

School of Social Work

MSW Field Internship Manual

Brigham Young University

2022-2023

Table of Contents

Definition of Terms	5
1. Mission of the School of Social Work.....	5
2. Field Education: The Signature Pedagogy of Social Work Education.....	5
3. Connecting the Theoretical & Conceptual Contributions of the Classroom & Field Settings	6
4. Organizing Rationale & Relationship of Field Education to the Total Curriculum	9
5. CSWE Competencies	11
6. Generalist Competencies & Learning Activities	12
GENERALIST COMPETENCIES	12
ENSURING FULL SCOPE OF GENERALIST PRACTICE OPPORTUNITIES	14
SAMPLE GENERALIST PRACTICE OPPORTUNITIES	15
7. Specialized Competencies & Learning Activities.....	16
SPECIALIZED COMPETENCIES	16
LEARNING ACTIVITY AGREEMENT	18
SAMPLE SPECIALIZED PRACTICE OPPORTUNITIES	19
8. Policies, Criteria, & Procedures for the Systematic Design of the Field Education Program	20
DIRECTOR OF FIELD EDUCATION	20
FIELD LIAISON	21
INTEGRATIVE FIELD SEMINARS	22
FIELD EDUCATION TRACKING SYSTEM	22
9. Policies, Criteria, & Procedures for Use of Technology as a Component in the Field Education Program.....	22
DATA MANAGEMENT	22
10. Policies, Criteria, & Procedures for Field Internship Responsibilities	23
11. Policies, Criteria, & Procedures for University Program Responsibilities	23
12. Policies, Criteria, & Procedures for Agency & Field Instructor Responsibilities	24
13. Policies, Criteria, & Procedures for Student Responsibilities	25
14. Policies, Criteria, & Procedures for Internship Hour Requirements	26
15. Policies, Criteria, & Procedures for In-Person Contact Requirements	27
16. Policies, Criteria, & Procedures for Learning Activity Agreement	28
THE LEARNING ACTIVITY AGREEMENT ENABLES STUDENT LIABILITY COVERAGE	29
THE LEARNING ACTIVITY AGREEMENT ENSURES STUDENT COMPREHENSIVE COMPETENCY DEVELOPMENT AND DEMONSTRATION	29
THE LEARNING ACTIVITY AGREEMENT COMPLETION PROCESS.....	30

DEVELOPMENT AND ONGOING EVALUATION OF GENERALIST AND SPECIALIZED ACTIVITIES	30
FIELD INSTRUCTOR INPUT.....	30
STUDENT INPUT	30
FIELD TEAM ANALYSIS OF STUDENT AND FIELD INSTRUCTOR INPUT.....	31
LIST OF PRE-IDENTIFIED GENERALIST AND SPECIALIZED-CLINICAL ACTIVITIES.....	31
17. Policies, Criteria, & Procedures for Administration of the Field Program	31
18. Policies, Criteria, & Procedures for Selection of Field Agency Settings	32
19. Approved Field Education Agency Settings	34
20. Policies, Criteria, & Procedures for Selection of Field Instructors	34
CRITERIA FOR SELECTION OF FIELD INSTRUCTORS	34
MEANS OF ENSURING SELECTION CRITERIA OF FIELD INSTRUCTORS	35
CASES WHERE A FIELD INSTRUCTOR DOES NOT HOLD A CSWE-ACCREDITED SOCIAL WORK DEGREE.....	35
21. Policies, Criteria, & Procedures for Student Admission to Field.....	36
PRE-REQUISITE FIELD COURSES.....	36
22. Policies, Criteria, & Procedures for Placing Students	37
POLICIES, CRITERIA, AND PROCEDURES FOR PLACING STUDENTS.....	37
23. Policies, Criteria, & Procedures for Monitoring Students.....	39
24. Policies, Criteria, & Procedures for Supporting Student Safety.....	40
25. Policies, Criteria, & Procedures for Evaluating Student Learning & Competency	42
EVALUATION OF STUDENT LEARNING PROCESS	43
BEHAVIORALLY-BASED COMPETENCY RUBRIC.....	44
EVALUATION PROCESS.....	45
ONGOING ANALYSIS AND IMPROVEMENT OF THE FIELD EVALUATION PROCESS	45
26. Policies, Criteria, & Procedures for Evaluating Field Setting Effectiveness	46
STUDENT EVALUATION OF FIELD SETTING, FIELD INSTRUCTOR, AND ADDITIONAL FIELD FEEDBACK	46
FIELD LIAISON FEEDBACK ON FIELD SETTING, FIELD INSTRUCTOR, AND ADDITIONAL FIELD FEEDBACK.....	46
ONGOING LEARNING ACTIVITY AGREEMENT ANALYSIS.....	47
27. Policies, Criteria, & Procedures for Maintaining Field Contacts with Field Education Settings	47
FIELD LIAISON SITE VISITS	47
28. Field Instructor Orientation and Ongoing Training.....	47
NEW FIELD INSTRUCTOR ORIENTATION AND TRAINING	47
ONGOING FIELD INSTRUCTOR TRAINING	48
29. Policies, Criteria, & Procedures for Internship Placement in Agency of Employment	48

30.	Policies, Criteria, & Procedures for Termination from Field Internship	49
31.	Policies, Criteria, & Procedures for Use of Social Media & Technology in Field Internships.....	49
32.	Policies, Criteria, & Procedures for Confidentiality in Field Education & Internships	50
33.	Policies, Criteria, & Procedures for Children in Class.....	50
34.	Policies, Criteria, & Procedures for Online Attendance in Field Education Courses	50
	MSW Program Information Appendices A-D	52
	APPENDIX A - MSW PROGRAM OF STUDY.....	53
	APPENDIX B - FIELD PLACEMENT AGENCY INFORMATION AND APPLICATION	55
	APPENDIX C - FIELD EDUCATION AFFILIATION AGREEMENT.....	58
	APPENDIX D - INTRODUCTION TO IPT	66
	Field Internship Fair and Forms Appendices E-K	68
	APPENDIX E - PRE-FIELD FAIR INTERNSHIP REVIEW	69
	APPENDIX F - FIELD FAIR MEMO	73
	APPENDIX G - FIELD FAIR STUDENT INTERNSHIP PREFERENCE FORM	74
	APPENDIX H - FIELD FAIR AGENCY INTERN PREFERENCE FORM.....	76
	APPENDIX I - SCHOOL OF SOCIAL WORK INTERNATIONAL PLACEMENT CHECKLIST.....	78
	APPENDIX J - BACKGROUND CLEARANCE INFORMATION.....	79
	APPENDIX K - FERPA RELEASE FOR FIELD EDUCATION PURPOSES.....	81
	Field Forms and Paperwork Appendices L-Q.....	82
	APPENDIX L - MSW FIELD INTERNSHIP CONTACT FORM	83
	APPENDIX M - EXAMPLE INTERNSHIP COMPLETION PLAN.....	85
	APPENDIX N – MSW LEARNING ACTIVITY AGREEMENT AND COMPETENCY EVALUATION, SPRING/SUMMER.....	87
	APPENDIX O - MSW LEARNING AGREEMENT AND COMPETENCY EVALUATION, FALL/WINTER.....	107
	APPENDIX P - STUDENT INTERNSHIP FEEDBACK SURVEY	127
	APPENDIX Q - INTERNSHIP REFLECTION AND TIME LOG.....	129
	APPENDIX R - MSW INTERNSHIP CONCERN NOTE	132
	APPENDIX S - FIELD INCIDENT REPORT	133
	APPENDIX T - POLICY FOR PROCESSING OF ALLEGED STUDENT INTERN ABUSE OF AGENCY CLIENTS	134
	Additional BYU Forms	135
	APPENDIX U - BYU STUDENT AGREEMENT	136
	APPENDIX V - AMERICORPS MEMBERS	138
	APPENDIX W - CURRICULAR PRACTICAL TRAINING	139
	APPENDIX X - CODE OF ETHICS NATIONAL ASSOCIATION OF SOCIAL WORKERS	140
	APPENDIX Y - CODE OF ETHICS CLINICAL SOCIAL WORK FEDERATION	160
	Appendices Z-AA	170
	APPENDIX Z - PRE-FIELD ORIENTATION HANDOUT	171
	APPENDIX AA - PRE-FIELD MASTER CHECKLIST.....	174

MSW Field Manual 2021-2022

Definition of Terms

Term	Definition	Notes	Telephone
Agency Contact Person	Various individuals designated by larger agency administrators		
Director of Field Education	Ruth Aguirre, LCSW Directs MSW field program, including final grade assignments	Ruth_aguirre@byu.edu	801 422-3628
CSWE	Council on Social Work Education; the national social work accrediting body	http://www.cswe.org/	
Field Liaison	Visits with students and field instructors in field settings once each semester		
IASSW	International Association of Schools of Social Work	http://www.iassw-aiets.org	
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 the Field Liaison and Field Director.		
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	http://www.naswdc.org/	

1. 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, values, and skills of the social work profession to serve individuals and families within their environment and the context of their specific cultures.

