkbox"/> participate in clinical team meetings/staff meetings</li> <li><input type="checkbox"/> correspond with other agencies, communicate/consult with other professionals</li> <li><input type="checkbox"/> express appreciation for input of other professionals</li> <li><input type="checkbox"/> write intake summaries, notes, and discharge summaries</li> <li><input type="checkbox"/> attend disciplinary panels with other therapists</li> <li><input type="checkbox"/> write referrals and other reports for therapists and medical professionals</li> <li><input type="checkbox"/> prepare client files for other professionals</li> <li><input type="checkbox"/> keep concise, thorough, up to date case notes</li> <li><input type="checkbox"/> prepare weekly/monthly court documents</li> <li><input type="checkbox"/> observe initial forensic interviews with victims of sexual abuse conducted by DCFS workers and detectives</li> <li><input type="checkbox"/> participate in weekly Offender Management Reviews</li> <li><input type="checkbox"/> meet with sections leads once weekly to collaborate and coordinate</li> <li><input type="checkbox"/> attend coordination meetings with probation and parole officers</li> <li><input type="checkbox"/> attend court staffings</li> <li><input type="checkbox"/> coordinate with mental health organizations and their liaisons throughout the state</li> <li><input type="checkbox"/> contact mental health services regarding the progress of patients</li> <li><input type="checkbox"/> coordinate community treatment/appropriate placement of clients upon discharge</li> <li><input type="checkbox"/> attend school district Core Team meetings</li> <li><input type="checkbox"/> participate in child welfare meetings where foster parents, guardian ad-litem, ecclesiastical leaders, etc. may be present</li> </ul>
<div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<p><b>Core Competency #4: Engage diversity and difference in practice.</b> This student demonstrates the ability to:</p>	<p><b>Learning Activities</b> (Check all that apply)</p>
<p>4a. Research and apply knowledge of diverse populations to enhance client well-being</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> work with several different populations (i.e. children, teens, adults, couples, victims and perpetrators)</li> <li><input type="checkbox"/> research various ethnic and clinical populations (i.e. Native Americans, individuals with mental retardation, individuals with Borderline Personality Disorder, criminal thinking, women abused as children, people with PTSD,</li> </ul>

	<p>women with eating disorders, people with personality disorders, individuals with pervasive Developmental Disorder, individual with chronic and persistent mental illnesses) and apply new knowledge when working with clients</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> develop a curriculum for an evidence-based psycho-therapeutic, psycho-educational or support violence group</li> <li><input type="checkbox"/> seek consultation from other therapists and supervisors to learn more about a specific client.s culture</li> <li><input type="checkbox"/> consult with supervisor about effectiveness of working with at least one diverse client or family</li> <li><input type="checkbox"/> provide knowledge transferred psychoeducation</li> <li><input type="checkbox"/> write a clinical case reflection showing evidence of gained knowledge of diversity</li> </ul>
4b. Work effectively with diverse populations; and identify and use practitioner/client differences from a strengths	<ul style="list-style-type: none"> <li><input type="checkbox"/> allow client to be the expert in coming up with goals and solutions in their lives</li> <li><input type="checkbox"/> ask clients sincere questions to understand where they are coming from</li> <li><input type="checkbox"/> ask questions to clarify (words associated with their culture e.g. gang slangs, alternative words for drugs, criminal thinking, same sex attraction)</li> <li><input type="checkbox"/> identify and use practitioner/client differences from a strengths perspective</li> <li><input type="checkbox"/> ask client their own cultural preferences and sensitivities to be aware of</li> <li><input type="checkbox"/> find out what clients are interested in and use analogies pertaining to their interests</li> <li><input type="checkbox"/> help client access and capitalize on multiple coping skills, resources, and resiliencies</li> <li><input type="checkbox"/> help clients find and amplify their strengths through therapeutic questioning</li> <li><input type="checkbox"/> have open dialogues with clients on differences that they would like to address</li> <li><input type="checkbox"/> modify and adapt interventions to account for differences in culture, diagnoses, etc.</li> <li><input type="checkbox"/> encourage clients to recognize differences of opinions/perspectives</li> <li><input type="checkbox"/> approach issues from multiple angles</li> <li><input type="checkbox"/> discuss in weekly supervision how you will use differences to enhance treatment</li> <li><input type="checkbox"/> consult with supervisor about effectiveness of working with at least one diverse client or family</li> <li><input type="checkbox"/> provide help for individuals that do not speak English through translators</li> <li><input type="checkbox"/> use personal language skills to conduct therapy sessions in client.s primary language</li> </ul>
<div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency #5: Advance human rights and social and economic justice.</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)

<p>5a. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide treatment planning and intervention</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> keep in mind discrimination and trauma an individual has experienced in a sensitive way</li> <li><input type="checkbox"/> be cognizant of discrimination for minority clients and how it has an overarching effect on their mental health</li> <li><input type="checkbox"/> talk to clients about medications they are taking</li> <li><input type="checkbox"/> provide/refer to case management services as appropriate, including but not limited to: housing, financial assistance, crisis services, respite nursery, respite care, medical assistance, vocational rehabilitation, etc.</li> <li><input type="checkbox"/> listen to clients. abuse reports to help assess their level of safety and the level of care they will need</li> <li><input type="checkbox"/> utilize a systems perspective and incorporate the family, community, and larger culture into intervention with individuals</li> <li><input type="checkbox"/> ecclesiastical consultations</li> </ul>
<p>5b. Advocate at multiple levels for mental health issues</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use knowledge of the stigma attached to mental illness to prepare clients for discharge and the need to cope with that stigma</li> <li><input type="checkbox"/> advocate for client access to appropriate services</li> <li><input type="checkbox"/> educate others about mental illness</li> <li><input type="checkbox"/> confront engendering of hate or stigma</li> <li><input type="checkbox"/> participate in community outreach projects</li> <li><input type="checkbox"/> participate in community mental health nights to spread the word about the agency and mental health awareness</li> <li><input type="checkbox"/> advocate for clients in school, work, judicial system and medical settings</li> <li><input type="checkbox"/> discuss needed community service improvements with supervisor</li> <li><input type="checkbox"/> educate people in social circle about the type of clients you work with to get rid of stigmas</li> <li><input type="checkbox"/> help clients to participate in community service activities</li> <li><input type="checkbox"/> write programs and curriculum to facilitate community outreach and education</li> <li><input type="checkbox"/> develop workplace placement opportunities</li> <li><input type="checkbox"/> consult healthcare professionals and mental health professionals in the community to help them better understand and meet the needs of agency clients</li> <li><input type="checkbox"/> participate in community/agency prevention activities</li> <li><input type="checkbox"/> advocate for client needs (medication, skills training, case management services, diagnosis) when working with various other agencies personnel</li> <li><input type="checkbox"/> collaborate with other agencies to provide more services to clients</li> <li><input type="checkbox"/> advocate for client in a court custody hearing</li> <li><input type="checkbox"/> give a verbal testimony to judge of client.s treatment progress</li> <li><input type="checkbox"/> represent client needs in court proceedings and maintain professional composure</li> </ul>

	<input type="checkbox"/> participate in multi-agency meetings <input type="checkbox"/> attend community events to provide information about services available at the agency <input type="checkbox"/> in all settings, do everything possible to increase awareness of mental health issues
<div style="border: 1px solid black; padding: 2px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency #6: Engage in research-informed practice and practice-informed research.</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
6a. Use the evidence-based practice process in clinical assessment and intervention with clients	<input type="checkbox"/> administer assessments and use results to guide client treatment and interventions <input type="checkbox"/> use evidence-based and professionally accepted modalities in approach to population <input type="checkbox"/> utilize multiple sources of qualified evidence-based research <input type="checkbox"/> use questionnaires to collect more information about clients and their situations <input type="checkbox"/> make goals with the client, establish behavioral measure and re-assess progress on an on-going basis <input type="checkbox"/> track observable client behaviors to determine effectiveness of interventions <input type="checkbox"/> conduct risk-benefit assessment on new medication combinations <input type="checkbox"/> distribute/collect questionnaires as prescribed by the agency <input type="checkbox"/> use Outcome Questionnaires to assist evaluation of a client.s progress (i.e. anxiety, depression, family functioning, etc.) <input type="checkbox"/> use motivational interviewing for clients displaying low readiness for change <input type="checkbox"/> ask for client verbal feedback or scaling to assess and improve treatment effectiveness <input type="checkbox"/> evaluate outcomes, reassess client needs, and elicit client feedback to work toward recovery and sober living <input type="checkbox"/> use 12-step facilitation to reinforce clients. efforts to maintain sobriety
6b. Participate in the generation of new clinical knowledge, through research and practice	<input type="checkbox"/> create and administer a satisfaction survey regarding agency services <input type="checkbox"/> complete an MSW research project and publishable paper <input type="checkbox"/> submit a research article for presentation at a local, regional, or national conference <input type="checkbox"/> present a research article at a local, regional, or national conference <input type="checkbox"/> present MSW research and project to internship agency personnel <input type="checkbox"/> data cleaning and completion preparatory to running statistical analysis for data from the agency.s ???

	<input type="checkbox"/> use statistical software to analyze the data and make inferences <input type="checkbox"/> attend CEU opportunities to increase clinical skills <input type="checkbox"/> attend trainings the agency presents after finding new research <input type="checkbox"/> use the internet to learn new treatment approaches, assessments and interventions <input type="checkbox"/> use current data from research to create public awareness <input type="checkbox"/> read about recent research findings about treatment modalities published in professional journals <input type="checkbox"/> research various drugs in efforts to recognize whether or not a client is using that drug <input type="checkbox"/> incorporate knowledge gained from internship into future practice
6c. Use research methodology to evaluate clinical practice effectiveness and/or outcomes	<input type="checkbox"/> implement OQ45 and scaling questions to assess how clients feel they are improving <input type="checkbox"/> use the YOQ with clients to track progress <input type="checkbox"/> use DBT for clients diagnosed with BPD <input type="checkbox"/> use Cognitive Behavior Therapy and Play Therapy to help clients develop healthy coping skills <input type="checkbox"/> evaluate effectiveness of practice through clinical case study reflections <input type="checkbox"/> evaluate the use of BPRS-E to determine a client.s length of stay <input type="checkbox"/> evaluate the agency.s programs to decide whether or not the interventions are effective for the clients, implement changes as needed <input type="checkbox"/> complete discharge summary and treatment team reports <input type="checkbox"/> provide detailed notes of interventions used to supervisor to continually develop the agency.s program <input type="checkbox"/> educate clients about their drugs of choice using pamphlets/article/books based on research <input type="checkbox"/> help supervisor conduct qualitative research by doing group interviews after completing therapy programs <input type="checkbox"/> use interventions to treat PTSD <input type="checkbox"/> complete evaluations with clients who are terminating therapy to contribute to the agency.s goal of studying effective practice and improving outcomes
<div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency #7: Apply knowledge of human behavior and the social environment.</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
7a. Synthesize and differentially apply theories of human behavior and the	<input type="checkbox"/> apply developmental, systems, ecological, and other theories

social environment to guide clinical practice	<input type="checkbox"/> use a systems approach and multilevel approach in the clinical process <input type="checkbox"/> be gender sensitive and culturally aware <input type="checkbox"/> establish healthy support systems with clients <input type="checkbox"/> refer clients for medical/medication evaluations as needed
7b. Use bio-psycho-social-spiritual theories and multiaxial diagnostic classification systems in formulation of comprehensive assessments	<input type="checkbox"/> complete DSM-IV multi-axial diagnoses <input type="checkbox"/> conduct/write client bio-psycho-social-spiritual assessments/histories <input type="checkbox"/> incorporate a spiritual component in case management to assess client needs <input type="checkbox"/> teach clients about the biological and cognitive components of mental illness and intervene at both points
7c. Consult with medical professionals, as needed, to confirm diagnosis and/or to monitor medication in the treatment process	<input type="checkbox"/> discuss med management with caseworkers and agency doctors <input type="checkbox"/> obtain consent to talk with physicians <input type="checkbox"/> coordinate diagnosis and treatment with supervisor and/or appropriate medical practitioners <input type="checkbox"/> consult with doctors, nurses, and other professionals on a daily basis in working with patients <input type="checkbox"/> consult with psychiatrist who will help confirm diagnosis and/or monitor medication in the treatment process <input type="checkbox"/> frequently ask clients about their medication and compliance <input type="checkbox"/> make recommendations to clients regarding mental health visits, doctors. visits, and medical appointments <input type="checkbox"/> ask thorough questions about the client.s biological, psychological, social, and spiritual background <input type="checkbox"/> incorporate B-P-S-S findings into client.s goals for treatment, diagnosis, and therapeutic interventions. <input type="checkbox"/> participate in weekly treatment team meetings <input type="checkbox"/> participate in monthly clinical reviews on each patient
7d. Synthesize and differentially apply theories relevant to practice with children and families	<input type="checkbox"/> Conduct individual, family, and/or couples therapy with clients utilizing the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Client-centered theory</li> <li><input type="checkbox"/> Play therapy</li> <li><input type="checkbox"/> Behavioral theory</li> <li><input type="checkbox"/> Cognitive theory</li> <li><input type="checkbox"/> Interpersonal theory</li> <li><input type="checkbox"/> Strengths-based therapy</li> </ul>