2. Field Education: The Signature Pedagogy of Social Work Education

The BYU School of Social Work strongly supports field education as its signature pedagogy. Since the inception of the MSW program in 1983, the school has gained regional and national attention for its high quality, paid, clinically focused field internships. The field education component of the school's curriculum surpasses EPAS requirements in that students complete a minimum of 150 additional field education hours beyond those required by CSWE. MSW students participate in two internships, located in two disparate field education settings, under the instruction of two different field instructors.

BYU MSW interns are noted for their exceptional preparation prior to field placement. Prior to their first internship students complete two semesters of on-campus generalist social work courses including

courses prerequisite to field placement. The regular field prerequisite courses (Soc W 660 –Social Work Direct Practice Skills and Soc W 661 – Social Work Practice Models) include role-play and real-play assignments with fellow students and practice experience with computer simulated clients. In addition to these course-imbedded practice experiences, second-semester MSW students gain preparatory practice experience within the BYU Comprehensive Clinic where they are closely supervised by licensed, experienced clinical social work faculty. In this clinical practicum course setting (Soc W 611), students conduct individual therapy sessions which are digitally recorded. Clinical full-time or adjunct faculty supervise a group of five or six students and review these recorded sessions during a weekly seminar. Beginning therapy skills (i.e. empathy, active listening, building rapport, open-ended questions, clarification, summarizing, confrontation, asking follow-up questions, focusing, etc.), client engagement, bio-psycho-social-spiritual assessment, system dynamics, therapeutic interventions, evaluation of treatment, and self-evaluation are discussed, practiced, reviewed, and assessed.

At the end of their first year of classroom instruction and with successful completion of the Comprehensive Clinic experience, students begin field instruction in a field agency. During the spring/summer semester, students complete their first MSW field internship, which requires a minimum of 450 hours of full-time (28-40 hours/week) supervised practice in an assigned field placement agency. The second MSW field internship is completed during the fall and winter semesters of the students' second year. This internship requires a minimum of 600 hours of field agency practice experience (20 hours/week). During this second internship, students are concurrently enrolled in specialized clinical social work practice classes on campus. Over the course of 12 months of field education experiences (semesters 3, 4, and 5 of their MSW program) and a minimum of 1050 total hours (additional hours are encouraged and are the norm for many placements) of field instruction, BYU MSW students are socialized to the social work profession and the role of social work practitioner.

(See Appendix E, Pre-Field Fair Internship Review, page 67)

3. Connecting the Theoretical & Conceptual Contributions of the Classroom & Field Settings

Fostering 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, integrative field seminars, monthly internship reflections, and competency-based field evaluations.

An "osmotic process" of field education is utilized to help students assimilate and integrate classroom learning within their field internships. Evidence-informed theory, concepts, and implementations continuously flow back and forth throughout the students' coursework and internship activities.

Specific evidence-informed practices with their corresponding techniques are identified and taught throughout the practice curriculum and outlined in the individual practice curriculum syllabi. All therapy models utilized by field students in the therapeutic treatment of individuals, groups, families, or couples must be identified in the students' Learning Activity Agreements (see Appendix N, MSW Learning Activity Agreement and Competency Evaluation, Spring/Summer, page 85 and Appendix O, MSW Learning Activity Agreement and Competency Evaluation, Fall/Winter, Page 105). Within these Learning Activity Agreements, evidence-informed practice theories and techniques are included in a "pre-identified" list of learning activities, ensuring that evidence-based practice interventions are routinely

selected for use within field internships. Great care is taken to ensure that therapeutic modalities and interventions taught within classroom courses are included in the “pre-identified” list of learning agreement activities. As stated in the prior section, students are required to participate in a weekly Integrative Field Seminar each semester they are enrolled in a field internship. These Integrative Field Seminars, taught by clinical faculty, connect the theoretical and conceptual contribution of the classroom with the practice setting, and foster the implementation of evidence-informed generalist (spring/summer) practice and specialized (fall and winter) practice. Discussion of the generalist and specialized-clinical competencies in conjunction with field activities in which these competencies were developed and demonstrated, is part of each Integrative Field Seminar. Monthly Internship Reflection and Time logs require students to reflect upon and integrate their field experiences with the content taught in classroom courses.

Competency-based practice evaluations are key to the assessment of students within their field internships. The same competencies, as identified and taught within the classroom curriculum, along with their corresponding practice behaviors and holistic competency dimensions, are identified and assessed in the fieldwork evaluations (see Appendix N, MSW Learning Activity Agreement and Competency Evaluation, Spring/Summer, page 85 and Appendix O, MSW Learning Activity Agreement and Competency Evaluation, Fall/Winter, page 105). The MSW Learning Activity Agreement and Competency Evaluation specifically outlines: each CSWE competency (generalist and specialized); its correlated practice behaviors; the learning activities/assignments in which the practice behaviors are developed; the holistic competency dimensions of knowledge, values, skills, and cognitive and affective processes required to successfully complete each learning activity; along with an evaluation of the student’s ability to perform the specified practice behavior and thereby demonstrate holistic competency of each of the nine CSWE generalist and specialized competencies. Additionally, students provide a narrative reflection of their holistic competency development of each generalist and specialized-clinical competency as part of their Field Evaluation each semester.

Because BYU’s MSW classroom curriculum, Integrative Field Seminars, field internship learning activities, and field evaluations are all correlated with CSWE’s competencies, holistic competency dimensions, and practice behaviors, the theoretical and conceptual contribution of the classroom is closely connected with the practice setting and fosters the implementation of evidence-informed practice.

Internships in two different field settings with two distinct field instructors provide students with a broad scope of practice/learning activities in which they can integrate and apply social work concepts and theories. This field education curriculum model allows students to more fully develop and demonstrate holistic competency of the CSWE generalist and program-specialized (Clinical) competencies. Field instructors are required to provide their students with a minimum of one hour per week of social work supervision. This regular weekly supervision includes, but is not limited to:

- a. Socializing students to professional behaviors and roles;
- b. Linking social work theories and concepts as taught in the classroom curriculum with practice activities; and
- c. Assisting students in developing social work practice behaviors and demonstrating holistic competency (knowledge, values, skills, and cognitive and affective processes) of the CSWE generalist and program-specialized (Clinical) competencies. (see Appendix N, MSW Learning Activity Agreement and Competency Evaluation, Spring/Summer, page 85 and Appendix O, MSW Learning Activity Agreement and Competency Evaluation, Fall/Winter, page 105)

The school provides field instructors with ongoing training regarding, but not limited to, the following:

- a. Their role as social work field instructors and educators;

- b. Social work theories and concepts taught in the classroom curriculum;
- c. Varying ways to link classroom content with field learning activities;
- d. Varying ways to develop social work practice behaviors and demonstrate holistic mastery of the CSWE and Clinical competencies within their community agencies; and
- e. Effective use of weekly supervisory sessions as an integrative tool in social work education.

The School of Social Work classroom faculty are concurrently trained alongside in-agency field instructors during yearly field trainings and clinical conferences as a means of facilitating the connection between classroom theory and concepts, with the learning activities, development of holistic competency, and demonstration of social work practice behaviors within the practice/field/internship setting.

Weekly integrative field seminars taught by clinical social work field 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 in at least two classroom courses, it is also reviewed within the integrative field seminar where students' internship-based implementations of the CSWE competencies are discussed.

Monthly Reflection and Time Logs provide students with a reflective learning opportunity through which they can document their personal integration of classroom theory and concepts, with their internship activities and experiences, and articulate their holistic competency development. Reflection questions included and answered in the Monthly Internship Reflection and Time Log are:

- a. Describe the internship activities you have performed during this month, and a success you have seen. (This question helps interns view their internship experiences through a strengths-based perspective.)
- b. What challenges have you experience this month in your internship, and what steps have you taken to resolve those challenges? (This question helps interns' approach and view their internship challenges from a proactive perspective.)
- c. Please provide a case reflection from your internship that illustrates your internship activities, interactions, interventions, etc. Link your interventions to an evidence-based practice theory or modality. Full points require supporting specifics and details. (This question directly requires interns to connect their classroom curriculum and learning with their field education experiences and learning.)
- d. How has your competency (knowledge, values, skills, and cognitive/affective processes) as a social work practitioner increased this month? Link your response to at least one of the nine CSWE competencies. Specify the Competency by number and topic. (This question directly calls upon interns to know the Social Work competencies and reflect upon their holistic competency development as it pertains to each of the nine generalist and specialized-clinical competencies.)
- e. How have this month's internship experiences impacted your spirituality? (This question is a reflection/integration question; your response to this question will not be graded/scored.) (This question was added to the Monthly Reflection Log based upon feedback and a request from the students. Students from several cohorts shared they had personally experienced a change in their spirituality as a result of their internship experiences. They said they would like the opportunity to formally reflect upon and share such and pointed out that at a University sponsored by a religious institution, this would be an appropriate question to ask. Even though this question is not scored, and does not count toward a student's grade, it is rare for a student not to answer this question.)

- f. How many trauma-informed internship hours (viewing clients and their treatment through a Trauma-Informed Practice lens) did you complete this month? (The Trauma-Informed Clinical Social Work Practice Program Certificate of Completion requires students to document a minimum of 200 internship-based trauma-informed practice hours. This question documents such. It also helps facilitate all interns viewing their clients from a trauma-informed perspective.)
- g. Considering the “12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families” (NCTSN, 2012), reflect upon what you have learned about trauma-informed social work practice this month. (This question directly calls for interns to connect their classroom curriculum and learning with their field education experiences and learning.)
- h. Describe what you are planning to do in the month ahead. (This question calls upon interns to identify experiences, activities, or knowledge they want to pursue in the coming month and helps them to proactively attain the internship experiences they desire to have.) (see Appendix Q, Internship Reflection and Time Log, page 127)

4. Organizing Rationale & Relationship of Field Education to the Total 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 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 specialized 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 learning activities 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, values, skills, and cognitive and affective processes associated with the bio-psycho-social-spiritual practice model within a systems framework. In keeping with the students' first-year academic program involving generalist social work courses, the first-year field internship offers broad experience in all methods, thus providing a generalist base for practice. However, wherever possible, field agencies also provide students with opportunities to begin building clinical skills.
- c. During the second year, students will develop a research-informed, 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 concurrently involved 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 provide learning opportunities compatible with the thrust of the curriculum.
- d. Over the two-year program, students progress experientially from in-class role and a real play experiences; to a computer simulated clinical client experience; to carrying one clinical client at BYU's comprehensive clinic under the supervision of clinical Social Work faculty, to a Spring/Summer full time generalist practice placement in agencies along the Wasatch Front, occasionally throughout the USA, or in rare instances - international locations; to the

completion of a clinical placement concurrent with specialized 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 clinical 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 (450 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 curriculum.
- e. 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 components.
 - f. The MSW field internship requires students to integrate and apply the knowledge, values, skills, and cognitive affective processes learned and developed from all previous and concurrent courses. Knowledge, values, and skills attained in practice, assessment, community organization, social justice, policy and human behavior arenas, intertwine in the Social Work 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.
 - g. 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, leadership, and community organization 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 management 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.
 - h. Coordination between the field internship and the classroom is accomplished in a variety of ways. In-Agency Field Instructors are provided an online program orientation and, thereafter, attend an annual Field Instructor training meeting and continuing education conference. 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 available in PowerPoint, narrative articles, and video streaming formats. These materials serve as Field Instruction guides and encourage a more effective articulation between the classroom and the in-agency field internship instruction.
 - i. Weekly Integrative Field Seminars coordinate the students' practical field experiences with classroom curriculum by providing discussion sessions between campus faculty integrative field seminar instructors and students. Weekly discussions link CSWE competencies and holistic assessment dimensions with student field behaviors, activities, and experiences.

- j. The Faculty Field Liaison reinforces linkages as s/he interacts once each semester with agencies and students. S/he consults with agency instructors on issues such as the preparation of Learning Activity Agreements, completion of Competency Evaluation Forms, student internship difficulties that may arise, and other field policy and procedural matters.
- k. The MSW Field Internship Manual has been prepared to maintain consistency across differing field experiences and assures accomplishment of the educationally based field objectives.
- l. The screening, coordinating and teaching across settings and linkage of the field experience to the educational objectives of the MSW program involves five different roles: (1) the campus-based Director of Field Education, who prepares the comprehensive field education curriculum, negotiates the general arrangements with agencies, assigns students to agencies, awards final grades and oversees the total field education process and activities; (2) the campus field faculty member who serves as Liaison between the school and the field education process and activities; (3) the Integrative Field Seminar Instructors; (4) the agencies 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 weekly Social Work 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.
- m. The CSWE competencies and holistic dimensions along with the BYU MSW Program of Study were used in the development of the Integrative Field Seminar Syllabus to assure that all components of the MSW curriculum are systematically considered as students' field experiences are discussed in the seminar.
- n. Field Instructors are provided an initial online field program orientation; and, thereafter, attend training meetings on campus. Online field instructor trainings are available in PowerPoint, narrative articles, and video streaming formats. Once a year, a free of cost continuing education conference is held honoring in-agency field instructors. Field instructors are also invited to attend the School of Social Work annual conference (with accompanying Continuing Education Units) free of charge.

5. CSWE Competencies

Field internships prepare 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 a holistic capacity to perform Social Work behaviors and demonstrate a holistic mastery of CSWE 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 holistically master the following Social Work competencies:

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

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
 Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

6. Generalist Competencies & Learning Activities

BYU's first year MSW curriculum provides students with a solid foundation in systems theory, the person-in-environment perspective, Bio-Psycho-Social-Spiritual assessment, social justice and diversity, assessment, research, and generalist social work practice on the micro-level (practice with individuals), the mezzo-level (practice with groups and families) and the macro-level (practice with organizations and communities). The program utilizes the nine CSWE generalist competencies and their accompanying practice behaviors to guide field education experiences and ensure students are provided with generalist practice opportunities in all levels of practice (micro practice-with individuals, mezzo practice-with families and groups, and macro practice-with organizations, and communities). The generalist competencies and practice behaviors serve as the skeletal framework for students' first (generalist) internship placement of 450 hours during the Sp/Sum semester.

GENERALIST COMPETENCIES

COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Social workers:

- a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.
- b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- d. Use technology ethically and appropriately to facilitate practice outcomes.
- e. Use supervision and consultation to guide professional judgment and behavior.

COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Social workers:

- a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Social workers:

- a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- b. Engage in practices that advance social, economic, and environmental justice.

COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Social workers:

- a. Use practice experience and theory to inform scientific inquiry and research.
- b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- c. Use and translate research evidence to inform and improve practice, policy, and service delivery.

COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Social workers:

- a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- b. Assess how social welfare and economic policies impact the delivery of and access to social services.
- c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers:

- a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers:

- a. Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers:

- a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes.
- d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.

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

COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Social workers:

- a. Select and use appropriate methods for evaluation of outcomes.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- c. Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Ensuring Full Scope of Generalist Practice Opportunities

A full range and scope of Generalist Practice Opportunities are ensured in students' first (generalist) internship via the following mechanisms:

- a. The Learning Activity Agreement utilizes CSWE's generalist competencies as its framework; the competencies themselves encapsulate comprehensive levels of social work generalist practice.
- b. Each CSWE generalist competency is operationalized into practice behaviors.
- c. Each Learning Activity Agreement includes a pre-identified list of learning activities for each practice behavior.
- d. The pre-identified list of learning activities includes activities from each level of generalist social work practice.
- e. Students and Field Instructors must select at least one practice behavior for each competency in order for the field evaluation to be complete.
- f. The Director of Field Education reviews each Learning Activity Agreement individually to double-check and ensure that the Learning Activity Agreement includes at least one activity for every practice behavior in each competency. (see Appendix N, MSW Learning Activity Agreement and Competency Evaluation, Spring/Summer, page 85 and Appendix O, MSW Learning Activity Agreement and Competency Evaluation, Fall/Winter, page 105)
- g. New Field Instructor Training specifies the requirement that at least one activity for every practice behavior in each competency must be included within the Learning Activity Agreement. (see Appendix N, MSW Learning Activity Agreement and Competency Evaluation, Spring/Summer, page 85 and Appendix O, MSW Learning Activity Agreement and Competency Evaluation, Fall/Winter, page 105)
- h. Field Liaison Site Visit Discussion of Generalist Learning Activities - Part of each liaison site visit includes a discussion of the Learning Activities in which a student is participating. Discussion topics related to such include but are not limited to: opportunities to participate in all levels of social work practice (micro-individuals, mezzo-groups and families, and macro-organizations and communities); the number of direct client contact hours the student is able to participate in each week. Creative solutions are brain-stormed with the student and field instructor on those rare occasions where a full scope of generalist practice opportunities are found to be lacking.