	<input type="checkbox"/> Solution focused therapy <input type="checkbox"/> Brief therapy <input type="checkbox"/> Crisis intervention <input type="checkbox"/> Minuchin structural family therapy <input type="checkbox"/> Gestalt theory <input type="checkbox"/> CBT-Modified for children <input type="checkbox"/> Dialectical Behavior therapy <input type="checkbox"/> Trauma focused cognitive behavior therapy <input type="checkbox"/> Sand try therapy <input type="checkbox"/> Behavioral reinforcement systems <input type="checkbox"/> Cognitive remediation <input type="checkbox"/> Creative arts therapy <input type="checkbox"/> Meditation <input type="checkbox"/> Mindfulness <input type="checkbox"/> Lifespan integration <input type="checkbox"/> Sexual compulsivity counseling <input type="checkbox"/> Sexual offender counseling <input type="checkbox"/> Substance abuse counseling <input type="checkbox"/> Systems theory <input type="checkbox"/> facilitate and/or co-facilitate the following psycho-therapeutic groups: <input type="checkbox"/> PTSD group <input type="checkbox"/> AMAC group <input type="checkbox"/> Survivors. group <input type="checkbox"/> Girls. group <input type="checkbox"/> Boys. group <input type="checkbox"/> Youth group <input type="checkbox"/> Sexual addiction group
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	<input type="checkbox"/> Trauma group <input type="checkbox"/> facilitate and/or co-facilitate the following support groups/workshop: <input type="checkbox"/> Birth-parent support <input type="checkbox"/> Adoptive couples support <input type="checkbox"/> Recovery management <input type="checkbox"/> Bereavement <input type="checkbox"/> Divorce adjustment <input type="checkbox"/> Parent support <input type="checkbox"/> Relapse prevention <input type="checkbox"/> Smoking cessation <input type="checkbox"/> Family support <input type="checkbox"/> Diabetes support <input type="checkbox"/> Cancer support <input type="checkbox"/> Substance abuse support <input type="checkbox"/> facilitate and/or co-facilitate the following psych-educational groups/classes: <input type="checkbox"/> Survival skills <input type="checkbox"/> Parenting skills <input type="checkbox"/> Thinking errors <input type="checkbox"/> Assertiveness <input type="checkbox"/> Ethical decision-making <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Anger management <input type="checkbox"/> Life skills <input type="checkbox"/> Vocational skills <input type="checkbox"/> Effective emotional management <input type="checkbox"/> Social skills <input type="checkbox"/> Communication
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	<input type="checkbox"/> Why Try? <input type="checkbox"/> Relationship skills <input type="checkbox"/> Competency <input type="checkbox"/> Self-esteem <input type="checkbox"/> Strengthening families <input type="checkbox"/> Service <input type="checkbox"/> Aggression reduction <input type="checkbox"/> Learning acceleration <input type="checkbox"/> Occupational therapy <input type="checkbox"/> Music therapy <input type="checkbox"/> Recreational therapy <input type="checkbox"/> Conduct management <input type="checkbox"/> Provide crisis intervention services as needed <input type="checkbox"/> Formulate and complete client treatment plans and review according to agency guidelines <input type="checkbox"/> Utilize weekly supervision to link theory to individual and group treatment, identify, discuss, and appropriately utilize interventions with clients <input type="checkbox"/> use person in environment approach including spouses, families, and others in individual therapy <input type="checkbox"/> use sociological theories, systems theories, Person-in-Environment, bio-psycho-social-spiritual theories, and developmental theories to guide assessment for clients of different ages, genders, family and cultural backgrounds and to help select appropriate interventions <input type="checkbox"/> apply family therapy theories to clients and develop interventions based upon those theories <input type="checkbox"/> attend weekly intern trainings on various theories and how they apply to children and families <input type="checkbox"/> listen to what family members have to say as well as what the client has to say <input type="checkbox"/> apply systems theory when planning for patient discharge in anticipating and preparing for how the patient's family would be affected by changes in the client <input type="checkbox"/> talk with clients about the support systems/lack of a support systems they have at home when looking for solutions <input type="checkbox"/> utilize psychological-education groups to present materials on effective parenting, establishing healthy relationships, and effective communication
<div style="text-align: center;"> <input type="button" value="SAVE WORK"/> </div>	

Student Comments:

Field Instructor Comments:

Student Signature: ([Student Name]): [Click to sign Completed Document](#)

In-Agency Field Instructor Signature: ([Field Instructor Name]): [Click to sign Completed Document](#)

Field Director Signature: ([Field Director Name]): [Click to sign Completed Document](#)

For Office Purposes Only:

Field Director Final Grade:

## APPENDIX H – WINTER FIELD INTERNSHIP LEARNING ACTIVITY AGREEMENT & COMPETENCY EVALUATION FORM

### MSW Learning Agreement and Competency Evaluation Advanced Core Competencies 8-10 (Winter Semester)

Semester/year:

Internship Placement Agency:

Total Clock Hours Completed This Block:

**Learning Agreement (Due [Schedule Input: Learning Agreement Due Date]):**

Student Signature:

([Student Name]): [Sign Learning Plan Completion](#)

In-Agency Field Instructor Signature:

([Field Instructor Name]): [Sign Learning Plan Completion](#)

Field Director Signature:

([Field Director Name]): [Sign Learning Plan Completion](#)

#### Learning Activity Agreement

The Learning Activity Agreement (LAA) serves three main purposes:

1. Guides the MSW fieldwork experience.
2. Ensures educational experiences are provided to facilitate the MSW student's development and demonstration of CSWE's Core Competencies.
3. Specifies therapeutic activities which will be covered under BYU's professional liability insurance. (Professional liability insurance is linked to the MSW student's enrollment in Soc W 654R or SocW 655R.)

Fieldwork activities in which the MSW intern will participate during the semester are to be included in the LAA. Pre-identified activities may be "checked," thus including them in the LAA. "Free write" fields allow activities not listed in the pre-identified activity list to be included in the LAA. To ensure liability coverage, all therapeutic activities must be included in the LAA.

At least one learning activity needs to be identified for each practice behavior. Students and supervisors may include as many learning activities in the LAA as needed to accurately reflect the student's internship activities. The number of learning activities included in the LAA will not influence or increase the number of practice behaviors evaluated. Practice behaviors (as outlined on the MSW Learning Agreement and Evaluation) will be evaluated at the end of the semester.

**Evaluation (Due [Schedule Input: Evaluation Due Date]):**

The following evaluation of the student's learning and performance includes variables from a Minimal Competency List for each level of professional practice established by social work educators and field practice faculty. The response scales provide for the student's evaluation of self as well as the field instructor's

evaluation of the student. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in an MSW internship.

Each item is evaluated using a five-point scale in a continuum running from “competency not attained” to “expert skills and competency” as follows:

### **Competency Assessment:**

- **“Competency Not Attained (0)”** – Practice behaviors and skills are not developed. The student is not competent to practice social work at this level, at this time.
- **“Introductory Skills and Competency (1)”** – Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors and skills in social work practice.
- **“Moderate Skills and Competency (2)”** – With routine (weekly) supervision, the student’s practice behaviors and skills in this area are becoming more integrated into their social work practice.
- **“Advanced Skills and Competency (3)”** –The worker independently demonstrates practice behaviors and skills with confidence and as an integral part of his/her social work practice. The worker is clearly capable of independent social work practice.
- **“Expert Skills and Competency (4)”** – The worker consistently practices as an independent, mature, experienced social worker. Mastery of behaviors and skills has been demonstrated, and the worker is sufficiently able to teach others. Practice skills are more comparable to professional colleagues than students.

**The “Introductory Skills and Competency (1)” or “Moderate Skills and Competency (2)” rating is the expected rating for MSW students during any given semester.** “Competency Not Attained (0)” denotes a field instructor’s significant concern regarding the student’s performance, and signifies that the field instructor does not deem the student as competent to practice social work in this area, at this level, at this time. Occasionally a student may be highly experienced and skilled beyond the level seen in newly licensed MSW practitioners. In such a rare situation, the student may be competent to receive the “Advanced Skills and Competency (3)” rating. An “Expert Skills and Competency (4)” rating notes the skill level of recognized experts and instructors. It is highly unlikely that an MSW student will attain this level of competency during their MSW program.

When the cursor is passed across the assessment selector of each practice behavior, an evaluation rubric will appear on the left-hand side of the evaluation form. Skill and competency ratings, along with accompanying behavioral descriptors for each rating, are contained in these rubrics. **Please select the skill and competency rating which most closely describes the students’ performance of each practice behavior, in the current field internship.**

Grading:

After completing the evaluation form and discussing it with the student, the Agency Field Instructor will record a recommended grade for the semester or term, along with a total evaluation score, and forward the practicum evaluation to the Fieldwork Director. Any disparate perceptions along the way will be discussed with the field instructor before the final grade is recorded.

The student is involved in the evaluation process by the field instructor. It should be noted that the evaluation scales provide for a self-evaluation by the student. The student and the field instructor are expected to discuss their respective evaluations of the student’s learning and performance. If the differences in their perceptions cannot be resolved to the student’s satisfaction, the student is invited to exercise the option of writing a letter

which will be permanently attached to the evaluation form, and which will be taken into consideration in the final grading process.

<b>Core Competency #8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
8a. Communicate to stake holders the implication of policies and policy change in the lives of clients	<ul style="list-style-type: none"> <li><input type="checkbox"/> contact ecclesiastical leaders in order to help them understand how to effectively help their members</li> <li><input type="checkbox"/> proactively participate in staff meetings with administration to update them on client and clinic/agency progress</li> <li><input type="checkbox"/> communicate with medical team (nurses, doctors, psychiatrists, etc.) about the effectiveness of the admittance process to the unit and ways patient experiences can be improved</li> <li><input type="checkbox"/> attend advisory board meetings, share experiences and insights concerning policies</li> <li><input type="checkbox"/> access, prepare and edit program documents according to agency policies and guidelines</li> <li><input type="checkbox"/> coordinate with mental health organizations and their liaisons throughout the state regarding the impact of mental health policies on clients and ways policies can be improved</li> <li><input type="checkbox"/> participate in community outreach projects</li> <li><input type="checkbox"/> participate in community mental health nights to educate the public about mental health needs and policies</li> <li><input type="checkbox"/> advocate for clients in school, work, judicial system and medical settings</li> <li><input type="checkbox"/> help clients participate in advocacy activities and groups</li> <li><input type="checkbox"/> inform clients of policies and regulations that influence their services and educate them on the pros/cons of those services</li> </ul>
8b. Use evidence-based practice and practice-based evidence in advocacy for policies that advance social and economic well-being	<ul style="list-style-type: none"> <li><input type="checkbox"/> provide feedback and information to agency administrators regarding special programming results and effectiveness</li> <li><input type="checkbox"/> research assessment tools, gather information on clients, and encourage the treatment team to do the same in order to generate statistical data which can be used to influence policy formulation</li> <li><input type="checkbox"/> attend/teach provident living workshops and provide administrators with feedback and statistical data regarding the effectiveness of such training</li> <li><input type="checkbox"/> participate in NASW advocacy efforts that affect clients</li> <li><input type="checkbox"/> advocate for clients and families in regards to new school/agency policies and how they will impact clients emotionally, socially, and financially</li> <li><input type="checkbox"/> be aware of how multiple agency policies and programs hinder clients so the negative effects of such can be reduced and/or reported</li> <li><input type="checkbox"/> use OQ scores and satisfaction surveys to collect data and to analyze program effectiveness</li> </ul>

	<input type="checkbox"/> refer to employment services as necessary <input type="checkbox"/> create a google document containing best evidence based interventions for several diagnoses in order to spread such training and advocate for its use <input type="checkbox"/> discuss needed policy and service delivery changes with supervisor <input type="checkbox"/> participate in agency discussions and committees to help create policies, services, and curriculum that will advance client well being
8c. Advocate with and inform administrators and legislators to influence policies that impact clients and service	<input type="checkbox"/> participate in local and state advocacy and lobbying activities <input type="checkbox"/> advocate for clients in school, work, judicial system and medical settings <input type="checkbox"/> help clients participate in advocacy activities and groups <input type="checkbox"/> advocate for agency policy changes by speaking to supervisors regarding client situations and concerns <input type="checkbox"/> encourage clients to go to the appropriate level of services and appropriately express their concerns that policy changes need to be made <input type="checkbox"/> review policies in staff meetings and add to the discussion <input type="checkbox"/> fill out treatment plans for CVR (crime victims) regarding the client's need for services <input type="checkbox"/> proactively participate in regularly scheduled meetings with administration to inform them of things that are going well, possible changes that are needed, and discuss how agency policies affect clients <input type="checkbox"/> dispel myths in the community about clients in order to influence positive policy formation and legislative changes <input type="checkbox"/> lobby for positive mental health policies by communicating with legislators about the ways in which policies affect clients <input type="checkbox"/> discuss with supervisor the policy changes which need to be made within the agency and the community in order to improve client services and well being <input type="checkbox"/> help create a training system that is easy and accessible for new therapist interns in order to provide improved intern services to clients <input type="checkbox"/> discuss needed community service improvements with supervisor <input type="checkbox"/> educate people within own social circles about client populations to help get rid of stigmas, biases and misperceptions <input type="checkbox"/> collaborate with other agencies to influence and create policies that improve client services and resources <input type="checkbox"/> share research skills and information with the agency's clinical team to assist in the gathering of statistical data that may impact clients and services <input type="checkbox"/> share statistical data that has been gathered with administrators and legislators in efforts to influence policies that impact clients and service



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

This student demonstrates the ability to:

**Learning Activities** (Check all that apply)

9a. Assess the quality of clients' interactions within their social contexts, specifically families

- ☐ consult with parents/guardians to assess the environment and family interactions of the client
- ☐ meet with client's family periodically and observe interactions, create treatment plans for the client, and goals for their family interactions
- ☐ consult with elementary, middle, and high school faculty to see how the family interacts with the client/student and the school
- ☐ evaluate with client's school faculty how the client/student interacts with other students in a social contest
- ☐ evaluate clients according to the ASAM dimensions
- ☐ conduct interviews to gather information for vocational assessments
- ☐ assess the impact that therapy is having on the client's family relationships, and include such as an integral part of their therapeutic treatment.
- ☐ utilize geno-grams to assess the quality of clients' familial relationships
- ☐ teach validation and appropriate limit setting to parents and guardians
- ☐ assist clients in forming positive and healthy one on one relationships with family members
- ☐ assess client interactions with peers in prison, content of lessons, quality of phone conversations, and behavior during family visits
- ☐ provide psycho-education to clients regarding triangulation and unhealthy subsystems

9b. Develop intervention plans to accomplish systemic change

- ☐ use filial therapy with child and parent
- ☐ use music, art, and various experiential activities to assist with systemic changes
- ☐ develop treatment plans with the client to make changes in the various domain of the life
- ☐ focus on changing the client's environment
- ☐ consult with peer leaders
- ☐ enforce existing or new rules
- ☐ focus on improving family relations in therapeutic interventions
- ☐ send homework assignments home to extend in-session work
- ☐ encourage parents to implement new behavioral and parenting practices in the home

	<input type="checkbox"/> assist clients in writing behavioral contracts in order to resolve conflicts in relationships <input type="checkbox"/> involve family members in the development of treatment plans <input type="checkbox"/> teach clients how to develop healthy boundaries <input type="checkbox"/> teach client the pros and cons of establishing boundaries <input type="checkbox"/> bring awareness to clients of systemic change within treatment session <input type="checkbox"/> write/review/update treatment plans, case notes, and treatment reviews
9c. Work collaboratively with others to effect systemic change that is sustainable	<input type="checkbox"/> collaborate with other therapist and team members who are serving different members of the same family to accomplish systemic change <input type="checkbox"/> hold family therapy sessions as appropriate <input type="checkbox"/> work with team members to be informed of client/student's varied goal and how the team as a whole can support the client/student <input type="checkbox"/> work with parents of clients to assist clients in goal attainment <input type="checkbox"/> conduct a school based summer school program that helps children with special needs maintain structure throughout the summer <input type="checkbox"/> collaborate with healthcare professionals and mental health professionals in the community to effectively deliver social work services to clients and their families <input type="checkbox"/> receive referrals from administration, student advocates, teachers, and student counselors <input type="checkbox"/> work with team members to make systemic changes in the lives of clients/students <input type="checkbox"/> consult with ecclesiastical leaders and mentors to provide support, consultation, and begin the systemic change process <input type="checkbox"/> work with co-workers, resources in the community, other treatment facilities, and housing and food facilities to help clients establish a healthy way of living <input type="checkbox"/> collaborate with medical professionals, psychologists, legal supports, and schools <input type="checkbox"/> meet weekly with supervisor and members of the treatment team to discuss cases, collaborate, and help clients make sustainable changes in their lives <input type="checkbox"/> proactively participate in multi-agency meetings <input type="checkbox"/> represent client needs in court proceedings
<div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency #10(A): Engagement</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)