Sample Generalist Practice Opportunities

The following are a few examples of the many generalist practice opportunities and learning activities in which BYU MSW students participate during their field internships. These activities are included in the “pre-identified” learning activity list contained in the Learning Activity Agreement.

1. Utilize weekly supervision to discuss appropriate reactions and responses to uncomfortable topics disclosed by clients (KVSP)
2. Utilize weekly supervision to discuss and more thoroughly understand the oppression and discrimination of clients (KVSP)
3. Encourage client confidence in advocating for themselves (KVSP)
4. Help clients to navigate social systems (KVSP)
5. Advocate for client needs (medication, skills training, case management services, diagnosis, financial assistance, housing etc.) when working with various (including other agency) personnel (KVSP)
6. Inform clients of their rights (KVSP)
7. Educate others about mental illness (KVSP)
8. Participate in community outreach, education, and awareness projects (KVSP)
9. Attend and participate in community events to provide information about available resources (KVSP)
10. Assist agency in gathering research and evaluation data (KVS)
11. Identify the strengths, weaknesses, and appropriate use of varying evidence-based theories and treatment models used with internship agency and clients (KSP)
12. Familiarize self with and understand agency policies (K)
13. Attend board meetings where agency policies and procedures are being discussed/reviewed/created (K)
14. Proactively seek to understand legislative issues that impact clients and client services (K)
15. Understand and implement abuse reporting protocol as appropriate (KVSP)
16. Complete Bio-Psycho-Social Histories (KVSP)
17. Utilize interventions that are appropriate to the client’s level of functioning and understanding (KVSP)
18. Demonstrate non-judgmental attitude in client and group interactions/sessions (KVSP)
19. Develop appropriate therapeutic relationships (KVSP)
20. Develop, demonstrate, and maintain appropriate boundaries and interactions with clients (KVSP)
21. Identify clients’ strengths, resiliencies, coping strategies, and resources (KVSP)
22. Assess clients’ access to services (KVSP)
23. Identify what services/resources are available to and being utilized by clients (KVSP)
24. Incorporate Bio-Psycho-Social-Spiritual assessment findings into formation of client’s goals for treatment
25. Teach clients how to use, and courage them to use, self-assessments and self-anchored scaling to monitor and track their progress toward their treatment goals and objectives. (KVSP)
26. Help clients identify and set specific, attainable, realistic, measurable, and timely goals (KVSP)
27. Formulate and complete client directed treatment plans according to agency guidelines (KVSP)
28. Conduct ongoing assessment throughout the helping/treatment process (KVSP)

29. Participate in treatment plan development including specific Social Work research-informed modalities and interventions (KVSP)
 30. Provide educational materials and tools to clients (KVSP)
 31. Actively encourage clients to attend/participate in educational, prevention, and skill-building groups, seminars, conferences, workshops, and or training (KVSP)
 32. Help clients to access and capitalize on multiple coping skills, resources, abilities, and resiliencies, (KVSP)
 33. Track observable client behaviors to determine appropriateness and effectiveness of interventions (KVSP)
 34. Participate in weekly team meetings/reviews to apply multiple frameworks in the evaluation of client outcomes (KVSP)
 35. Utilize client self-evaluation to help assess effectiveness of treatment interventions, program processes, and outcomes (KVSP)
 36. Be receptive to instruction, feedback, suggestions, and recommendations from supervision, colleagues, and team members (KVSP)
- (See Appendix N, MSW Learning Activity Agreements and Competency Evaluations, Spring/Summer, page 85 MSW Learning Activity Agreements and Competency Evaluations, Fall/Winter Semesters, page 105)

7. Specialized Competencies & Learning Activities

The sole specialization offered at BYU, clinical social work practice, with a focus on individuals (including children) and families, is fully developed during the second year of the MSW program. This specialization builds on the generalist-year foundation of systems theory, the person-in-environment perspective, Bio-Psycho-Social-Spiritual assessment, and generalist social work practice on a micro level (individuals), mezzo-level (groups and families) and macro-level (organizations and communities) and is integrated into the curriculum through both required and elective courses.

BYU's MSW program utilizes nine Clinical Specialization competencies with their accompanying practice behaviors, to guide and ensure specialized clinical practice opportunities with individuals, children, and families. The specialized clinical competencies and practice behaviors serve as the skeletal framework for students' second (specialized clinical) internship placement of 600 hours during the Fall and Winter semesters.

Field instruction, supervision, and evaluation during this second specialization internship (Fall/Winter) revolves around and utilizes this specialized clinical social work practice framework as its guide. The School of Social Work guides and monitors the specialized practice opportunities of each student through the Learning Activity Agreement. The Learning Activity Agreement, with its accompanying semester-end competency evaluation, helps to ensure specialized clinical learning opportunities for each student.

SPECIALIZED COMPETENCIES

SPECIALIZED COMPETENCY 1: DEMONSTRATE ETHICAL AND PROFESSIONAL BEHAVIOR

Specialized practitioners:

- a. Make ethical decisions in clinical social work practice situations by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, and additional codes of ethics as appropriate to context.

- b. Use reflection and self-regulation to manage personal values, biases, relational reactions and maintain professional boundaries in clinical practice situations.
- c. Demonstrate professional demeanor in behavior; appearance; and oral, written and electronic communications.
- d. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights.
- e. Utilize supervision and consultation to enhance and improve clinical social work practice.

SPECIALIZED COMPETENCY 2: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

Specialized practitioners:

- a. Research and apply knowledge of diversity and difference to enhance client well-being at the micro, mezzo and macro levels.
- b. Identify and utilize clients and constituencies as experts in their own treatment.
- c. Utilize self-awareness and self-regulation to manage the influence of personal biases and values in the therapeutic treatment of diverse clients and constituencies.
- d. Provide effective clinical social work services to diverse clients and constituencies.

SPECIALIZED COMPETENCY 3: ADVANCE HUMAN RIGHTS AND SOCIAL, ECONOMIC, AND ENVIRONMENTAL JUSTICE

Specialized practitioners:

- a. Use knowledge of social, economic and environmental justice to guide treatment planning and therapeutic interventions with clients.
- b. Advocate at micro, mezzo and/or macro levels for mental health issues.

SPECIALIZED COMPETENCY 4: ENGAGE IN PRACTICE-INFORMED RESEARCH AND RESEARCH-INFORMED PRACTICE

Specialized practitioners:

- a. Use research and evidence based practice to inform and improve clinical assessment and intervention with clients.
- b. Participate in the generation of new qualitative and quantitative clinical knowledge, through research and evidence based practice.

SPECIALIZED COMPETENCY 5: ENGAGE IN POLICY PRACTICE

Specialized practitioners:

- a. Communicate to administrators and legislators the implication of policies and policy change in the lives of children, families, and diverse clients and constituencies.
- b. Advocate to influence policies that impact clients' access to clinical mental health services, especially children and families.

SPECIALIZED COMPETENCY 6: ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Specialized practitioners:

- a. Use empathy, reflection and interpersonal skills to develop an effective therapeutic relationship with diverse clients and constituencies.
- b. Attend to dynamics of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks that both strengthen and potentially threaten the therapeutic relationship.

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

SPECIALIZED COMPETENCY 7: ASSESS INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Specialized practitioners:

- a. Collect and organize data and apply critical thinking to assess client's readiness for change and guide clinical practice.
- b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- c. Collect and organize data and apply critical thinking to assess client strengths, vulnerabilities and 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, research knowledge, and values and preferences of clients and constituencies.

SPECIALIZED COMPETENCY 8: INTERVENE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Specialized practitioners:

- a. Critically evaluate, select, and apply evidence- based practice in therapeutic interventions with children and families.
- b. Demonstrate the use of appropriate evidence based clinical interventions for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.
- c. Use inter-professional collaboration to coordinate treatment interventions with children and families.
- d. Facilitate effective therapeutic transitions and endings in clinical social work practice.

SPECIALIZED COMPETENCY 9: EVALUATE PRACTICE WITH INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS, AND COMMUNITIES

Specialized practitioners:

- a. Critically analyze, monitor, and evaluate clinical intervention and program processes and outcomes.
- b. Apply evaluation findings of clinical program processes and outcomes to improve and enhance clinical social work interventions.
- c. Evaluate research informed and evidence based clinical interventions for a range of bio-psycho-social-spiritual conditions.

Learning Activity Agreement

In 2011 BYU's MSW program began using an online, dynamic Learning Activity Agreement and Evaluation form; we have been refining this form, along with its' accompanying behavioral indicators of competency rubric, and student assessment of competency in both narrative and scaling formats, over the course of the last nine years. In its current format the Learning Activity Agreement and Evaluation Form provides comprehensive: identification of student internship activities; holistic dimensions of learning associated with each identified internship activity; practice behaviors for each competency;

student self- reflection and assessment in narrative and scaling formats, as well as field instructor assessment of student competency demonstration in scaling (required) and narrative (optional) formats.

Ensuring Full Scope of Specialized Clinical Practice Opportunities

A full range and scope of Specialized Clinical Practice Opportunities are ensured in students' second (specialized-clinical) internship via the following mechanisms:

- a. The Learning Activity Agreement utilizes the program's specialized clinical competencies as its framework; the competencies themselves require and specify clinical practice activities.
- b. Each specialized clinical competency is operationalized into practice behaviors.
- c. Each Learning Activity Agreement includes a pre-identified list of learning activities for each practice behavior.
- d. The pre-identified list of learning activities includes specialized –clinical social work activities for each practice behavior.
- e. Students and Field Instructors must select at least one practice behavior for each competency in order for the field evaluation to be complete.
- f. The Director of Field Education reviews each Learning Activity Agreement individually to double-check and ensure that the Learning Activity Agreement includes specialized-clinical activities for every practice behavior in each competency.
- g. New Field Instructor Training includes the requirement that at least one activity for every practice behavior in each competency must be included within the Learning Activity Agreement.
- h. Field Liaison Site Visit Discussion of Specialized-Clinical Learning Activities - Part of each liaison site visit includes a discussion of the Learning Activities in which a student is participating. Topics discussed relating to such include, but are not limited to: opportunities to participate in clinical social work practice activities and the number of direct client contact hours the student is able to participate in each week. Creative solutions are brainstormed with the student and field instructor on the rare occasion where clinical practice opportunities are found to be lacking.

Sample Specialized Practice Opportunities

The following are a few examples of the numerous specialized-clinical practice opportunities and learning activities in which BYU MSW students participate during their field internships. These activities are included in the “pre-identified” learning activity list contained in the Learning Activity Agreement.

- a. Recognize and appropriately address counter-transference dynamics. (KVSP)
- b. Utilize weekly supervision to analyze client challenges and collaborate on strategies to overcome them. (KVSP)
- c. Observe client reactions to gain cultural understanding of clients. (KVSP)
- d. Explore client interests and use analogies pertaining to their interests. (KVSP)
- e. Use solution-focused questions and motivational interviewing to assess clients' readiness to change. (KVSP)
- f. Utilize client reports, feedback, assessments, and homework assignments to improve client adaptation to life situations. (KVSP)
- g. Conduct multiple assessments including: OQ45, ASAM, Bio-Psycho-Social-Spiritual Histories/Assessments, Suicide Risk, and Domestic Violence. (KVSP)
- h. Ask client for verbal feedback of scaling to assess and improve treatment effectiveness. (KVSP)

- i. Participate in clinical team meetings/staff meetings to discuss appropriate intervention strategies. (KVSP)
- j. Utilize weekly supervision to identify, discuss, and prepare for interactions with clients and their families. (KVSP)
- k. Utilize weekly supervision to evaluate interactions and interventions with clients and their families. (KVSP)
- l. Implement evidence-based interventions recommended by supervisor, co-workers, professors, and literature. (KVSP)
- m. Use theories, techniques, and interventions specifically suited to the client's personality, strengths, needs, and reasons for seeking treatment. (KVSP)
- n. Utilize initial and ongoing assessment information to determine theory and intervention selection. (KVSP)
- o. Use dialectical behavior therapy (DBT) techniques with clients diagnosed with Borderline Personality Disorder (BPD). (KVSP)
- p. Conduct individual, family, and/or couples' therapy with clients utilizing the following evidence-based therapeutic treatment modalities: behavioral therapy, cognitive therapy, attachment therapy, strengths-based therapy, solution focused therapy, acceptance and commitment therapy, emotionally focused therapy, crisis intervention, mindfulness, etc. (KVSP)
- q. Facilitate and/or co-facilitate the following psycho-therapeutic groups: post-traumatic stress disorder, adults molested as children, sexual addiction, trauma, etc. (KVSP)
- r. Facilitate and/or co-facilitate the following support groups/workshops: birth-parent support, recovery management, bereavement, divorce adjustment, relapse prevention, family support, addiction support, etc. (KVSP)
- s. Track observable client behaviors to determine effectiveness of interventions. (KVSP)
- t. Utilize weekly supervision and treatment team meetings to share assessment information gained. (KVSP)

(See Appendix O, MSW Learning Activity Agreement and Competency Evaluation, Fall/Winter, page 105)

8. Policies, Criteria, & Procedures for the Systematic Design of the Field Education Program

The Field Team is comprised of: The Director of Field Education, the Field Liaison, the School of Social Work Administrative Manager, and a part-time social work field secretary (student). All field education data—including student, agency, and field instructor contact information; internship contact records and documentation; field reflections and time logs; field liaison visit notes; student Learning Activity Agreements; student Competency Evaluations; and additional field records specific to a student or field agency—are submitted, managed, and stored electronically using the web-based and password-protected Intern Placement Tracking (IPT) program. This allows for a simplified and continuous evaluation of field education information and processes on both an individual student basis as well as a conglomerate cohort basis.

Director of Field Education

At present, a seasoned and highly qualified Utah-licensed clinical social worker with 32 years of clinical practice experience and 24 years of experience in BYU's field education program serves as the full-time Director of Field Education (12 months, on-going, administrative professor).

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 and formalized by the Director of Field Education. She is the administrative representative of the school to the community agencies and field settings. She has, and maintains, a positive relationship with field agency administrators, managers, and field instructors through both formal and informal contacts.

The Director of Field Education works to ensure that, as the signature pedagogy of social work education, field education facilitates the instruction, development, and student holistic development and demonstration of the CSWE generalist and specialized-Clinical competencies within the field setting. The Director of Field Education develops all Field Education Courses (Soc W 614R and 615R - Integrative Field Seminars and Soc W 654R and 655R – Field Internship 1 and 2), including syllabi and course content materials. The Director of Field Education teaches half of the Integrative Field Seminars, thus maintaining an ongoing connection to the students and a day-to-day involvement in, and perspective of, the Field Education Program.

The Director of Field Education organizes, facilitates, and often teaches the yearly Field Instructor Trainings, and is the administrative lead of the yearly field placement process which includes: on-campus agency presentations by field placement agencies; the Field Fair, where students interview with potential field placement administrators; individual student field placement interviews; initial field placement assignment, review of field placement assignments with agencies and the field team, and final placement of students within field internships.

The Director of Field Education oversees the day-to-day administration of the Field Education program for the school, which includes, but is not limited to: coordinating with the University internship system and administrators; facilitating weekly field team meetings; managing and handling the more complex field related problems that arise within internships; conducting yearly field program reviews, the yearly review of all field placements and field instructors to ensure the ongoing effectiveness of field placements and instruction, ongoing field policy development and compliance, continual development and improvement of the field education curriculum, ongoing development of field placements, facilitation and ongoing development of field instructor trainings, and ongoing professional relationship development with members of the local social work community.

Field Liaison

A part-time Field Liaison (12 months, on-going, adjunct professor) also serves on the field administration team. She has an MSW degree from a CSWE-accredited program, holds a valid Utah LCSW license to practice, has nine years of clinical practice experience in both public and private agencies, and is a respected member of the local social work practice community.

The field liaison works 19 hours per week. Her primary responsibility is to visit on site, at least once per semester, with each student who is in a field placement and then with the student and their field instructor. The Field Liaison is central to the success of the field education placements. The field liaison helps to identify potential problems that might develop within an internship agency, with either a field instructor or a student, and takes action to help prevent or mediate those problems. As needed, she makes additional visits to field placements when problem situations arise.

The field liaison teaches half of the Integrative Field Seminars, thereby helping her to build and maintain connections to the students and the classroom curriculum. The Field Liaison is a pivotal participant in

weekly field team meetings, field placement discussions, yearly field program reviews, and the development and consideration of field policies and procedures.

Integrative Field Seminars

The Director of Field Education and Field Liaison teach the Integrative Field Seminars, which are held weekly in conjunction with field internships. These seminars assure the educational direction of the field placements; monitor the quality of the student's practicum experience; integrate the theoretical and conceptual contributions of the classroom with the practical world of the field practice setting; and discuss, correlate, and document holistic CSWE competency development with individual student field activities and experiences.