<p>10A.a. Develop a culturally responsive therapeutic relationship</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ask client about their cultural norms to acquaint self with and assess their situation</li> <li><input type="checkbox"/> ask client about their personal cultural preferences and sensitivities to increase therapist awareness of such</li> <li><input type="checkbox"/> emotionally and intellectually join with client during assessment and subsequent sessions</li> <li><input type="checkbox"/> continually ask parents about what changes they have seen in their child and concerns they have for their child</li> <li><input type="checkbox"/> engage in dialogue with clients about their individual culture and learn how to be appropriately sensitive to such</li> <li><input type="checkbox"/> utilize language skills to facilitate therapeutic interventions in client's language of origin</li> <li><input type="checkbox"/> utilize personal creativity to facilitate culturally appropriate interventions</li> <li><input type="checkbox"/> observe client reactions to gain cultural understanding of clients</li> <li><input type="checkbox"/> seek consultation from supervisor and other therapists to learn more about a specific client's culture</li> <li><input type="checkbox"/> ask questions to clarify culturally specific words (ie. gang slang, alternative words for drugs, criminal thinking, etc.)</li> <li><input type="checkbox"/> explore client interests and use analogies pertaining to their interests</li> <li><input type="checkbox"/> facilitate open dialogues with clients on differences/similarities they would like to address in therapy</li> <li><input type="checkbox"/> carefully listen to clients' abuse reports to assess their level of safety and the level of care treatment they need</li> <li><input type="checkbox"/> observe initial forensic interview with victims of sexual abuse conducted by DCFS workers and detectives</li> <li><input type="checkbox"/> encourage clients to recognize differences of opinions/perspectives</li> <li><input type="checkbox"/> provide translation assistance to clients that do not speak English</li> <li><input type="checkbox"/> incorporate the family, community, and larger culture into interventions with clients</li> </ul>
<p>10A.b. Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> recognize and appropriately address counter-transference and transference dynamics</li> <li><input type="checkbox"/> relate to the client on their level</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/> advocate for client interpersonally</li> <li><input type="checkbox"/> maintain appropriate boundaries</li> <li><input type="checkbox"/> demonstrate unconditional positive regard</li> <li><input type="checkbox"/> seek commonalities to build the therapeutic relationship</li> <li><input type="checkbox"/> communicate role to clients through attitude, ethics, boundaries, compassion, gender sensitivity, and cultural responsiveness</li> </ul>

	<input type="checkbox"/> openly identify personal strengths, limitations, and challenges with supervisor and appropriately manage such in professional activities <input type="checkbox"/> utilize weekly supervision to analyze client challenges and collaborate on strategies to overcome them <input type="checkbox"/> be proactive in exploring/managing personal bias, projection, and counter-transference issues
10A.c. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes	<input type="checkbox"/> assist and encourage client in discovering and identifying their goals and the solutions that will work for them <input type="checkbox"/> create treatment goals with the client <input type="checkbox"/> establish therapeutic rapport and relationship with clients and their families <input type="checkbox"/> utilize strengths based and solution focused interventions to assist clients in creating treatment goals <input type="checkbox"/> educate client on the therapeutic process <input type="checkbox"/> ask clients sincere questions to understand where they are coming from
<div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency #10(B): Assessment</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
10B.a. Assess clients' readiness for change	<input type="checkbox"/> use solution focused questions to assess clients' readiness to change <input type="checkbox"/> utilize weekly supervision to assess clients' readiness for change <input type="checkbox"/> confer with other therapists and/or treatment team members regarding clients' readiness for change <input type="checkbox"/> use ongoing feedback from client to assess their readiness for change <input type="checkbox"/> know clients' complete and special circumstances <input type="checkbox"/> identify clients' strengths, resiliencies, and resources <input type="checkbox"/> help identify clients' supports and resources <input type="checkbox"/> use motivational interviewing for clients displaying low readiness for change <input type="checkbox"/> use 12 step facilitation to reinforce clients' efforts to maintain sobriety
10B.b. Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events	<input type="checkbox"/> create a list of client's current coping strategies/strengths as part of assessment <input type="checkbox"/> assist clients' in identifying their strengths <input type="checkbox"/> verbally communicate to clients their strengths which will aid them in reaching their treatment goals <input type="checkbox"/> keep an ongoing record of each client's strengths and limitations

	<ul style="list-style-type: none"> <li><input type="checkbox"/> explore client's strengths, past successful behaviors, and areas of needed improvement</li> <li><input type="checkbox"/> use client strengths and successes in solution-focused therapy</li> <li><input type="checkbox"/> use geno-grams, timelines, and other forms of art and activities to outline client strengths and vulnerabilities</li> <li><input type="checkbox"/> help clients establish healthy support systems</li> <li><input type="checkbox"/> help clients find and amplify their strengths through therapeutic questioning</li> <li><input type="checkbox"/> increase client's positive self-talk to reinforce their ability to overcome their difficulties</li> <li><input type="checkbox"/> help client to access and capitalize on multiple coping skills, resources, and resiliencies</li> <li><input type="checkbox"/> use knowledge of the stigma attached to mental illness to help prepare clients for discharge and their need to cope with that stigma</li> </ul>
<p>10B.c. Select and modify appropriate intervention strategies based on continuous clinical assessment</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> use assessments that will set the appropriate tone for the client-therapist relationship</li> <li><input type="checkbox"/> administer assessments and use results to guide client treatment and interventions</li> <li><input type="checkbox"/> use questionnaires to collect more information about clients and their situations</li> <li><input type="checkbox"/> utilize client reports, feedback, assessments, and homework assignments to improve client adaptation to life situations</li> <li><input type="checkbox"/> use DSM-IV criteria to diagnose clients, carefully choose interventions to target symptoms</li> <li><input type="checkbox"/> use DSM-IV codes and diagnoses to help select and modify evidence-based practice process and interventions as appropriate</li> <li><input type="checkbox"/> complete DSM-IV multi-axis diagnoses</li> <li><input type="checkbox"/> conduct multiple assessments including: <ul style="list-style-type: none"> <li><input type="checkbox"/> OQ45( (if sub-checked, conduct.auto checked)</li> <li><input type="checkbox"/> PAI</li> <li><input type="checkbox"/> YOQ</li> <li><input type="checkbox"/> Y_BOS</li> <li><input type="checkbox"/> Vocational assessments (WRAT-4, O*Net, TABE)</li> <li><input type="checkbox"/> ASAM</li> <li><input type="checkbox"/> Educational assessments</li> <li><input type="checkbox"/> Personality assessments</li> <li><input type="checkbox"/> Bio-Psycho-Social-Spiritual Histories/Assessments</li> </ul> </li> </ul>

	<input type="checkbox"/> Suicide Risk <input type="checkbox"/> Substance Abuse <input type="checkbox"/> Domestic violence <input type="checkbox"/> Parental Fitness Evaluations <input type="checkbox"/> use Clinical Handbook of Psychological Disorders to help implement the best practice intervention based on specific assessments <input type="checkbox"/> make goals with the client, establish behavioral measures and re-assess progress on an on-going basis <input type="checkbox"/> conduct risk-benefit assessment on new medication combinations <input type="checkbox"/> ask client for verbal feedback or scaling to assess and improve treatment effectiveness <input type="checkbox"/> use client feedback from in-session and out-of-session assignments to modify intervention strategies <input type="checkbox"/> evaluate outcomes, reassess client needs, and elicit client feedback to work toward recovery and sober living <input type="checkbox"/> utilize scaling questions to assess how clients feel they are improving <input type="checkbox"/> evaluate the use of BPRS-E to determine a client's length of stay <input type="checkbox"/> use a modified thought record in helping SPMI to identify triggers for mood disturbances <input type="checkbox"/> use ongoing assessment of homework and progress between sessions and adapt interventions accordingly <input type="checkbox"/> continually assess the client's situation and change treatment goals as needed <input type="checkbox"/> continually assess the effectiveness of all models used for treatment <input type="checkbox"/> participate in clinical team meetings/staff meetings to discuss appropriate intervention strategies <input type="checkbox"/> provide knowledge transferred psycho-education
<div style="text-align: center;"> <input type="button" value="SAVE WORK"/> </div>	
<b>Core Competency #10(C): Intervention</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)
10C.a. Critically evaluate, select, and apply best practices and evidence-based interventions	<input type="checkbox"/> use weekly supervision to assess client situations <input type="checkbox"/> use weekly supervision to identify, discuss, and prepare for interactions with clients and their families <input type="checkbox"/> use weekly supervision to select appropriate evidence-based interventions for clients and their families <input type="checkbox"/> use weekly supervision to ensure that evidence-based interventions are effectively implemented with clients and their families

	<ul style="list-style-type: none"> <li><input type="checkbox"/> use weekly supervision to evaluate interactions and interventions with clients and their families</li> <li><input type="checkbox"/> implement evidence-based interventions recommended by supervisor, co-workers, professors, and literature</li> <li><input type="checkbox"/> use theories, techniques, and interventions specifically suited to the client's personality, strengths, needs, and reasons for seeking treatment</li> <li><input type="checkbox"/> utilize initial and ongoing assessment information to determine theory and intervention selection</li> <li><input type="checkbox"/> complete all required therapeutic paperwork including intakes/assessment, treatment plans, case notes, discharge summaries, etc.</li> <li><input type="checkbox"/> use DBT techniques with clients diagnosed with BPD</li> <li><input type="checkbox"/> use Cognitive Behavior Therapy and Play Therapy to help clients develop healthy coping skills</li> <li><input type="checkbox"/> educate clients about their drugs of choice (pamphlets/articles/books based on research)</li> <li><input type="checkbox"/> teach clients about the biological and cognitive components of mental illness and intervene at both points</li> <li><input type="checkbox"/> attend intern trainings on evidence based practice interventions and theories; utilize information learned in treatment of clients and their families</li> <li><input type="checkbox"/> neurofeedback</li> </ul>
10C.b. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed	<ul style="list-style-type: none"> <li><input type="checkbox"/> report child abuse (including sexual molestation) to appropriate authorities</li> <li><input type="checkbox"/> work with client and family members to implement safety measures which will prevent future abuse</li> <li><input type="checkbox"/> intervene and work with parents regarding protective measures for their child</li> <li><input type="checkbox"/> implement interventions according to identified theory</li> <li><input type="checkbox"/> incorporate in the treatment of clients the use of coping and grounding skills in the event of a crisis</li> <li><input type="checkbox"/> serve as an on-call crisis therapist</li> <li><input type="checkbox"/> complete timely case notes on clients including specific clinical techniques utilized in treatment, how these interventions will help the client meet their goals</li> <li><input type="checkbox"/> make a plan for the next therapy session based upon prior assessment, interventions, outcomes, and case recordings</li> <li><input type="checkbox"/> refer clients for medical/medication evaluations as needed</li> <li><input type="checkbox"/> frequently ask clients about their medications and medication compliance</li> <li><input type="checkbox"/> provide crisis intervention services as needed</li> <li><input type="checkbox"/> conduct individual, family, and/or couples therapy with clients utilizing the following: (auto-check if sub category checked)</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li><input type="checkbox"/> Person-centered therapy</li><li><input type="checkbox"/> Play therapy</li><li><input type="checkbox"/> Behavioral therapy</li><li><input type="checkbox"/> Cognitive therapy</li><li><input type="checkbox"/> Attachment therapy</li><li><input type="checkbox"/> Interpersonal therapy</li><li><input type="checkbox"/> Strengths-based therapy</li><li><input type="checkbox"/> Solution focused therapy</li><li><input type="checkbox"/> Crisis intervention</li><li><input type="checkbox"/> Structural family therapy</li><li><input type="checkbox"/> Strategic family therapy</li><li><input type="checkbox"/> Narrative therapy</li><li><input type="checkbox"/> Functional family therapy</li><li><input type="checkbox"/> Gestalt therapy</li><li><input type="checkbox"/> Cognitive Behavioral therapy</li><li><input type="checkbox"/> CBT-Modified for Children</li><li><input type="checkbox"/> Brief therapy</li><li><input type="checkbox"/> Rational Emotive Behavioral therapy</li><li><input type="checkbox"/> Dialectical Behavior therapy</li><li><input type="checkbox"/> Trauma focused cognitive behavior therapy</li><li><input type="checkbox"/> Sand tray therapy</li><li><input type="checkbox"/> Behavioral reinforcement systems</li><li><input type="checkbox"/> Logo therapy/Existentialism</li><li><input type="checkbox"/> Cognitive remediation</li><li><input type="checkbox"/> Creative arts therapy</li><li><input type="checkbox"/> Bibliotherapy</li><li><input type="checkbox"/> Meditation</li></ul> |
|--|---|



	<input type="checkbox"/> Mindfulness <input type="checkbox"/> Reality therapy <input type="checkbox"/> Choice therapy <input type="checkbox"/> Lifespan integration <input type="checkbox"/> Sexual compulsivity counseling <input type="checkbox"/> Substance abuse counseling <input type="checkbox"/> Systems therapy <input type="checkbox"/> facilitate and/or co-facilitate the following psycho-therapeutic groups: (auto check if sub-checked) <input type="checkbox"/> PTSD group <input type="checkbox"/> AMAC group <input type="checkbox"/> Survivors group <input type="checkbox"/> Girls group <input type="checkbox"/> Boys group <input type="checkbox"/> Youth group <input type="checkbox"/> Sexual addiction group <input type="checkbox"/> Trauma group <input type="checkbox"/> facilitate and/or co-facilitate the follow support groups/workshops: (auto check if sub-checked) <input type="checkbox"/> Birth-parent support <input type="checkbox"/> Adoptive couples support <input type="checkbox"/> Recovery management <input type="checkbox"/> Bereavement <input type="checkbox"/> Divorce adjustment <input type="checkbox"/> Parent support <input type="checkbox"/> Relapse prevention <input type="checkbox"/> Smoking cessation <input type="checkbox"/> Family support
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- |  |  |
|--|--|
|  | <input type="checkbox"/> Diabetic support<br><input type="checkbox"/> Cancer support<br><input type="checkbox"/> Substance abuse support<br><input type="checkbox"/> Addiction support<br><input type="checkbox"/> Pornography support<br><input type="checkbox"/> facilitate and/or co-facilitate the follow psycho-educational groups/classes:<br><input type="checkbox"/> Survival skills<br><input type="checkbox"/> Parenting skills<br><input type="checkbox"/> Thinking errors<br><input type="checkbox"/> Assertiveness<br><input type="checkbox"/> Ethical decision-making<br><input type="checkbox"/> Sexual harassment<br><input type="checkbox"/> Anger management<br><input type="checkbox"/> Life skills<br><input type="checkbox"/> Vocational skills<br><input type="checkbox"/> Effective emotional management<br><input type="checkbox"/> Social skills<br><input type="checkbox"/> Communication<br><input type="checkbox"/> Why Try?<br><input type="checkbox"/> Relationship skills<br><input type="checkbox"/> Competency<br><input type="checkbox"/> Self-esteem<br><input type="checkbox"/> Strengthening families<br><input type="checkbox"/> Service<br><input type="checkbox"/> Aggression reduction<br><input type="checkbox"/> Learning acceleration<br><input type="checkbox"/> Occupational therapy |
|--|--|