Field Education Tracking System

In 2001, the BYU School of Social Work field team enlisted the assistance of Alcea Software in developing a computer-based field information management system. As a result of this partnership, a customized system was developed to meet the school's field information management needs. Over the course of the succeeding eighteen years, we have continued to assist with the ongoing development of the IPT program and increasingly complex and dynamic field education forms. IPT is a comprehensive web-based system that supports our changing and increasingly complex field documentation requirements and electronically stores the school's field information and data indefinitely. (See Appendix D, Introduction to IPT, Page 66)

9. Policies, Criteria, & Procedures for Use of Technology as a Component in the Field Education Program

BYU's MSW program is a full-time, campus-based program. BYU's MSW program does not offer an online program option. While students may occasionally participate in campus-based courses via Zoom (a web-based audio and video participation tool), such is used on an "as need" and "emergency" basis only and must be specifically preapproved, in writing, by the Director of Field Education.

The Self-Care Curriculum portion of the Sp/Sum Integrative Field Seminar (one hour/week/14 weeks) is completed online and includes web-based access to numerous self-care strategies, online resources, articles, and instructional and informational videos. The online Self-Care Curriculum was specifically designed to encourage students to learn and practice self-care strategies within an "off campus" environment, thus facilitating and encouraging continued and ongoing self-care practices post-MSW training. Student qualitative verbal feedback and quantitative survey feedback strongly support the continuation of teaching the Self-Care portion of the Integrative Field Seminar in an online format during the Sp/Sum semester. The Self-Care Curriculum is the only portion of the Field Education program that is completed online.

Data Management

Our continued affiliation with Alcea Software, use of the IPT system, and the development of a sophisticated, dynamic, behavioral indicator-based and rubric-assisted evaluation form, has technologically enabled us to seamlessly and concisely meet CSWE 2015 EPAS requirements, including:

- a. Delineation of practice application (learning) activities within individual internships and field settings at both the generalist and specialized-clinical levels.

- b. Specification and identification of the holistic competency dimensions (knowledge, values, skills, and cognitive and affective processes) involved in, and integral to, successful completion of each learning activity and their correlating competencies and practice behaviors (both Generalized and Specialized).
- c. Direct linkage of learning activities with their correlated CSWE generalist and specialized-clinical practice behaviors,
- d. Direct linkage of learning activities, practice behaviors, and their correlated CSWE competencies (both generalist and specialized).
- e. Documentation of competency assessment (both generalist and specialized),
- f. Utilization of a behavioral indicator-based, competency assessment rubric for student field evaluation to help standardize competency assessment across students and field instructors,
- g. Evaluation and documentation of students' holistic competency mastery,
- h. Identification of the specific holistic competency dimension deficits (knowledge, values, skills, or cognitive and affective processes) that underlie a student's failure to meet competency criteria.

All field education paperwork, data, evaluations, and documentation are entered and stored online utilizing the Intern Placement Tracking (IPT) program. IPT has been found to be extremely user-friendly for both students and Field Instructors and has allowed an increased sophistication beyond the norm in field forms, as evidenced by the dynamic nature of our Learning Activity Agreement and Competency Evaluations. Compared to other data management programs, IPT is extremely cost effective. All costs of utilizing the IPT program are paid by the School of Social Work; no additional fee or charge is required from the students for field data management. (See Appendix D, Introduction to IPT, page 66)

10. Policies, Criteria, & Procedures for Field Internship Responsibilities

This Field Manual has been provided to help assist the student as s/he 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.

11. Policies, Criteria, & Procedures for University Program Responsibilities

- a. 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 semester.
- b. 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 semester.
- c. 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.

- d. 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, space, educational opportunities, and learning activities needed to assure the student's development of Social Work behaviors and mastery of CSWE competencies in the field experience.
- e. 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 assigned field 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.
- f. 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.

12. Policies, Criteria, & Procedures for 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 knowledge, values, skills, processes, and performance in the agency.
- c. To complete the required BYU MSW Field Orientation training(s) as outlined on the field section of the social work.byu.edu website to.
- d. 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, administrative structure, and safety training. 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.
- e. To arrange for adequate working space, access to secretarial help, parking space, and generally provide satisfactory working conditions.
- f. To provide an opportunity for the student to participate in the agency's staff meetings, conferences, and consultations, both within and outside the agency.
- g. To discuss the role and responsibilities of the student as an official representative of the agency. This includes an agreement as to the days and times the student will be available to be in the agency.
- h. To provide a balanced, meaningful, and diverse experience that will facilitate the student's development of Social Work behaviors and holistic mastery of CSWE competencies, i.e., initial generalist practice followed by a clinical concentration with emphases on individuals, children and families. Meaningful experiences include appropriate assignment of diverse clients, home and agency visits, bio-psycho-social-spiritual assessments, 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.

- i. 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 intervention strategies.
- j. To assure the student an opportunity to work in collaboration with a variety of other social services in the community.
- k. To set apart and protect individual supervision time for the student of at least one hour per week.
- l. 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.
- m. To maintain unencumbered social work license(s) as deemed needed/appropriate to the agency/placement setting within the state in which they are practicing.
- n. **Primacy of Educational Focus within Internships:** To ensure the primacy of an educational focus in MSW internships, BYU School of Social Work requires students in paid internships be paid on an hourly basis (preferred) or via stipend, if payment on an hourly basis is not possible. It is essential that the role of student intern is maintained during an MSW internship. MSW internship/field education includes, but is not limited to the following: student intern provision of clinical services to individuals and families, agency and professional orientation, weekly individual (and sometimes) group supervision, shadowing highly trained LCSWs, preparation for clients, attendance at agency staff/clinical meetings and trainings, completion of required paperwork, documentation, etc. The alternative payment arrangement, payment/hour based on clients seen, does not reinforce the importance of multiple internship activities and inadvertently creates additional problems and expectations within internships.

13. Policies, Criteria, & Procedures for 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 BYU MSW Field Internship Manual in its entirety, including appendices, found online at:
http://socialwork.byu.edu/Plugins/FileManager/Files/Field/2017_2018%20MSW%20Field%20Internship%20Manual.pdf
- 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 Competencies and holistic assessment dimensions. These experiences provide opportunities for the student to demonstrate his/her holistic mastery of the CSWE competencies.
- j. To submit, in a timely fashion, the On-line Learning Activity Agreement (Appendix N) 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 P, Student Internship Feedback Survey, page 125), upon completion of each field internship. These do not require signature of the in-agency field instructor.
- l. 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.
- m. To email the Field Liaison their weekly supervision time as soon as such is established with their field instructor.
- n. To submit Monthly Internship Time Logs (Appendix P) in a timely manner as outlined in the 654/5R syllabi.

14. Policies, Criteria, & Procedures for Internship Hour Requirements

MSW students in their first field internship are expected to spend a minimum of **450 hours** in their initial spring/summer internship placement during their third semester in the program. Students typically spend 28-40 hours per week in the field setting.

During their second-year clinical internship (fall and winter, third and fourth semesters in the program) students are required to spend a minimum of **600 hours** (20 hours/week) in their second assigned field placement setting. The student generally completes these hours in two and one half (2 ½) days per week, generally Monday, Wednesday, and Friday. The curriculum is designed so that on-campus classes for second-year students are only taught on Tuesdays and Thursdays.

In total, BYU MSW students are required to complete a minimum of 1050 hours of field education during their MSW program. Many BYU MSW students complete more than the minimum number of required internship hours across the course of their two field internships. At the beginning of each internship students complete an Internship Completion Plan (ICP) which outlines by day the specific number of field education/internship hours they will complete within their internship placement agency. Minor changes to this schedule are allowed as approved by students' specific field instructors. The Internship Completion Plan greatly assists students in their planning of internship hours across the semester. Since instituting the use of ICPs approximately six years ago we have had no incidents where students have not completed their required internship hours within the appropriate time frames. (See Appendix M, Example Internship Completion Plan, page 83)

Each month students are enrolled in an internship course they complete a "MSW Internship Reflection and Time Log." On this time log students keep track of: Integrative Field Seminar Hours; Direct Client Contact Hours; Supervision Hours; and Other In-Agency Internship Hours. Hours each day are auto tallied on the form to create a total daily hour total, as well as a monthly total of all internship hours. Students sign and submit their form electronically via IPT, after which the field instructor approves and

signs off on the student submitted hours, and finally, the Director of Field Education signs off on the hour log. These monthly logs serve as documentation for student completion of required internship hours (and supervision hours). Semester-cumulative internship hours are reported on the students' end-of-semester Competency Evaluations. Additionally, intern field education hours are recorded within the intern's specific internship agency according to agency-specific time logs. (See Appendix Q, Internship Reflection and Time Log, page 127)

No time spent in simulation activities or computer-generated client treatment sessions is counted as internship hours.