	<input type="checkbox"/> Music therapy <input type="checkbox"/> Recreational therapy <input type="checkbox"/> Conduct Management
10C.c. Collaborate with other professionals to coordinate treatment interventions.	<input type="checkbox"/> proactively participate in weekly staff meetings <input type="checkbox"/> proactively participate in individual supervision <input type="checkbox"/> proactively participate in monthly clinical reviews of clients <input type="checkbox"/> consult and collaborate with supervisors, medical doctors, administrators, ecclesiastical leaders and/or other agency professionals regarding client treatment interventions <input type="checkbox"/> utilize weekly supervision to identify, coordinate, and deliver evidence-based treatment interventions <input type="checkbox"/> discuss medication management with caseworkers, treatment team, and agency doctors <input type="checkbox"/> obtain releases of information to facilitate effective collaboration between professionals and agencies <input type="checkbox"/> coordinate diagnosis and treatment with supervisor, psychiatrist, treatment team, and/or appropriate medical practitioners <input type="checkbox"/> write referrals and requested reports for other therapists and medical professionals <input type="checkbox"/> make recommendations to clients regarding mental health visits, doctor visits, and medical appointments <input type="checkbox"/> prepare court documents as needed <input type="checkbox"/> participate in Offender Management reviews <input type="checkbox"/> attend coordination meetings with probation and parole officers <input type="checkbox"/> attend court staffing <input type="checkbox"/> advocate for client in a court custody hearing <input type="checkbox"/> provide verbal testimony and written report to judge of client's treatment progress <input type="checkbox"/> coordinate community treatment/appropriate placement upon discharge <input type="checkbox"/> attend school district Core Team meetings <input type="checkbox"/> participate in child welfare meetings where foster parents, guardian ad-litem, ecclesiastical leaders, etc. may be present
<div style="border: 1px solid black; padding: 2px 10px; display: inline-block;">SAVE WORK</div>	
<b>Core Competency 10(D): Evaluation</b> This student demonstrates the ability to:	<b>Learning Activities</b> (Check all that apply)

<p>10(D).a. Contribute to the theoretical knowledge base of the social work profession through practice-based research</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> continually assess and evaluate intervention strategies</li> <li><input type="checkbox"/> evaluate effectiveness of practice through clinical case study reflections</li> <li><input type="checkbox"/> track observable client behaviors to determine effectiveness of interventions</li> <li><input type="checkbox"/> distribute/collect questionnaires as directed by the agency</li> <li><input type="checkbox"/> utilize weekly supervision and treatment team meetings to share assessment information gained</li> <li><input type="checkbox"/> assist supervisor in conducting qualitative research by doing group interviews after completing therapy programs</li> <li><input type="checkbox"/> complete evaluations with clients who are terminating therapy to contribute to agency research regarding practice effectiveness and improved treatment outcomes</li> <li><input type="checkbox"/> evaluate effectiveness of applying a particular theory to a client concern and discuss with integrative field seminar group</li> </ul>
<p>10(D)b. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> utilize practice evaluation tools that are empirically based</li> <li><input type="checkbox"/> employ specific assessment tools provided and utilized by the agency</li> <li><input type="checkbox"/> utilize multiple sources of qualified evidence-based research to develop best practice interventions with clients</li> <li><input type="checkbox"/> use outcome questionnaires to assist in the evaluation of a clients' progress and develop best practice interventions</li> <li><input type="checkbox"/> evaluate the agency's programs to determine whether or not the interventions are effective for clients; implement changes as needed</li> <li><input type="checkbox"/> use assessment measure on an ongoing basis and apply information obtained to clinical practice</li> <li><input type="checkbox"/> utilize clinical evaluation and evidence-based practice internship experiences to develop best practice scenarios for future practice</li> <li><input type="checkbox"/> use outcome measures (Y-BOCS, YOQ, OQ, CDI, etc) to evaluate effectiveness of interventions</li> </ul>
<div style="border: 1px solid black; padding: 5px; display: inline-block;">SAVE WORK</div>	

Student Comments:

Field Instructor Comments:

Student Signature: ([Student Name]): [Click to sign Completed Document](#)  
In-Agency Field Instructor Signature: ([Field Instructor Name]): [Click to sign Completed Document](#)  
Field Director Signature: ([Field Director Name]): [Click to sign Completed Document](#)

For Office Purposes Only:

Field Director Final Grade:

Note: You must click on the SAVE button to save any information entered or changed on this page before closing or printing the page, or your information will be lost.

## APPENDIX I – INTERNSHIP FEEDBACK SURVEY

Brigham Young University  
School of Social Work

### Internship Feedback Survey - By MSW Student

Qualtrics Survey Software

Page 1 of 3

#### Default Question Block

#### Internship Feedback Survey

Please fill in the following information:

First Name   
Last Name   
In-Agency Field Instructor   
Field Placement

Student Classification (By Year)

Rating Scale:

- 1 = Strongly Disagree  
2 = Disagree  
3 = Somewhat Disagree  
4 = Somewhat Agree  
5 = Agree  
6 = Strongly Agree  
7 = Very Strongly Agree  
NA = Not Applicable

	1	2	3	4	5	6	7	Not Applicable
1. The experience in the field placement corresponds to the objectives stated in the field instruction syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The field placement provides an opportunity to integrate classroom theory and practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The physical facilities of this placement did not inhibit, deter, or impair the quality of the learning experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The staff of the agency in the field placement communicated an attitude of acceptance and of helpfulness conducive to a positive learning experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I consider my field placement as an opportunity for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<https://byu.qualtrics.com/ControlPanel/PopUp.php?PopType=SurveyPrintPreview&WID=...> 2/13/2012

6. I feel that I have been given an opportunity for learning experiences in field as compared to other students in this placement.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

7. The field experience stimulated the use of critical thinking (i.e. analysis, synthesis, problem-solving, and evaluation).

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

8. The field placement provides learning experiences for analysis of major social welfare policies.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

9. The field placement provides learning experiences for work with minority populations.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

10. The field placement provides learning experiences for social work with individuals.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

11. The field placement provides learning experiences for work with couples and/or families.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

12. The field placement provides learning experiences for social work with groups.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

13. The field placement provides learning opportunities for the application of theory to gain understanding of administrative processes.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

14. The field placement provides learning opportunities for the application of theories in the analysis of social service organizations.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

15. The field placement provides opportunity for involvement in research studies.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

16. I would recommend this placement to other students next year.

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

If you would recommend this placement for other students next year, are there any particular characteristics in terms of knowledge, skills, attitudes, or personal goals which would help these students benefit from this placement?

What improvement(s) should be made in this placement?

Other Comments?

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## **CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS**

Approved by the 1996 NASW Delegate Assembly and revised by the 1999 NASW Delegate Assembly

### **Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- service
- social justice
- dignity and worth of the person
- importance of human relationships
- integrity
- competence.

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

### **Purpose of the NASW Code of Ethics**

Professional ethics are at the core of social work. The profession has an obligation to articulate its basic values, ethical principles, and ethical standards. The NASW Code of Ethics sets forth these values, principles, and standards to guide social workers' conduct. The Code is relevant to all social workers and social work students, regardless of their professional functions, the settings in which they work, or the populations they serve.

The NASW Code of Ethics serves six purposes:

- The Code identifies core values on which social work's mission is based.
- The Code summarizes broad ethical principles that reflect the profession's core values and establishes a set of specific ethical standards that should be used to guide social work practice.
- The Code is designed to help social workers identify relevant considerations when professional obligations conflict or ethical uncertainties arise.
- The Code provides ethical standards to which the general public can hold the social work profession accountable.

- The Code socializes practitioners new to the field to social work's mission, values, ethical principles, and ethical standards.
- The Code articulates standards that the social work profession itself can use to assess whether social workers have engaged in unethical conduct. NASW has formal procedures to adjudicate ethics complaints filed against its members.\* In subscribing to this Code, social workers are required to cooperate in its implementation, participate in NASW adjudication proceedings, and abide by any NASW disciplinary rulings or sanctions based on it.

\*For information on NASW adjudication procedures, see NASW Procedures for the Adjudication of Grievances.

The Code offers a set of values, principles, and standards to guide decision making and conduct when ethical issues arise. It does not provide a set of rules that prescribe how social workers should act in all situations. Specific applications of the Code must take into account the context in which it is being considered and the possibility of conflicts among the Code's values, principles, and standards. Ethical responsibilities flow from all human relationships, from the personal and familial to the social and professional.

Further, the NASW Code of Ethics does not specify which values, principles, and standards are most important and ought to outweigh others in instances when they conflict. Reasonable differences of opinion can and do exist among social workers with respect to the ways in which values, ethical principles, and ethical standards should be rank ordered when they conflict. Ethical decision making in a given situation must apply the informed judgment of the individual social worker and should also consider how the issues would be judged in a peer review process where the ethical standards of the profession would be applied.

Ethical decision making is a process. There are many instances in social work where simple answers are not available to resolve complex ethical issues. Social workers should take into consideration all the values, principles, and standards in this Code that are relevant to any situation in which ethical judgment is warranted. Social workers' decisions and actions should be consistent with the spirit as well as the letter of this Code.

In addition to this Code, there are many other sources of information about ethical thinking that may be useful. Social workers should consider ethical theory and principles generally, social work theory and research, laws, regulations, agency policies, and other relevant codes of ethics, recognizing that among codes of ethics social workers should consider the NASW Code of Ethics as their primary source. Social workers also should be aware of the impact on ethical decision making of their clients' and their own personal values and cultural and religious beliefs and practices. They should be aware of any conflicts between personal and professional values and deal with them responsibly. For additional guidance social workers should consult the relevant literature on professional ethics and ethical decision making and seek appropriate consultation when faced with ethical dilemmas. This may involve consultation with an agency-based or social work organization's ethics committee, a regulatory body, knowledgeable colleagues, supervisors, or legal counsel.

Instances may arise when social workers' ethical obligations conflict with agency policies or relevant laws or regulations. When such conflicts occur, social workers must make a responsible effort to resolve the conflict in a manner that is consistent with the values, principles, and standards expressed in this Code. If a reasonable resolution of the conflict does not appear possible, social workers should seek proper consultation before making a decision.

The NASW Code of Ethics is to be used by NASW and by individuals, agencies, organizations, and bodies (such as licensing and regulatory boards, professional liability insurance providers, courts of law, agency boards of directors, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. Violation of standards in this Code does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the Code would be subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members.

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values, ethical principles, and ethical standards to which professionals aspire and by which their actions can be judged. Social workers' ethical behavior should result from their personal commitment to engage in ethical practice. The NASW Code of Ethics reflects the commitment of all social workers to uphold the

profession's values and to act ethically. Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments.

## **Ethical Principles**

The following broad ethical principles are based on social work's core values of service, social justice, dignity and worth of the person, importance of human relationships, integrity, and competence. These principles set forth ideals to which all social workers should aspire.

### **Value: Service**

**Ethical Principle:** Social workers' primary goal is to help people in need and to address social problems.

Social workers elevate service to others above self-interest. Social workers draw on their knowledge, values, and skills to help people in need and to address social problems. Social workers are encouraged to volunteer some portion of their professional skills with no expectation of significant financial return (pro bono service).

### **Value: Social Justice**

**Ethical Principle:** Social workers challenge social injustice.

Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people.

### **Value: Dignity and Worth of the Person**

**Ethical Principle:** Social workers respect the inherent dignity and worth of the person.

Social workers treat each person in a caring and respectful fashion, mindful of individual differences and cultural and ethnic diversity. Social workers promote clients' socially responsible self-determination. Social workers seek to enhance clients' capacity and opportunity to change and to address their own needs. Social workers are cognizant of their dual responsibility to clients and to the broader society. They seek to resolve conflicts between clients' interests and the broader society's interests in a socially responsible manner consistent with the values, ethical principles, and ethical standards of the profession.

### **Value: Importance of Human Relationships**

**Ethical Principle:** Social workers recognize the central importance of human relationships.

Social workers understand that relationships between and among people are an important vehicle for change. Social workers engage people as partners in the helping process. Social workers seek to strengthen relationships among people in a purposeful effort to promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities.

### **Value: Integrity**

**Ethical Principle:** Social workers behave in a trustworthy manner.

Social workers are continually aware of the profession's mission, values, ethical principles, and ethical standards and practice in a manner consistent with them. Social workers act honestly and responsibly and promote ethical practices on the part of the organizations with which they are affiliated.

### **Value: Competence**

**Ethical Principle:** Social workers practice within their areas of competence and develop and enhance their professional expertise.

Social workers continually strive to increase their professional knowledge and skills and to apply them in practice. Social workers should aspire to contribute to the knowledge base of the profession.

## **Ethical Standards**

The following ethical standards are relevant to the professional activities of all social workers. These standards concern (1) social workers' ethical responsibilities to clients, (2) social workers' ethical responsibilities to colleagues, (3) social workers' ethical responsibilities in practice settings, (4) social workers' ethical responsibilities as professionals, (5) social workers' ethical responsibilities to the social work profession, and (6) social workers' ethical responsibilities to the broader society.

Some of the standards that follow are enforceable guidelines for professional conduct, and some are aspirational. The extent to which each standard is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical standards.

### **1. Social Workers' Ethical Responsibilities to Clients**

#### **1.01 Commitment to Clients**

Social workers' primary responsibility is to promote the well-being of clients. In general, clients' interests are primary. However, social workers' responsibility to the larger society or specific legal obligations may on limited occasions supersede the loyalty owed clients, and clients should be so advised. (Examples include when a social worker is required by law to report that a client has abused a child or has threatened to harm self or others.)

#### **1.02 Self-Determination**

Social workers respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals. Social workers may limit clients' right to self-determination when, in the social workers' professional judgment, clients' actions or potential actions pose a serious, foreseeable, and imminent risk to themselves or others.

#### **1.03 Informed Consent**

- a) Social workers should provide services to clients only in the context of a professional relationship based, when appropriate, on valid informed consent. Social workers should use clear and understandable language to inform clients of the purpose of the services, risks related to the services, limits to services because of the requirements of a third-party payer, relevant costs, reasonable alternatives, clients' right to refuse or withdraw consent, and the time frame covered by the consent. Social workers should provide clients with an opportunity to ask questions.
- b) In instances when clients are not literate or have difficulty understanding the primary language used in the practice setting, social workers should take steps to ensure clients' comprehension. This may include providing clients with a detailed verbal explanation or arranging for a qualified interpreter or translator whenever possible.
- c) In instances when clients lack the capacity to provide informed consent, social workers should protect clients' interests by seeking permission from an appropriate third party, informing clients consistent with the clients' level of understanding. In such instances social workers should seek to ensure that the third party acts in a manner consistent with clients' wishes and interests. Social workers should take reasonable steps to enhance such clients' ability to give informed consent.
- d) In instances when clients are receiving services involuntarily, social workers should provide information about the nature and extent of services and about the extent of clients' right to refuse service.
- e) Social workers who provide services via electronic media (such as computer, telephone, radio, and television) should inform recipients of the limitations and risks associated with such services.

- f) Social workers should obtain clients' informed consent before audiotaping or videotaping clients or permitting observation of services to clients by a third party.

#### 1.04 Competence

- a) Social workers should provide services and represent themselves as competent only within the boundaries of their education, training, license, certification, consultation received, supervised experience, or other relevant professional experience.
- b) Social workers should provide services in substantive areas or use intervention techniques or approaches that are new to them only after engaging in appropriate study, training, consultation, and supervision from people who are competent in those interventions or techniques.
- c) When generally recognized standards do not exist with respect to an emerging area of practice, social workers should exercise careful judgment and take responsible steps (including appropriate education, research, training, consultation, and supervision) to ensure the competence of their work and to protect clients from harm.

#### 1.05 Cultural Competence and Social Diversity

- a) Social workers should understand culture and its function in human behavior and society, recognizing the strengths that exist in all cultures.
- b) Social workers should have a knowledge base of their clients' cultures and be able to demonstrate competence in the provision of services that are sensitive to clients' cultures and to differences among people and cultural groups.
- c) Social workers should obtain education about and seek to understand the nature of social diversity and oppression with respect to race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

#### 1.06 Conflicts of Interest

- a) Social workers should be alert to and avoid conflicts of interest that interfere with the exercise of professional discretion and impartial judgment. Social workers should inform clients when a real or potential conflict of interest arises and take reasonable steps to resolve the issue in a manner that makes the clients' interests primary and protects clients' interests to the greatest extent possible. In some cases, protecting clients' interests may require termination of the professional relationship with proper referral of the client.
- b) Social workers should not take unfair advantage of any professional relationship or exploit others to further their personal, religious, political, or business interests.
- c) Social workers should not engage in dual or multiple relationships with clients or former clients in which there is a risk of exploitation or potential harm to the client. In instances when dual or multiple relationships are unavoidable, social workers should take steps to protect clients and are responsible for setting clear, appropriate, and culturally sensitive boundaries. (Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple relationships can occur simultaneously or consecutively.)

- d) When social workers provide services to two or more people who have a relationship with each other (for example, couples, family members), social workers should clarify with all parties which individuals will be considered clients and the nature of social workers' professional obligations to the various individuals who are receiving services. Social workers who anticipate a conflict of interest among the individuals receiving services or who anticipate having to perform in potentially conflicting roles (for example, when a social worker is asked to testify in a child custody dispute or divorce proceedings involving clients) should clarify their role with the parties involved and take appropriate action to minimize any conflict of interest.

### 1.07 Privacy and Confidentiality

- a) Social workers should respect clients' right to privacy. Social workers should not solicit private information from clients unless it is essential to providing services or conducting social work evaluation or research. Once private information is shared, standards of confidentiality apply.
- b) Social workers may disclose confidential information when appropriate with valid consent from a client or a person legally authorized to consent on behalf of a client.
- c) Social workers should protect the confidentiality of all information obtained in the course of professional service, except for compelling professional reasons. The general expectation that social workers will keep information confidential does not apply when disclosure is necessary to prevent serious, foreseeable, and imminent harm to a client or other identifiable person. In all instances, social workers should disclose the least amount of confidential information necessary to achieve the desired purpose; only information that is directly relevant to the purpose for which the disclosure is made should be revealed.
- d) Social workers should inform clients, to the extent possible, about the disclosure of confidential information and the potential consequences, when feasible before the disclosure is made. This applies whether social workers disclose confidential information on the basis of a legal requirement or client consent.
- e) Social workers should discuss with clients and other interested parties the nature of confidentiality and limitations of clients' right to confidentiality. Social workers should review with clients circumstances where confidential information may be requested and where disclosure of confidential information may be legally required. This discussion should occur as soon as possible in the social worker-client relationship and as needed throughout the course of the relationship.
- f) When social workers provide counseling services to families, couples, or groups, social workers should seek agreement among the parties involved concerning each individual's right to confidentiality and obligation to preserve the confidentiality of information shared by others. Social workers should inform participants in family, couples, or group counseling that social workers cannot guarantee that all participants will honor such agreements.
- g) Social workers should inform clients involved in family, couples, marital, or group counseling of the social worker's, employer's, and agency's policy concerning the social worker's disclosure of confidential information among the parties involved in the counseling.
- h) Social workers should not disclose confidential information to third-party payers unless clients have authorized such disclosure.

- i) Social workers should not discuss confidential information in any setting unless privacy can be ensured. Social workers should not discuss confidential information in public or semipublic areas such as hallways, waiting rooms, elevators, and restaurants.
- j) Social workers should protect the confidentiality of clients during legal proceedings to the extent permitted by law. When a court of law or other legally authorized body orders social workers to disclose confidential or privileged information without a client's consent and such disclosure could cause harm to the client, social workers should request that the court withdraw the order or limit the order as narrowly as possible or maintain the records under seal, unavailable for public inspection.
- k) Social workers should protect the confidentiality of clients when responding to requests from members of the media.
- l) Social workers should protect the confidentiality of clients' written and electronic records and other sensitive information. Social workers should take reasonable steps to ensure that clients' records are stored in a secure location and that clients' records are not available to others who are not authorized to have access.
- m) Social workers should take precautions to ensure and maintain the confidentiality of information transmitted to other parties through the use of computers, electronic mail, facsimile machines, telephones and telephone answering machines, and other electronic or computer technology. Disclosure of identifying information should be avoided whenever possible.
- n) Social workers should transfer or dispose of clients' records in a manner that protects clients' confidentiality and is consistent with state statutes governing records and social work licensure.
- o) Social workers should take reasonable precautions to protect client confidentiality in the event of the social worker's termination of practice, incapacitation, or death.
- p) Social workers should not disclose identifying information when discussing clients for teaching or training purposes unless the client has consented to disclosure of confidential information.
- q) Social workers should not disclose identifying information when discussing clients with consultants unless the client has consented to disclosure of confidential information or there is a compelling need for such disclosure.
- r) Social workers should protect the confidentiality of deceased clients consistent with the preceding standards.

## 1.08 Access to Records

- a) Social workers should provide clients with reasonable access to records concerning the clients. Social workers who are concerned that clients' access to their records could cause serious misunderstanding or harm to the client should provide assistance in interpreting the records and consultation with the client regarding the records. Social workers should limit clients' access to their records, or portions of their records, only in exceptional circumstances when there is compelling evidence that such access would cause serious harm to the client. Both clients' requests and the rationale for withholding some or all of the record should be documented in clients' files.
- b) When providing clients with access to their records, social workers should take steps to protect the confidentiality of other individuals identified or discussed in such records.

## 1.9 Sexual Relationships

- a) Social workers should under no circumstances engage in sexual activities or sexual contact with current clients, whether such contact is consensual or forced.
- b) Social workers should not engage in sexual activities or sexual contact with clients' relatives or other individuals with whom clients maintain a close personal relationship when there is a risk of exploitation or potential harm to the client. Sexual activity or sexual contact with clients' relatives or other individuals with whom clients maintain a personal relationship has the potential to be harmful to the client and may make it difficult for the social worker and client to maintain appropriate professional boundaries. Social workers--not their clients, their clients' relatives, or other individuals with whom the client maintains a personal relationship--assume the full burden for setting clear, appropriate, and culturally sensitive boundaries.
- c) Social workers should not engage in sexual activities or sexual contact with former clients because of the potential for harm to the client. If social workers engage in conduct contrary to this prohibition or claim that an exception to this prohibition is warranted because of extraordinary circumstances, it is social workers--not their clients--who assume the full burden of demonstrating that the former client has not been exploited, coerced, or manipulated, intentionally or unintentionally.
- d) Social workers should not provide clinical services to individuals with whom they have had a prior sexual relationship. Providing clinical services to a former sexual partner has the potential to be harmful to the individual and is likely to make it difficult for the social worker and individual to maintain appropriate professional boundaries.

## 1.10 Physical Contact

Social workers should not engage in physical contact with clients when there is a possibility of psychological harm to the client as a result of the contact (such as cradling or caressing clients). Social workers who engage in appropriate physical contact with clients are responsible for setting clear, appropriate, and culturally sensitive boundaries that govern such physical contact.

## 1.11 Sexual Harassment

Social workers should not sexually harass clients. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

## 1.12 Derogatory Language

Social workers should not use derogatory language in their written or verbal communications to or about clients. Social workers should use accurate and respectful language in all communications to and about clients.

## 1.13 Payment for Services

- a) When setting fees, social workers should ensure that the fees are fair, reasonable, and commensurate with the services performed. Consideration should be given to clients' ability to pay.
- b) Social workers should avoid accepting goods or services from clients as payment for professional services. Bartering arrangements, particularly involving services, create the potential for conflicts of interest, exploitation, and inappropriate boundaries in social workers' relationships with clients. Social workers should explore and may participate in bartering only in very limited circumstances when it can be demonstrated that such arrangements are an accepted practice among professionals in the local community, considered to be essential for the provision of services, negotiated without coercion, and entered into at the client's initiative



and with the client's informed consent. Social workers who accept goods or services from clients as payment for professional services assume the full burden of demonstrating that this arrangement will not be detrimental to the client or the professional relationship.

- c) Social workers should not solicit a private fee or other remuneration for providing services to clients who are entitled to such available services through the social workers' employer or agency.

#### 1.14 Clients Who Lack Decision-Making Capacity

When social workers act on behalf of clients who lack the capacity to make informed decisions, social workers should take reasonable steps to safeguard the interests and rights of those clients.

#### 1.15 Interruption of Services

Social workers should make reasonable efforts to ensure continuity of services in the event that services are interrupted by factors such as unavailability, relocation, illness, disability, or death.

#### 1.16 Termination of Services

- a) Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests.
- b) Social workers should take reasonable steps to avoid abandoning clients who are still in need of services. Social workers should withdraw services precipitously only under unusual circumstances, giving careful consideration to all factors in the situation and taking care to minimize possible adverse effects. Social workers should assist in making appropriate arrangements for continuation of services when necessary.
- c) Social workers in fee-for-service settings may terminate services to clients who are not paying an overdue balance if the financial contractual arrangements have been made clear to the client, if the client does not pose an imminent danger to self or others, and if the clinical and other consequences of the current nonpayment have been addressed and discussed with the client.
- d) Social workers should not terminate services to pursue a social, financial, or sexual relationship with a client.
- e) Social workers who anticipate the termination or interruption of services to clients should notify clients promptly and seek the transfer, referral, or continuation of services in relation to the clients' needs and preferences.
- f) Social workers who are leaving an employment setting should inform clients of appropriate options for the continuation of services and of the benefits and risks of the options.

## 2. Social Workers' Ethical Responsibilities to Colleagues

### 2.01 Respect

- a) Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues.
- b) Social workers should avoid unwarranted negative criticism of colleagues in communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues'

level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, and mental or physical disability.

- c) Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.

## 2.02 Confidentiality

Social workers should respect confidential information shared by colleagues in the course of their professional relationships and transactions. Social workers should ensure that such colleagues understand social workers' obligation to respect confidentiality and any exceptions related to it.

## 2.03 Interdisciplinary Collaboration

- a) Social workers who are members of an interdisciplinary team should participate in and contribute to decisions that affect the well-being of clients by drawing on the perspectives, values, and experiences of the social work profession. Professional and ethical obligations of the interdisciplinary team as a whole and of its individual members should be clearly established.
- b) Social workers for whom a team decision raises ethical concerns should attempt to resolve the disagreement through appropriate channels. If the disagreement cannot be resolved, social workers should pursue other avenues to address their concerns consistent with client well-being.

## 2.04 Disputes Involving Colleagues

- a) Social workers should not take advantage of a dispute between a colleague and an employer to obtain a position or otherwise advance the social workers' own interests.
- b) Social workers should not exploit clients in disputes with colleagues or engage clients in any inappropriate discussion of conflicts between social workers and their colleagues.

## 2.05 Consultation

- a) Social workers should seek the advice and counsel of colleagues whenever such consultation is in the best interests of clients.
- b) Social workers should keep themselves informed about colleagues' areas of expertise and competencies. Social workers should seek consultation only from colleagues who have demonstrated knowledge, expertise, and competence related to the subject of the consultation.
- c) When consulting with colleagues about clients, social workers should disclose the least amount of information necessary to achieve the purposes of the consultation.

## 2.06 Referral for Services

- a) Social workers should refer clients to other professionals when the other professionals' specialized knowledge or expertise is needed to serve clients fully or when social workers believe that they are not being effective or making reasonable progress with clients and that additional service is required.

- b) Social workers who refer clients to other professionals should take appropriate steps to facilitate an orderly transfer of responsibility. Social workers who refer clients to other professionals should disclose, with clients' consent, all pertinent information to the new service providers.
- c) Social workers are prohibited from giving or receiving payment for a referral when no professional service is provided by the referring social worker.

## 2.07 Sexual Relationships

- a) Social workers who function as supervisors or educators should not engage in sexual activities or contact with supervisees, students, trainees, or other colleagues over whom they exercise professional authority.
- b) Social workers should avoid engaging in sexual relationships with colleagues when there is potential for a conflict of interest. Social workers who become involved in, or anticipate becoming involved in, a sexual relationship with a colleague have a duty to transfer professional responsibilities, when necessary, to avoid a conflict of interest.

## 2.08 Sexual Harassment

Social workers should not sexually harass supervisees, students, trainees, or colleagues. Sexual harassment includes sexual advances, sexual solicitation, requests for sexual favors, and other verbal or physical conduct of a sexual nature.

## 2.09 Impairment of Colleagues

- a) Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.
- b) Social workers who believe that a social work colleague's impairment interferes with practice effectiveness and that the colleague has not taken adequate steps to address the impairment should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## 2.10 Incompetence of Colleagues

- a) Social workers who have direct knowledge of a social work colleague's incompetence should consult with that colleague when feasible and assist the colleague in taking remedial action.
- b) Social workers who believe that a social work colleague is incompetent and has not taken adequate steps to address the incompetence should take action through appropriate channels established by employers, agencies, NASW, licensing and regulatory bodies, and other professional organizations.

## 2.11 Unethical Conduct of Colleagues

- a) Social workers should take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues.
- b) Social workers should be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. Social workers should be familiar with national, state, and local procedures for

handling ethics complaints. These include policies and procedures created by NASW, licensing and regulatory bodies, employers, agencies, and other professional organizations.

- c) Social workers who believe that a colleague has acted unethically should seek resolution by discussing their concerns with the colleague when feasible and when such discussion is likely to be productive.
- d) When necessary, social workers who believe that a colleague has acted unethically should take action through appropriate formal channels (such as contacting a state licensing board or regulatory body, an NASW committee on inquiry, or other professional ethics committees).
- e) Social workers should defend and assist colleagues who are unjustly charged with unethical conduct.

### **3. Social Workers' Ethical Responsibilities in Practice Settings**

#### **3.01 Supervision and Consultation**

- a) Social workers who provide supervision or consultation should have the necessary knowledge and skill to supervise or consult appropriately and should do so only within their areas of knowledge and competence.
- b) Social workers who provide supervision or consultation are responsible for setting clear, appropriate, and culturally sensitive boundaries.
- c) Social workers should not engage in any dual or multiple relationships with supervisees in which there is a risk of exploitation of or potential harm to the supervisee.
- d) Social workers who provide supervision should evaluate supervisees' performance in a manner that is fair and respectful.