15. Policies, Criteria, & Procedures for In-Person Contact Requirements

Each month students are enrolled in an internship course they complete a "MSW Internship Reflection and Time Log." On this time log students keep track of their: Integrative Field Seminar Hours; Direct Client Contact Hours; Supervision Hours; and Other In-Agency Internship Hours. Historically, per student report, students have completed a high percentage of their internship hours in face-to-face direct client contact hours. Percentages of such, per student report, ranged from 30 to 85 percent of internship hours being direct client contact hours depending upon agency placement. However, there was no official reporting or documentation mechanism for such. As part of the program's ongoing improvement process, a "Direct Client Contact Hours (face-to-face)" column was added to the Monthly Internship Reflection and Time Log at the beginning of 2019.

Date mm/dd/yyyy	Integrative Field Seminar Hours*	In-Agency Internship Hours	Direct Client Contact Hours (Face to Face)	Supervision Hours	TOTAL
Week 1 Total					

As each internship is unique and facilitates a different number and type of direct client contacts, the field team determined to not create a policy specifying a minimum number of direct client contact hours. It was feared that in doing so we could inadvertently limit the number of direct client contact hours our students are able to receive. Instead, within Integrative Field Seminars and during Field Liaison visits the number of direct client contact hours each student is receiving is reviewed with the students and their field instructors. As needed, ideas for generating additional direct client contact hours are discussed and encouraged. Such discussions have proven to be an excellent tool for increasing direct client contact within all internships. Thus far the field team has found the monthly reporting of direct client contact hours and discussion of such with both students and field instructors to be a positive and enlightening addition to our internship reporting forms.

Individual student Learning Activity Agreements outline the internship activities in which each student will participate. All activities participated in during “In-Agency Internship Hours” are to be included in the student’s Learning Activity Agreement, thus ensuring that BYU’s professional liability insurance will be in force during, and covering, all student learning activities. The vast majority of all pre-identified learning activities involve in-person contact with clients, supervisors, colleagues, agency administrators, or other community social service providers or organizations. (See Appendix N, MSW Learning Activity Agreement and Competency Evaluation, Spring/Summer, page 85 and Appendix O, MSW Learning Activity Agreement and Competency Evaluation, Fall/Winter, page 105)

The video taping of face-to-face student-client sessions for review and utilization in weekly internship supervision is encouraged, and several internship agencies and field instructors are now using such as an extremely effective supervision and field instruction tool. The time the student and field instructor spend together reviewing and discussing these video-taped sessions during weekly supervision is counted as supervision hours. No time spent in simulation activities or computer-generated client treatment sessions is counted as internship hours.

The field team will continue to monitor and evaluate the direct client contact hour reporting process. If a need for a number-specified direct client contact hour policy is demonstrated we will have the concrete data needed to create such a policy.

16. Policies, Criteria, & Procedures for Learning Activity Agreement

The field education competency-based and practice-behavior-specified individual student learning plan, written by the student and their field instructor, and approved by the Director of Field Education, is known as a Learning Activity Agreement (LAA).

Over-view of the Learning Activity Agreement

- 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 N, MSW Learning Activity Agreement and Competency Evaluation, Spring/Summer, page 85 and Appendix O, MSW Learning Activity Agreement and Competency Evaluation, Fall/Winter, page 105). 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 semester of 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, 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.

Functions of the Learning Activity Agreement:

- a. Guides the field education/training within MSW field internships;
- b. Ensures that educational experiences and practice opportunities (learning activities) are provided to facilitate the MSW student's holistic development of professional behaviors;
- c. Provides a means whereby students holistically demonstrate their learning and application of the CSWE generalist and specialized competencies within direct social work practice; and
- d. Specifies specific student learning activities which will be covered under BYU's professional liability insurance. (Professional liability insurance is linked to the student's enrollment in Soc W 654R and Soc W 655R, and is provided to the student without additional fees or tuition charge.)

The Learning Activity Agreement enables Student Liability Coverage

Included in the Learning Activity Agreement is a comprehensive list of field-based learning activities in which the student will participate during the semester; generalist level practice activities during the spring/summer internship and specialized clinical social work practice opportunities during the fall and winter internship. (The development of the learning activity list is described in the following section of this narrative, entitled, Development and Ongoing Evaluation of Generalist and Specialized Activities.) To ensure liability coverage, all clinical/therapeutic activities in which the student will participate must be included in this document. Pre-identified activities may be "checked," which then automatically includes them in the Learning Activity Agreement. Although rarely utilized, "free write" fields allow activities not listed in the pre-identified activity list to be included in the Learning Activity Agreement.

The Learning Activity Agreement ensures Student Comprehensive Competency

Development and Demonstration

In order to ensure comprehensive competency development and the full range of social work practice activities (micro-individuals, mezzo-families and groups, and macro-organizations and communities), at least one learning activity must be identified for each practice behavior. Students and field instructors are encouraged to include as many learning activities in the Learning Activity Agreement as are needed to accurately reflect the full scope of the student's internship activities. The number of learning activities included in the Learning Activity Agreement does not influence the number of practice behaviors evaluated. All practice behaviors (including the holistic competency dimensions required to perform the behaviors) as outlined in BYU's MSW Learning Activity Agreement and Competency Evaluations, and their corresponding CSWE generalist and specialized clinical competencies, are evaluated at the end of the semester.

Competency 1: Demonstrate Ethical and Professional Behavior This student demonstrates the ability to:		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment
1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.		<input type="checkbox"/> Utilize weekly supervision to discuss and integrate the NASW Code of Ethics into daily Social Work practice (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss strategies of ethical reasoning and integrate such into daily Social Work practice (KVSP) <input type="checkbox"/> Discuss ethical dilemmas with supervisors, field instructor, and team members (KVP) <input type="checkbox"/> Seek consultation with supervisor and/or field instructor in situations of ambiguity and ethical conflict before taking action. (KVSP) <input type="checkbox"/> Proactively seek peer consultation regarding ethical situations and challenges (KVP) <input type="checkbox"/> Complete NASW or CSWE Code of Ethics training (KV) <input type="checkbox"/> Complete HIPAA trainings regarding confidentiality issues (KV) <input type="checkbox"/> Utilize NASW Code of Ethics as a resource and guide in all Social Work activities (KVSP) <input type="checkbox"/> Consciously and proactively allow for client choice in how clients practice religion, sexual orientation, gender identity, etc. (KVSP) <input type="checkbox"/> Consciously and proactively recognize the client's right to self-determination (KVSP) <input type="checkbox"/> Report to proper individuals and authorities if clients are a danger to themselves or others (KVSP) Other: _____	<input type="text"/>	<input type="text"/>
Competency Deficiency Specification(s)				
Dimension	Description of Competency Deficiency			
Knowledge				
Values				
Skills				
Cognitive and Affective Processes				

Field Evaluation, Generalist Competency 1: Demonstrate Ethical and Professional Behavior; Practice Behavior 1a, for generalist social work practice.

The Learning Activity Agreement Completion Process

In order to complete the Learning Activity Agreement, first the student and then the field instructor select those activities in which the student will participate. The student and field instructor are able to see the correlating competencies, practice behaviors, and competency dimensions required for successful competency demonstration, while they are selecting learning activities. Once the student and field instructor agree upon the learning activities the student will participate in during each specific semester, and both have signed the Learning Activity Agreement, the document is automatically made available for online review and approval by the Director of Field Education.

The Director of Field Education reviews all Learning Activity Agreements individually. Such review ensures that each student has sufficient opportunity to participate in and perform learning activities which foster the development of CSWE professional behaviors and demonstrate holistic competency of all CSWE or specialized competencies. After review, approval, and signature by the Director of Field Education, the Learning Activity Agreement becomes a finalized, read-only, legal document.

Field instruction, supervision, and evaluation revolves around and utilizes this generalist level social work practice framework as its guide during the first generalist level internship. The School of Social Work guides and monitors the generalist level social work practice opportunities of each student through the Learning Activity Agreement. The Learning Activity Agreement, with its accompanying semester-end competency evaluation, helps to ensure generalist social work opportunities at the individual student and collective program level.

Development and Ongoing Evaluation of Generalist and Specialized Activities

Field Instructor Input

During on-campus field instructor trainings, field instructors identified specific activities performed or participated in by social work interns which required the use of CSWE practice behaviors and demonstrated holistic mastery of CSWE competencies. In order to ensure a sequential continuum of learning activities, both generalist and specialized practice behaviors and competencies were discussed and identified. These field instructor work groups found the primary difference between generalist and specialized-clinical activities lies within the focus and depth of the social work intervention or activity.

Student Input

Following completion of their internships and competency evaluations each semester, students from two separate MSW cohorts were asked to identify specific activities they performed, or participated in,

that required them to use CSWE practice behaviors and demonstrate holistic mastery of CSWE competencies.