#### **3.02 Education and Training**

- a) Social workers who function as educators, field instructors for students, or trainers should provide instruction only within their areas of knowledge and competence and should provide instruction based on the most current information and knowledge available in the profession.
- b) Social workers who function as educators or field instructors for students should evaluate students' performance in a manner that is fair and respectful.
- c) Social workers who function as educators or field instructors for students should take reasonable steps to ensure that clients are routinely informed when services are being provided by students.
- d) Social workers who function as educators or field instructors for students should not engage in any dual or multiple relationships with students in which there is a risk of exploitation or potential harm to the student. Social work educators and field instructors are responsible for setting clear, appropriate, and culturally sensitive boundaries.

#### **3.03 Performance Evaluation**

Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria.

#### **3.04 Client Records**

- a) Social workers should take reasonable steps to ensure that documentation in records is accurate and reflects the services provided.
- b) Social workers should include sufficient and timely documentation in records to facilitate the delivery of services and to ensure continuity of services provided to clients in the future.
- c) Social workers' documentation should protect clients' privacy to the extent that is possible and appropriate and should include only information that is directly relevant to the delivery of services.
- d) Social workers should store records following the termination of services to ensure reasonable future access. Records should be maintained for the number of years required by state statutes or relevant contracts.

### 3.05 Billing

Social workers should establish and maintain billing practices that accurately reflect the nature and extent of services provided and that identify who provided the service in the practice setting.

### 3.06 Client Transfer

- a) When an individual who is receiving services from another agency or colleague contacts a social worker for services, the social worker should carefully consider the client's needs before agreeing to provide services. To minimize possible confusion and conflict, social workers should discuss with potential clients the nature of the clients' current relationship with other service providers and the implications, including possible benefits or risks, of entering into a relationship with a new service provider.
- b) If a new client has been served by another agency or colleague, social workers should discuss with the client whether consultation with the previous service provider is in the client's best interest.

### 3.07 Administration

- a) Social work administrators should advocate within and outside their agencies for adequate resources to meet clients' needs.
- b) Social workers should advocate for resource allocation procedures that are open and fair. When not all clients' needs can be met, an allocation procedure should be developed that is nondiscriminatory and based on appropriate and consistently applied principles.
- c) Social workers who are administrators should take reasonable steps to ensure that adequate agency or organizational resources are available to provide appropriate staff supervision.
- d) Social work administrators should take reasonable steps to ensure that the working environment for which they are responsible is consistent with and encourages compliance with the NASW Code of Ethics. Social work administrators should take reasonable steps to eliminate any conditions in their organizations that violate, interfere with, or discourage compliance with the Code.

### 3.08 Continuing Education and Staff Development

Social work administrators and supervisors should take reasonable steps to provide or arrange for continuing education and staff development for all staff for whom they are responsible. Continuing education and staff

development should address current knowledge and emerging developments related to social work practice and ethics.

### 3.09 Commitments to Employers

- a) Social workers generally should adhere to commitments made to employers and employing organizations.
- b) Social workers should work to improve employing agencies' policies and procedures and the efficiency and effectiveness of their services.
- c) Social workers should take reasonable steps to ensure that employers are aware of social workers' ethical obligations as set forth in the NASW Code of Ethics and of the implications of those obligations for social work practice.
- d) Social workers should not allow an employing organization's policies, procedures, regulations, or administrative orders to interfere with their ethical practice of social work. Social workers should take reasonable steps to ensure that their employing organizations' practices are consistent with the NASW Code of Ethics.
- e) Social workers should act to prevent and eliminate discrimination in the employing organization's work assignments and in its employment policies and practices.
- f) Social workers should accept employment or arrange student field placements only in organizations that exercise fair personnel practices.
- g) Social workers should be diligent stewards of the resources of their employing organizations, wisely conserving funds where appropriate and never misappropriating funds or using them for unintended purposes.

### 3.10 Labor-Management Disputes

- a) Social workers may engage in organized action, including the formation of and participation in labor unions, to improve services to clients and working conditions.
- b) The actions of social workers who are involved in labor-management disputes, job actions, or labor strikes should be guided by the profession's values, ethical principles, and ethical standards. Reasonable differences of opinion exist among social workers concerning their primary obligation as professionals during an actual or threatened labor strike or job action. Social workers should carefully examine relevant issues and their possible impact on clients before deciding on a course of action.

## **4. Social Workers' Ethical Responsibilities as Professionals**

### 4.01 Competence

- a) Social workers should accept responsibility or employment only on the basis of existing competence or the intention to acquire the necessary competence.
- b) Social workers should strive to become and remain proficient in professional practice and the performance of professional functions. Social workers should critically examine and keep current with emerging knowledge relevant to social work. Social workers should routinely review the professional literature and participate in continuing education relevant to social work practice and social work ethics.

- c) Social workers should base practice on recognized knowledge, including empirically based knowledge, relevant to social work and social work ethics.

#### 4.02 Discrimination

Social workers should not practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

#### 4.03 Private Conduct

Social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.

#### 4.04 Dishonesty, Fraud, and Deception

Social workers should not participate in, condone, or be associated with dishonesty, fraud, or deception.

#### 4.05 Impairment

- a) Social workers should not allow their own personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties to interfere with their professional judgment and performance or to jeopardize the best interests of people for whom they have a professional responsibility.
- b) Social workers whose personal problems, psychosocial distress, legal problems, substance abuse, or mental health difficulties interfere with their professional judgment and performance should immediately seek consultation and take appropriate remedial action by seeking professional help, making adjustments in workload, terminating practice, or taking any other steps necessary to protect clients and others.

#### 4.06 Misrepresentation

- a) Social workers should make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the social work profession, a professional social work organization, or the social worker's employing agency.
- b) Social workers who speak on behalf of professional social work organizations should accurately represent the official and authorized positions of the organizations.
- c) Social workers should ensure that their representations to clients, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, or results to be achieved are accurate. Social workers should claim only those relevant professional credentials they actually possess and take steps to correct any inaccuracies or misrepresentations of their credentials by others.

#### 4.07 Solicitations

- a) Social workers should not engage in uninvited solicitation of potential clients who, because of their circumstances, are vulnerable to undue influence, manipulation, or coercion.

- b) Social workers should not engage in solicitation of testimonial endorsements (including solicitation of consent to use a client's prior statement as a testimonial endorsement) from current clients or from other people who, because of their particular circumstances, are vulnerable to undue influence.

#### 4.08 Acknowledging Credit

- a) Social workers should take responsibility and credit, including authorship credit, only for work they have actually performed and to which they have contributed.
- b) Social workers should honestly acknowledge the work of and the contributions made by others.

### **5. Social Workers' Ethical Responsibilities to the Social Work Profession**

#### 5.01 Integrity of the Profession

- a) Social workers should work toward the maintenance and promotion of high standards of practice.
- b) Social workers should uphold and advance the values, ethics, knowledge, and mission of the profession. Social workers should protect, enhance, and improve the integrity of the profession through appropriate study and research, active discussion, and responsible criticism of the profession.
- c) Social workers should contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the social work profession. These activities may include teaching, research, consultation, service, legislative testimony, presentations in the community, and participation in their professional organizations.
- d) Social workers should contribute to the knowledge base of social work and share with colleagues their knowledge related to practice, research, and ethics. Social workers should seek to contribute to the profession's literature and to share their knowledge at professional meetings and conferences.
- e) Social workers should act to prevent the unauthorized and unqualified practice of social work.

#### 5.02 Evaluation and Research

- a) Social workers should monitor and evaluate policies, the implementation of programs, and practice interventions.
- b) Social workers should promote and facilitate evaluation and research to contribute to the development of knowledge.
- c) Social workers should critically examine and keep current with emerging knowledge relevant to social work and fully use evaluation and research evidence in their professional practice.
- d) Social workers engaged in evaluation or research should carefully consider possible consequences and should follow guidelines developed for the protection of evaluation and research participants. Appropriate institutional review boards should be consulted.
- e) Social workers engaged in evaluation or research should obtain voluntary and written informed consent from participants, when appropriate, without any implied or actual deprivation or penalty for refusal to participate; without undue inducement to participate; and with due regard for participants' well-being, privacy, and dignity. Informed consent should include information about the nature, extent, and duration of the participation requested and disclosure of the risks and benefits of participation in the research.



- f) When evaluation or research participants are incapable of giving informed consent, social workers should provide an appropriate explanation to the participants, obtain the participants' assent to the extent they are able, and obtain written consent from an appropriate proxy.
- g) Social workers should never design or conduct evaluation or research that does not use consent procedures, such as certain forms of naturalistic observation and archival research, unless rigorous and responsible review of the research has found it to be justified because of its prospective scientific, educational, or applied value and unless equally effective alternative procedures that do not involve waiver of consent are not feasible.
- h) Social workers should inform participants of their right to withdraw from evaluation and research at any time without penalty.
- i) Social workers should take appropriate steps to ensure that participants in evaluation and research have access to appropriate supportive services.
- j) Social workers engaged in evaluation or research should protect participants from unwarranted physical or mental distress, harm, danger, or deprivation.
- k) Social workers engaged in the evaluation of services should discuss collected information only for professional purposes and only with people professionally concerned with this information.
- l) Social workers engaged in evaluation or research should ensure the anonymity or confidentiality of participants and of the data obtained from them. Social workers should inform participants of any limits of confidentiality, the measures that will be taken to ensure confidentiality, and when any records containing research data will be destroyed.
- m) Social workers who report evaluation and research results should protect participants' confidentiality by omitting identifying information unless proper consent has been obtained authorizing disclosure.
- n) Social workers should report evaluation and research findings accurately. They should not fabricate or falsify results and should take steps to correct any errors later found in published data using standard publication methods.
- o) Social workers engaged in evaluation or research should be alert to and avoid conflicts of interest and dual relationships with participants, should inform participants when a real or potential conflict of interest arises, and should take steps to resolve the issue in a manner that makes participants' interests primary.
- p) Social workers should educate themselves, their students, and their colleagues about responsible research practices.

## **6. Social Workers' Ethical Responsibilities to the Broader Society**

### **6.01 Social Welfare**

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

### **6.02 Public Participation**

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

### 6.03 Public Emergencies

Social workers should provide appropriate professional services in public emergencies to the greatest extent possible.

### 6.04 Social and Political Action

- a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.
- b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.
- c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.
- d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, age, marital status, political belief, religion, or mental or physical disability.

## APPENDIX K – CODE OF ETHICS - CLINICAL SOCIAL WORK FEDERATION

ALSO AVAILABLE AT: <http://www.cswf.org/www/ethframe.htm>

### CODE OF ETHICS

(Revised 1997)

#### PREAMBLE

The principal objective of the profession of clinical social work is the enhancement of the mental health and the well-being of the individuals and families who seek services from its practitioners. The professional practice of clinical social workers is shaped by ethical principles which are rooted in the basic values of the social work profession. These core values include a commitment to the dignity, well-being, and self-determination of the individual; a commitment to professional practice characterized by competence and integrity, and a commitment to a society which offers opportunities to all its members in a just and non-discriminatory manner.

Clinical social workers examine practice situations in terms of the ethical dilemmas that they present, with a critical analysis of how the formulation of a solution fulfills the core requirements of ethical practice; non-maleficence, (doing no harm to clients); beneficence, (helping clients), and autonomy (enhancing the self-determination of clients).

The following represents a specific codification of those ethical principles. It is intended to serve as a standard for clinical social workers in all of their professional functions, and to inspire their will to act in a manner consistent with those tenets. The clinical social worker is expected to take into consideration all principles in this code that have a bearing upon any situation in which ethical judgment is to be exercised, and to select a course of action consistent with the spirit, as well as the letter of the code.

Individual members of the Clinical Social Work Federation and of the various State Societies for Clinical Social Work agree to adhere to the precepts expressed in this Code, and to practice in a manner which is consistent with them. When the practice of a member is alleged to deviate from the Code of Ethics, the Code is to be used as a standard for the evaluation of the nature and seriousness of the deviation.

#### Principle I - GENERAL RESPONSIBILITIES OF CLINICAL SOCIAL WORKERS

**Clinical social workers maintain high standards in all of their professional roles, and value professional competence, objectivity, and integrity. They accept responsibility for the consequences of their work, and ensure that their services are used in an appropriate manner.**

- a) Clinical social workers bear a heavy professional responsibility because their actions and recommendations may significantly affect the lives of others. They practice only within their sphere of competence, and maintain and enhance that competence through participation in continuing professional development throughout their careers. They refrain from undertaking or continuing any professional activity in which their personal difficulties, or any other limitations, might lead to the inadequate provision of service.
- b) Clinical social workers do not exploit professional relationships sexually, financially, or for any other professional and/or personal advantage. They maintain this standard of conduct toward all those who may be professionally associated with them.
- c) Clinical social workers often function as employees in clinics, hospitals, and agencies, or, as providers on managed care panels. In these positions, they are responsible for identifying and actively working to modify policies or procedures which may come into conflict with the standards of their profession. If such a conflict arises, the primary responsibility of the clinical social worker is to uphold the ethical standards of the profession. These standards require that commitment to the welfare of the client(s) is the primary obligation.
- d) Clinical social workers have an additional responsibility, both to the profession which provides the basis of their practice, and to those who are entering that profession. As teachers, supervisors, and mentors, they are responsible

for maintaining high standards of objectivity and scholarship. In all of their professional activities they consistently examine, and attempt to expand, the knowledge base on which practice in the profession is centered.

## **Principle II - RESPONSIBILITY TO CLIENTS**

**The primary responsibility of the clinical social worker is to the individual client, the family or the group with whom he or she has a professional relationship. Clinical social workers respect the dignity, protect the welfare, and maximize the self-determination of the clients with whom they work.**

### **1. INFORMED CONSENT TO TREATMENT**

- a) Clinical social work treatment takes place within a context of informed consent. This requires that the client(s) be informed of the extent and nature of the services being offered as well as the mutual limits, rights, opportunities, and obligations associated with the provision of and payment for those services. In order for the consent to be valid, the client(s) must be informed in a manner which is clear to them, must choose freely and without undue influence, and must have the capacity to make an informed choice. In instances where clients are not of legal age or competent to give a meaningful consent, they will be informed in a manner which is consistent with their level of understanding. In such situations, authorization for treatment will be obtained from an appropriate third party, such as a parent or other legal guardian.
- b) Clinical social workers have a duty to understand the potential impact on all aspects of treatment resulting from participation in various third party payment mechanisms, and to disclose fully their knowledge of these features to the client. Such features might include, but are not limited to; limitations of confidentiality; payment limitations related to provider choice; a summary of the treatment review process required by the plan; the comparative treatment orientations of the plan and of the clinical social worker; the possibility that benefits may be limited under the plan; the clinical social worker's relationship to the plan and any incentives to limit or deny care; and, the availability of alternative treatment options.

### **2. PRACTICE MANAGEMENT AND TERMINATION**

- a) Clinical social workers enter into and/or continue professional relationships based on their ability to meet the needs of clients appropriately. The clinical social worker terminates services and relationships with clients when such services and relationships are no longer in the client's best interest. Clinical social workers do not abandon clients by withdrawing services precipitously, except under extraordinary circumstances.

Clinical social workers give careful consideration to all factors involved in termination and take care to minimize the possible adverse effects it might have on the client(s). When interruption or termination of service is anticipated, the clinical social worker gives reasonable notification and provides for transfer, referral, or continuation of service in a manner as consistent as possible with the client's needs and preferences.

- b) Clinical social workers providing services which are reimbursed by third party payers continue to have primary responsibility for the welfare of the client(s). The failure of the third party to authorize continued benefits does not remove the obligation of the clinical social worker to assure necessary treatment, if this is in the client's best interests. When benefits are ended, the clinical social worker has a number of options including; acceptance of private payment for continued services, at either regular or reduced rates; provision of services on an unpaid basis; and, referral to appropriate alternative treatment sources.
- c) A clinical social worker who disagrees with the denial of continued benefits by a third party payer is responsible for discussing this action with the client(s), and for devising a clinically appropriate plan, which may or may not include appeal of the decision. Further pursuit of the appeals process will be based on such factors as; the degree to which the clinical social worker believes that further treatment is necessary for the client's well-being; the

degree to which the client(s) wishes to pursue the appeals process, and; the degree to which there are alternative means available for the client(s) to continue treatment.

- d)** Clinical social workers keep records for each individual and family they treat which reflect relevant administrative rules, contractual obligations, and local and federal statutes. They are required to be knowledgeable about statutes relating to client access to records, and to fulfill their responsibility as required by law. When access to records is permitted, the clinical social worker will take appropriate, legally permitted steps to protect the privacy of all third parties who may be named in the records.
- e)** All requirements regarding the establishment, maintenance, and disposal of records relate equally to written and to electronic records.

Clinical social workers establish a policy on record retention and disposal, or are aware of agency policies regarding these issues, and communicate it to the client. In the event of the death or incapacity of a client, they safeguard the record, within existing statutes, and the information contained therein. Clinical social workers have a plan or procedure for the proper handling of client records in the event of their own death or disability which both protects privacy, and ensures that legitimate access functions can be properly carried out.

### **3. RELATIONSHIPS WITH CLIENTS**

- a)** Clinical social workers are responsible for setting clear and appropriate professional boundaries, especially in those instances in which dual or multiple relationships are unavoidable. They do not engage in dual or multiple relationships in which there is any risk of their professional judgment being compromised, or of the client being harmed or exploited. When clinical social workers provide services to two or more persons who have a relationship with each other, they clarify with all parties the nature of the professional responsibilities to each of them, and the ways in which appropriate boundaries will be maintained.
- b)** Clinical social workers do not, under any circumstances, engage in romantic or sexual contact with either current or former clients. Clinical social workers are also mindful of how their relationship with the family and/or friends of their clients might affect their work with the client. Consequently, they also avoid romantic or sexual involvement's with members of the client's family, or with others with whom the client has a close, personal relationship.
- c)** Clinical social workers are aware of the authority which is inherent in their professional role. They do not engage in any activity that will abuse their professional relationships or exploit others for personal, political, or business interests. As practitioners, supervisors, teachers, administrators, and researchers their primary professional responsibility is always the welfare of the client(s) with whom they work.
- d)** When the clinical social worker must act on behalf of a client, that action should always safeguard the interests and concerns of that client. When another person has been authorized to act on behalf of a client, the clinical social worker should deal with that person in a manner which will safeguard the interests and concerns of the client.
- e)** Clinical social workers recognize and support the right to self-determination of clients who may choose not to relinquish their privacy by pursuing third party reimbursement for treatment, even when they are eligible for such reimbursement. In such instances, the clinical social worker makes every effort to assist the client in making alternative financial arrangements so that treatment can proceed.
- f)** When a clinical social worker determines that a conflict potentially detrimental to the treatment process has arisen, he or she should inform the individual(s) to whom he or she has a professional responsibility of the nature

of the conflict and the way in which it might affect the provision of service.

#### **4. COMPETENCE**

- a) Clinical social workers are aware of the scope in which they are entitled to practice. This scope is defined by their areas of personal competence; by their license or other legal recognition; and by their training and/or experience. They are responsible for confining their practice to those areas in which they are legally authorized and in which they are qualified to practice. When necessary, they utilize the knowledge and experience of members of other professions. In using such consultants or supervisors, the clinical social worker is responsible for ensuring that they are recognized members of their own profession, and are qualified and competent to carry out the service required.
- b) Clinical social workers recognize that the privacy and intimacy of the therapeutic relationship may unrealistically intensify the client's feelings for them. The maintenance of professional boundaries and objectivity is crucial to effective and responsible treatment. Clinical social workers maintain self awareness and take care to prevent the possible harmful intrusion of their own unresolved personal issues into the therapeutic relationship. They take appropriate steps to resolve the situation when there is a danger of this occurring. Such steps could include, but are not limited to; seeking additional supervision or consultation; seeking additional personal treatment; and, if necessary, making alternative arrangements for the treatment of the client(s).
- c) Clinical social workers recognize the responsibility to remain abreast of knowledge and developments in the field which may benefit their client(s). Ongoing involvement in supervision, consultation, and continuing education are some of the ways in which this responsibility can be fulfilled. It is particularly important for the clinical social worker to secure appropriate training, supervision, or consultation when attempting to use a treatment technique with which he or she is unfamiliar.

#### **Principle III. CONFIDENTIALITY**

**Clinical social workers have a primary obligation to maintain the privacy of both current and former clients, whether living or deceased, and to maintain the confidentiality of material that has been transmitted to them in any of their professional roles. Exceptions to this responsibility will occur only when there are overriding legal or professional reasons and, whenever possible, with the written informed consent of the client(s).**

- a) Clinical social workers discuss fully with clients both the nature of confidentiality, and potential limits to confidentiality which may arise during the course of their work. Confidential information should only be released, whenever possible, with the written permission of the client(s). As part of the process of obtaining such a release, the clinical social worker should inform the client(s) about the nature of the information being sought, the purpose(s) for which it is being sought, to whom the information will be released, how the client(s) may withdraw permission for its release, and, the length of time that the release will be in effect.
- b) Clinical social workers know and observe both legal and professional standards for maintaining the privacy of records, and mandatory reporting obligations. Mandatory reporting obligations may include, but are not limited to; the reporting of the abuse or neglect of children or of vulnerable adults; the duty to take steps to protect or warn a third party who may be endangered by the client(s); and, any duty to report the misconduct or impairment of another professional. Additional limits to confidentiality may occur because of parental access to the records of a minor, the access of legal guardians to the records of some adults, access by the courts to mandated reports, and access by third party payers to information for the purpose of treatment authorization or audit. When confidential information is released to a third party, the clinical social worker will ensure that the information divulged is limited to the minimum amount required to accomplish the purpose for which the release is being made.

- c) Clinical social workers treating couples, families, and groups seek agreement among the parties involved regarding each individual's right to confidentiality, and the mutual obligation to protect the confidentiality of information shared by other parties to the treatment. Clients involved in this type of treatment should, however, be informed that the clinical social worker cannot guarantee that all participants will honor their agreement to maintain confidentiality.
- d) When confidential information is used for purposes of professional education, research, or publication, the primary responsibility of the clinical social worker is the protection of the client(s) from possible harm, embarrassment, or exploitation. When extensive material is used for any of these purposes the clinical social worker makes every effort to obtain the informed consent of the client(s) for such use, and will not proceed if the client(s) denies this consent. Whether or not consent is obtained, every effort will be made to protect the true identity of the client. Any such presentation will be limited to the amount necessary for the professional purpose, and will be shared only with other responsible individuals.
- e) The development of new technologies for the storage and transmission of data poses a great danger to the privacy of individuals. Clinical social workers take special precautions to protect the confidentiality of material stored or transmitted through computers, electronic mail, facsimile machines, telephones, telephone answering machines, and all other electronic or computer technology. When using these technologies, disclosure of identifying information regarding the client(s) should be avoided whenever possible.

#### **Principle IV. RELATIONSHIPS WITH COLLEAGUES**

**Clinical social workers act with integrity in their relationships with colleagues and members of other professions. They know and take into account the traditions, practices, and areas of competence of other professionals and cooperate with them fully for the welfare of clients.**

- a) Clinical social workers represent accurately the views, qualifications, and findings of colleagues. When expressing judgment on these matters they do so in a manner that is sensitive to the best interests of both colleagues and clients.
- b) If a clinical social worker's services are sought by an individual who is already receiving similar services from another professional, consideration for the client's welfare is the primary concern. This concern requires that the clinical social worker proceed with great caution, carefully considering the existing professional relationship, the therapeutic issues involved, and whether it is therapeutically and ethically appropriate to be involved in the situation.
- c) As supervisors, consultants, or employers, clinical social workers are responsible for providing competent professional guidance and a role model to colleagues, employees, and students. They foster working conditions that assure consistency, respect, privacy, and protection from physical or mental harm. Clinical social workers do not abuse the authority of their position by harassing or pressuring colleagues, employees, or students for sexual reasons, financial gain, or any other purpose. They refrain from actions that are unwanted by the recipient, and can reasonably be interpreted as pressuring or intimidating the recipient.
- d) Clinical social workers carry out their responsibility to both clients and the profession by maintaining high standards of practice within the professional community. They take appropriate measures to discourage, prevent, expose, and correct unethical or incompetent behavior by colleagues, and also assist and defend colleagues believed to be unjustly charged with such conduct. They discourage the practice of clinical social work by those who fail to meet accepted standards of training and experience, or who are practicing outside of their area of competence.

- e) Clinical social workers who have knowledge of a colleague's impairment, misconduct, or incompetence attempt to bring about remediation through whatever means is appropriate. Such actions may include, but are not limited to; direct discussion with the colleague, with permission from the client(s) if this is needed; a report, if mandatory, to a regulatory body, professional organization, or employer; a report to a supervisor, or other agency administrator.

### **Principle V. FEE ARRANGEMENTS**

**When setting fees, clinical social workers should give consideration to the client's ability to pay and make every effort to establish fees that are fair, reasonable, and commensurate with the value of the service performed**

- a) In the initial contact with the client(s) fees for services and policies regarding fee collection should be clarified. This clarification should also take into account any financial constraint which may affect the treatment process.
- b) It is unethical for a clinical social worker to offer, give, solicit, or receive any fee or other consideration to or from a third party for the referral of a client. They accept reimbursement from clients and from third party payers only for services directly rendered to the client(s). Clinical social workers may, however, participate in contractual arrangements in which they agree to discount their fees.
- c) A clinical social worker who contracts with a third party payer agrees to abide by the conditions of the contract. If, however, the clinical social worker believes the contract contains elements which violate the ethics of the profession, the Clinical social worker seeks to redress this situation through appropriate courses of action which may include; obtaining the other party's agreement to delete the clause; or, refusing to sign the contract.
- d) Barter arrangements, in which goods or services are accepted from clients as payment for professional services, should be avoided as much as possible. Such plans, especially when they involve provision of services by the client(s), have the potential to constitute dual relationships which will damage the treatment. Barter arrangements may be entered into only in rare situations, and may only involve provision of goods, as opposed to services, in exchange for treatment. Such arrangements can only be entered into upon the specific request of the client, and when the following additional criteria are met; traditional payment methods are not possible; the client(s) is not coerced or exploited in any way, and; the arrangement is not detrimental to the client(s) or to the professional relationship.
- e) Clinical social workers employed by an agency or clinic, and also engaged in private practice, conform to contractual agreements with the employing facility. They do not solicit or accept a private fee or consideration of any kind for providing a service to which the client is entitled through the employing facility.

### **Principle VI. CLINICAL SOCIAL WORKERS' RESPONSIBILITIES TO THE COMMUNITY**

**Clinical social workers are aware of the social codes and ethical expectations in their communities, and recognize that violation of accepted societal, ethical, legal, and moral standards on their part may compromise the fulfillment of their professional responsibilities and/or reduce public trust in the profession.**

- a) Clinical social workers do not, in any of their capacities, practice, condone, facilitate, or collaborate with any form of discrimination on the basis of race, religion, color, national origin, gender, sexual orientation, age, socioeconomic status, or physical or emotional disability.
- b) Clinical social workers practice their profession in compliance with legal standards, and do not participate in arrangements or activities which undermine or violate the law. When they believe, however, that laws or community standards are in conflict with the principles and ethics of the profession, they make known the conflict and work responsibly toward change that is in the public interest.



- c) Clinical social workers recognize a responsibility to participate in activities leading toward improved social conditions. They should advocate and work for conditions and resources that give all persons equal access to the services and opportunities required to meet basic needs and to develop to the fullest potential.

In the initial contact with the client(s) fees for services and policies regarding fee collection should be clarified. This clarification should also take into account any financial constraint which may affect the treatment process.

- d) It is unethical for a clinical social worker to offer, give, solicit, or receive any fee or other consideration to or from a third party for the referral of a client. They accept reimbursement from clients and from third party payers only for services directly rendered to the client(s). Clinical social workers may, however, participate in contractual arrangements in which they agree to discount their fees.
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- f) Barter arrangements, in which goods or services are accepted from clients as payment for professional services, should be avoided as much as possible. Such plans, especially when they involve provision of services by the client(s), have the potential to constitute dual relationships which will damage the treatment. Barter arrangements may be entered into only in rare situations, and may only involve provision of goods, as opposed to services, in exchange for treatment. Such arrangements can only be entered into upon the specific request of the client, and when the following additional criteria are met; traditional payment methods are not possible; the client(s) is not coerced or exploited in any way, and; the arrangement is not detrimental to the client(s) or to the professional relationship.
- g) Clinical social workers employed by an agency or clinic, and also engaged in private practice, conform to contractual agreements with the employing facility. They do not solicit or accept a private fee or consideration of any kind for providing a service to which the client is entitled through the employing facility.

## **Principle VII. RESEARCH AND SCHOLARLY ACTIVITIES**

**In planning, conducting, and reporting a study, the investigator has the responsibility to make a careful evaluation of its ethical acceptability, taking into account the following additional principles for research with human subjects. To the extent that this appraisal, weighing scientific and humane values, suggests a compromise of any principle, the investigator incurs an increasingly serious obligation to observe stringent safeguards to protect the rights and well-being of research participants.**

- a) In conducting research in institutions or organizations, clinical social workers obtain appropriate authority to carry out their work. Host organizations are given proper credit for their contributions to the project.
- b) Ethically acceptable research begins with the establishment of a clear and fair agreement between the investigator and the research participant that clarifies the responsibilities of each. The investigator has the obligation to honor all commitments included in that agreement.
- c) Responsibility for the establishment and maintenance of acceptable ethical practice in research always remains with the investigator. The investigator is also responsible for the ethical treatment of research participants by collaborators, assistants, students, and employees, all of whom incur parallel obligations.

- d) Ethical practice requires the investigator to inform the participant of all features of the research that might reasonably be expected to influence willingness to participate, and to explain all other aspects of the research about which the participant inquires. After the data are collected, the investigator provides the participant with information about the nature of the study in order to remove any misconceptions that may have arisen.
- e) The ethical investigator protects participants from physical and mental discomfort, harm, and danger. If a risk of such consequences exists, the investigator is required to inform the participant of that fact, secure consent before proceeding, and take all possible measures to minimize distress. A research procedure must not be used if it is likely to cause serious or lasting harm to a participant.
- f) The methodological requirements of the study may necessitate concealment, deception, or minimal risk to participants. In such cases, the investigator must be able to justify the use of these techniques and to ensure, as soon as possible, the participant's understanding of the reasons and sufficient justification for the procedure in question.
- g) Ethical practice requires the investigator to respect the individual's freedom to decline to participate in, or withdraw from, research and to so inform prospective participants. The obligation to protect this freedom requires special vigilance when the investigator is, in any manner, in a position of authority over the participant. It is unethical to penalize a participant in any way for withdrawing from or refusing to participate in a research project.
- h) Information obtained about the individual research participants during the course of an investigation is confidential unless otherwise agreed to in advance.
- i) Investigation of human subjects in studies which use drugs are conducted only in conjunction with licensed physicians.
- j) Clinical social workers take credit only for work actually done in scholarly and research projects, and give appropriate credit to the contributions of others in a manner which is proportional to the degree to which those contributions are represented in the final product.
- k) Research findings must be presented accurately and completely, with full discussion of both their usefulness and their limitations. Clinical social workers are responsible for attempting to prevent any distortion or misuse of their findings.

### **Principle VIII. PUBLIC STATEMENTS**

**Public statements, announcements of services, and promotional activities of clinical social workers serve the purpose of providing sufficient information to aid consumers in making informed judgments and choices. Clinical social workers state accurately, objectively, and without misrepresentation their professional qualifications, affiliations, and functions as well as those of the institutions or organizations with which they or their statements may be associated. In addition, they should correct the misrepresentations of others with respect to these matters.**

- a) In announcing availability for professional services, protection of the public is the primary concern. A clinical social worker may use any information so long as it describes his or her credentials and the services provided accurately and without misrepresentation. Information usually found helpful by the public includes the name of the professional; highest relevant academic degree from an accredited institution; specialized post-graduate training; type and level of state certification or license; any advanced certifications held; address and telephone number; office hours; type of service provided; languages spoken; and, policy with regard to third party payments.
- b) In announcements of available professional services, information regarding fees and fee policies may also be found helpful by prospective clients. Appropriate announcements of this type could include such general terms as

"moderate fees." It is unethical to make statements regarding fees or fee policies which are deceptive, or misrepresent the actual fee arrangements.

- c) The clinical social worker is responsible for assuring that all advertising is in conformity with the ethical standards of the profession. Publications announcing any type of clinic social work service describe those services accurately. They do not falsely or deceptively claim or imply superior personal or professional competence.
- d) Clinical social workers are free to make public appearances and engage in public discussion regarding issues such as, for example, the relative value of alternative treatment approaches. Diagnostic and therapeutic services for clients, however, are rendered only in the context of a professional relationship. Such services are not given by means of public lectures, newspaper or magazine articles, radio or television programs, or anything of a similar nature. Professional use of the media or of other public forums is appropriate when the purpose is to educate the public about professional matters regarding which the clinical social worker has special knowledge or expertise.
- e) Clinical social workers respect the rights and reputation of any professional organization with which they are affiliated, and do not falsely imply sponsorship or certification by any organization. When making public statements, the clinical social worker will make clear which are personal opinions, and which are authorized statements on behalf of the organization.

## APPENDIX L – IPT SCREEN SHOTS

### AGENCY DETAIL SCREEN

**BYU**  
BRIGHAM YOUNG  
UNIVERSITY

BYU Social Work  
Logged in: Field Secretary  
School of Social Work Secretary

Logout | Help | Forum (New Posts)

Home | Agency List | Field Instructor List | Student List | Group List | Reports

Student Detail > Agency List > Agency Detail  
PREV | NEXT | Field Instructors | Students | Student Interns

#### Agency Detail: BYU Clinic/Research

Save

Agency: BYU Clinic/Research

Street Address: 2190 JFSB

City, State Zip: Provo, UT 84602

Phone: 801 422 3282

Fax:

Location Code:

Contact: Kevin Marett

Email: kevin\_marett@byu.edu

Master Agreement:

Agency Web Site:

Internship Information:

Reset Username and Password to Defaults (Already Reset) ☐

Default Username: CEV3336 (case sensitive)

Account: BYU Clinic/Research

Default Password: ipt (case sensitive)

Last Login:

Last Agency Update:

Login Count: 0

Last Admin Update: Mon May 21 2012, 11:10 AM

Delete Agency Record

Save

### FIELD INSTRUCTOR DETAIL SCREEN

**BYU**  
BRIGHAM YOUNG  
UNIVERSITY

BYU Social Work  
Logged in: Field Secretary  
School of Social Work Secretary

Logout | Help | Forum (New Posts)

Home | Agency List | Field Instructor List | Student List | Group List | Reports

Student Detail > Agency List > Agency Detail > Field Instructor List > Field Instructor Detail  
History | Select Picture | Upload Picture | Forms

#### Field Instructor Detail: Kevin Marett

Save

Last Name: Marett

First Name: Kevin

Street Address: 2190 JFSB

City, State Zip: Provo UT 84602

Email: kevin\_marett@byu.edu

Phone: 801 422 3282

Fax:

Cell: 801 885 5961

Training:

Contact Type:

☐ Edit Agency Detail

☒ Active

☐ cb1

☒ MSW

☐ cb2

☐ BSW

☐ cb3

Agency: BYU Clinic/Research

Change

Picture Not Available

Notes:

Internship Assignments			
Semester	Student Name	Phone Number	Student Group

Reset Username and Password to Defaults (Already Reset) ☐

Default Username: JSM7449 (case sensitive)

Account: Marett, Kevin

Default Password: ipt (case sensitive)

Last Login:

Login Count: 0

Last Field Instructor Update:

Last Admin Update: Fri Feb 25 2011, 02:32 PM

## STUDENT DETAIL SCREEN

**BYU**  
BRIGHAM YOUNG  
UNIVERSITY

BYU Social Work  
Logged in: **Suzie Student**  
**Student**

Logout | Help

Home | Student Detail | Agency List

Home > Student Detail  
CSWE Statistics | Forms | Upload Picture

**Student Detail: Suzie Student**  
Save

Group: **Suzie Student**

Last Name  
First Name  
Street Address  
City, State Zip  
Email

Emergency Contact  
Emergency Phone  
Home Street Address  
Home City, State Zip  
BYU ID:

Phone  
Birthdate (yyyy-mm-dd)

Picture Not Available

Agency Preferences Status

**Field Assignments:**

Semester	Agency	Field Instructor	Phone Number	Codes
Spring 2012	BYU Clinic/Research	Marett, Kevin	801 422 3282 sp	
Summer 2012	BYU Clinic/Research	Marett, Kevin	801 422 3282 sp	
Fall 2012	BYU Clinic/Research	Marett, Kevin	801 422 3282 sp	
Winter 2012	BYU Clinic/Research	Marett, Kevin	801 422 3282 sp	

Save

[View in printable form](#)

## APPENDIX M – POLICY FOR PROCESSING OF ALLEGED STUDENT INTERN ABUSE OF AGENCY CLIENTS

### POLICY FOR PROCESSING OF ALLEGED STUDENT INTERN ABUSE OF AGENCY CLIENT(S)

When a complaint of alleged abuse or serious misconduct by a social work intern is received by the Field Liaison, Seminar Leader, or Field Education Director, the Field Education Director will

1. Immediately suspend the student intern from the agency placement pending a final determination of the intern's status in the program by phone contact with the student and the agency field instructor and/or agency contact person or director.
2. Immediately notify the nearest peace officer, law enforcement agency or the Division of Child and Family Services, if there is reason to believe a minor child has been abused or neglected as a result of the actions of the student intern.
3. Immediately notify the nearest peace officer, law enforcement agency or the Adult Protective Services Office if there is reason to believe an elderly or disabled adult has been abused, exploited or neglected as a result of the actions of the subject intern.
4. Immediately initiate a good-faith investigation to reach a reasonable conclusion as to whether or not the student violated school or agency policy.
5. Discuss the allegations and results of the investigation with the intern and provide the intern with an opportunity to respond.
6. If reasonably practicable, within twenty-four hours, prepare a statement containing information secured, a recommendation about the validity of the complaint, and a recommendation as to the status of the intern in the program to the Field Education Director or Associate Field director.
7. Immediately communicate the initial findings of the investigation to the School Director.
8. Actively cooperate in fact-finding efforts of the internship agency and any law enforcement or other local legal authorities.
9. Within two weeks from the time of receipt of the complaint, submit the statement to the field committee and/or general faculty for consideration of appropriate action with regard to the student's continued activity in the field internship and/or general social work program. Examples of available options include but are not limited to:
  - a. Reinstatement of the field agency internship
  - b. Continued suspension from the field agency placement, with or without a date for reconsideration
  - c. Permanent removal from the field agency internship, with placement in a different internship
  - d. Withdrawal from the Field Program
  - e. Withdrawal from the MSW Program
10. Within one month of submission to the Field Committee, notify the intern in writing regarding their status in the internship placement and/or program.

*Approved April 14, 2006 by School of Social Work Faculty*

## APPENDIX N – MSW FIELD INTERNSHIP CONTACT FORM

### MSW Field Internship Contact Form

#### Spring/Summer Internship

Agency:

Contact Person:

Phone Numbers:

Internship Location/Address:

Start Date:

Required Training/Orientation Dates:

Required Background Clearance Information:

Number of Clock Hours:

Weekly Schedule:

End Date (voluntarily ending internship to continue education):

Payment Information:

#### Fall/Winter Internship

Agency:

Contact Person:

Phone Numbers:

Internship Location/Address:

Start Date:

Required Training/Orientation Dates:

Required Background Clearance Information:

Number of Clock Hours:

Weekly Schedule:

End Date (voluntarily ending internship to complete graduation requirements):

Payment Information:

Student Signature:

Field Director Signature:

## APPENDIX O – MSW INTERNSHIP TIME LOG

### BYU School of Social Work MSW Internship Time Log

Student Name:

Month:

Internship Agency:

*Note: Week starts Sunday to Saturday*

Date mm/dd/yyyy	Off-Site Educational Internship Hours*	In-Agency Internship Hours	Supervision Hours	TOTAL
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Week 1 Total</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Week 2 Total</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

#### Examples of Off-Site Educational Internship Activities:

Off-site orientations or trainings  
 Class time providing reflection or learning about your internship (Integrative Field Seminar, SocW 614R/615R)  
 Professional development opportunities  
 Preparation for service activities or interventions  
 Research (coordinated with agency, off-site, non-paid)  
 Workshops related to your internship agency or clients.

SAVE WORK



Week 3 Total				
Week 4 Total				
Week 5 Total				
MONTH TOTAL				

REFLECTIONS ON YOUR INTERNSHIP

Describe the internship activities you have performed during this month, and some successes you have seen:  
Response:

Describe what you are planning to do in the month ahead.  
Response:

What challenges have you experienced this month in your internship, and what steps have you taken to resolve those challenges?  
Response:

Please provide a case reflection from your internship that illustrates your internship activities, interactions, interventions, etc.

Response:

Approximate number of clients served this month:

Describe any changes in your educational progress from last month.

Response:

On Time Score:

Total Score:

Field Director Comments:

Student Signature: ([*Student Name*]): [Click to sign Completed Document](#)

Field Instructor Signature: ([*Field Instructor Name*]): [Click to sign Completed Document](#)

Director of Field Education Signature: ([*Director of Field Education Name*]): [Click to sign Completed Document](#)

## APPENDIX P – BACKGROUND CLEARANCE INFORMATION

Because Social Workers interact and work with vulnerable populations, the following questions are routinely asked as part of social service agency Background Clearance Investigations (BCI) and application for Social Work licensure from the Utah State Division of Professional Licensing (DOPL). As part of your orientation to Brigham Young University's MSW program, it is important for you to review these requirements. Please return this form to the Director of Field Education, Wendy Sheffield, by the end of the day.

Please read the following questions thoroughly and answer each question. Do not leave any question blank. If you answer "yes" to a question, please provide explanatory information in the space below. A "yes" answer does not necessarily mean you would be denied BCI clearance or a Social Work license. However, agencies conducting a Background Clearance Investigation or the State Division of Professional Licensing may request additional information or documentation from you before granting BCI clearance or Social Work licensure.

1. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever had a license, certificate, permit, or registration to practice a regulated profession denied, conditioned, curtailed, limited, restricted, suspended, revoked, reprimanded, or disciplined in any way?
2. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever been permitted to resign or surrender your license, certificate, permit, or registration to practice in a regulated profession while under investigation or while action was pending against you by any professional licensing agency or criminal or administrative jurisdiction?
3. <input type="checkbox"/> Yes <input type="checkbox"/> No	Are you currently under investigation or is there any disciplinary action pending against you now by any <i>local, state or federal licensing, enforcement or regulatory agency</i> ?
4. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever been declared by any court to be incompetent by reason of mental defect or disease and not restored?
5. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever had a documented case in which you were involved as the abuser in any incident of verbal, physical, mental, or sexual abuse?
6. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you been terminated, suspended, reprimanded, sanctioned, or asked to leave voluntarily from a position because of drug or alcohol use or abuse within the past five (5) years?
7. <input type="checkbox"/> Yes <input type="checkbox"/> No	Are you currently using or have you recently ( <i>within 90 days</i> ) used any drugs ( <i>including recreational drugs</i> ) without a valid prescription, the possession or distribution of which is unlawful under applicable state or federal laws?
8. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever unlawfully used any drugs for which you have not successfully completed, or are not now participating in a supervised drug rehabilitation program, or for which you have not otherwise been successfully rehabilitated?
9. <input type="checkbox"/> Yes <input type="checkbox"/> No	Do you currently have any criminal action pending?*
10. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you pled guilty to, no contest to, entered into a plea in abeyance or been convicted of a misdemeanor in any jurisdiction within the past ten (10) years?*
11. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever pled guilty to, no contest to, or been convicted of a felony in any jurisdiction?*
12. <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you ever been incarcerated for any reason in any correctional facility ( <i>domestic or foreign</i> ) in any jurisdiction or on probation/parole in any jurisdiction?*

\*NOTE: Charges that were later dismissed and motor vehicle offenses such as driving while impaired or intoxicated must be disclosed; however, minor traffic offenses such as parking or speeding violations need not be listed.

(from: Licensed Clinical Social Work application, State of Utah Department of Commerce, Division of Occupational and Professional Licensing, [www.dopl.utah.gov/licensing/social\\_work](http://www.dopl.utah.gov/licensing/social_work), extracted from website June 9, 2014.)

Comments and/or Explanatory Information:

Name: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX Q – FIELD INCIDENT REPORT

**Brigham Young University  
School of Social Work  
Field Incident Report**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Field Agency:** \_\_\_\_\_ **Unit (as applicable):** \_\_\_\_\_

**Field Instructor:** \_\_\_\_\_

**Field Liaison:** \_\_\_\_\_

**Date and Time of Incident:** \_\_\_\_\_

**Location:** \_\_\_\_\_

**Those Involved:** \_\_\_\_\_

**What happened (description by student and others involved):**

**Actions and outcomes (e.g., injuries, hospitalization, damage to property, use of restraints, police actions, etc.):**

**Follow-up plan (debriefing/counseling) to address the impact on the student:**

**Follow-up plan for agency and school review and potential policy revisions:**

**Adapted from: Lyter, S.C. (2015). Safety and risk management. In Hunter, C.A., Moen, J.K., & Raskin, M. (Eds), Social work field directors: Foundations for excellence. Chicago, IL; Lyceum Books, Inc.**