Field Team Analysis of Student and Field Instructor Input

100% of all student Learning Agreements from six semesters (two full academic years and two MSW cohorts) were analyzed by the Field Team and a list of practice activities performed by, and participated in, by interns within their field internships was generated. The Field instructor learning activity lists, student activity lists, and historic student activity lists compiled by the Field Team were then analyzed.

List of Pre-identified Generalist and Specialized-Clinical Activities

The result of this process was a list of comprehensive generalist and specialized activities wherein students/interns perform CSWE practice behaviors and demonstrate holistic mastery of CSWE generalist and specialized-clinical competencies. The majority of learning activities are included on both generalist and specialized learning agreements, with the difference between generalist practice activities and specialized practice activities lying within the focus of the social work activity and the clinical depth required to perform the activity. Within the first (generalist) field internship the focus of the learning activities is generalist in nature. Within the second (specialized- clinical) field internship the focus of the learning activities is on clinical practice and requires more in-depth clinical social work knowledge, skills, and processes.

17. Policies, Criteria, & Procedures for Administration of the Field Program

Field Education Administrative Team Approach: The BYU School of Social Work Field Education Department utilizes an Administrative Team Approach. Information regarding field internships, field performance, and anything that could/may potentially impact internship attendance or performance may be shared with members of the Field team. The Field Education team consists of: The Director of Field Education, the Field Liaison, and the School of Social Work Program Manager. Weekly ongoing administrative assistance and support is provided by the School of Social Work Program Manager who attends Field Team meetings. If the Director of Field Education has a meaningful concern related to any Field Education related matter, such information may be shared with the Director of the School of Social Work. Narrative responses to Monthly Time and Reflection Logs may be read by either the Director of Field Education, the Field Liaison, or both.

Respect: Per the Social Work 654R and 655R syllabi, all students and field faculty are expected to treat each other with mutual, two-way, respect. Differing opinions and feedback are to be shared in a respectful, kind, non-contentious, and non-demanding manner. If either a student or field faculty member feels they are not being treated with respect they are to first privately discuss the matter in person with the individual(s) involved in a well thought out, emotionally regulated, not conflictive, and mature manner. If such does not resolve the issue, the matter should then be discussed with the Field Director or the Director of the School of Social Work as appropriate.

Faculty are to treat students with respect which includes, but is not limited to: clearly outlining in the course syllabus assignment and evaluation expectations with their accompanying due dates and appropriately maintaining these course expectations; providing constructive feedback to students designed for educational, professional, and personal growth and development purposes (as outlined in

the BYU Aims) that is delivered with objectivity, clarity, specificity, maturity, and sensitivity, via the established feedback mechanisms included in the course syllabus and the BYU MSW and Field handbooks; working to create and maintain a non-contentious environment that is conducive to teaching and learning by the Spirit; and kindness in all interactions inside and outside of class with both students and faculty.

Students are to treat faculty with respect which includes, but is not limited to: fully participating in courses and completing assignments and evaluations as outlined in the course syllabus without complaint or expectation of exception; recognition that they have enrolled in a graduate program to learn and grow and that an integral part of this process involves receiving and accepting constructive feedback in a non-defensive manner; providing constructive feedback to faculty designed for educational and professional growth and development purposes (as outlined in the BYU Aims) that is delivered with objectivity, clarity, specificity, maturity, and sensitivity, via the established student ratings process; working to create and maintain a non-contentious environment that is conducive to teaching and learning by the Spirit; and kindness in all interactions inside and outside of class with both students and faculty.

BYU MSW Field Education Administration Mottos:

"We are Tough on Policies; Tender on People."

"We will only do for one student/client what we are willing to do for all."

18. Policies, Criteria, & Procedures for Selection of Field Agency Settings

The school has stringent criteria and standards that must be met before field settings are considered for MSW internship students. (See Appendix B, Field Placement Agency Information and Application, page 53)

Each prospective field setting must demonstrate the following:

- a. An established social service program, agency, or setting with clear-cut sanction from the professional community.
- b. Commitment to the goals of social work education.
- c. A willingness and ability to support the primacy of development of social work practice behaviors and holistic mastery of CSWE competencies in the placement of students.
- d. Commitment of resources for the training of students: release time for field instructors' direct weekly supervision of students, release time for field instructors' attendance at periodic (twice yearly) half-day training sessions at the university, and resources to support student services-to-client systems (computer and telephone access, adequate work space, secretarial services, and privacy for direct client contacts).
- e. The availability of opportunities to practice clinical social work in behalf of individuals and families.
- f. A willingness to support learning opportunities across practice methods and areas of diversity.
- g. A general attitude of respect for students with their competencies and needs and a willingness to consider the student as a part of the agency's professional staff.
- h. A policy of nondiscrimination in employment and service provision including policies relating to race, ethnicity, age, religion, sexual preference, or physical disability.

- i. A program of initial orientation to the agency including a review of all pertinent policies including, but not limited to: student safety, sexual harassment policies, incident reporting procedures, agency expectations of ethical student behavior, confidentiality, and procedures for termination of students at the agency.

Internship Agency Application Process:

- a. Agencies interested in being approved as an internship agency for the BYU MSW program must complete the Field Placement Agency Application Form found at: <https://socialwork.byu.edu/field-agency-info>
- b. The Agency Application is reviewed by the BYU MSW Field Team for:
 - i. appropriateness of fit with program and CSWE goals
 - ii. training and supervision expectations
 - iii. generalist and clinical educational opportunities
 - iv. education, supervision, and safety requirements
 - v. community reputation
 - vi. diversity of training experience
 - vii. current need for placements with specified populations
 - viii. willingness to support the mission and aims of the University and its sponsoring organization.
- c. Based on the Field Team review, an agency is deemed appropriate for an internship site visit or denied.
- d. Members of the Field Team will conduct an agency site visit to the applying agency to assess:
 - i. safety of internship location,
 - ii. sufficient office, technology, and support services
 - iii. congruence between agency application information and the physical agency
 - iv. appropriate therapeutic workspaces
 - v. other pertinent agency/location considerations
- e. When the field team site visit supports the information included in the agency application, and the agency meets the requirements assessed for as outlined prior, an agency is either approved as an internship agency and will be invited to participate in the next BYU MSW Field Fair or is placed on the internship agency waitlist.
- f. When need arises and openings become available for agency placements with specific populations/locations, the Field Team will contact agencies who are on the agency waitlist to assess the agency's continued interest in BYU MSW interns. If the agency is still interested in BYU interns, and if the requirements for agency approval are still in place, the agency will be approved as a BYU MSW internship agency and invited to participate in the next BYU MSW Field Fair.

Prioritization of Agencies for Internship Placement:

Intern placement with approved BYU MSW Internship Agencies is based upon the following priorities:

- a. Agencies with an established history of providing safe, high quality, well supervised, and supportive internship placements to BYU MSW students.
- b. Agencies that will take both Internship 1 (end of April through mid-August) and Internship 2 (end of August through mid-April) interns.
- c. Agencies that provide services to underserved, marginalized, or low-income individuals.
- d. Not-for-profit agencies.

- e. Agencies that provide intern payment in the form of stipend, hourly payment for internship hours, etc. (Average hourly payment as of 10/25/2022 is \$15.50/hour)
- f. Agencies that support the mission and aims of the University and its sponsoring organization.

(See Appendix B, Field Placement Agency Information and Application, page 53 and Appendix C, Field Education Affiliation Agreement, page 56)

19. Approved Field Education Agency Settings

Approved Field Education Settings include, but are not limited to:

- Adult Probation and Parole
- Alpine Pediatrics
- Alpine School District
- Building Beginnings
- BYU CAPS/BYU Marriott School
- Development Counseling Services
- Family Haven
- Family Services
- Greenhouse Center for Growth and Learning
- Healthier You
- Heritage Community
- Mountainview Family Therapy
- Provo School District
- Scenic-View Academy
- South Point Counseling Services
- Utah Behavior Services
- Utah Department of Corrections
- Utah State Hospital
- VA Health Care System
- Veritas Mental Health
- Wasatch Behavioral Health/Wasatch Behavior Health Substance Use Division

20. Policies, Criteria, & Procedures for Selection of Field Instructors

Criteria for Selection of Field Instructors

The school criteria for the selection of field instructors surpasses the CSWE requirements. An MSW field instructor must have:

- a. An MSW degree and an appropriate state or national, advanced or clinical license. For Utah this would be a minimum CSW State License with two years of post-Masters professional social work experience for supervising spring/summer (first-year) MSW internships, and an LCSW for supervising fall/winter (second-year) clinical concentration internships. (Almost all field instructors utilized by the program for both first- and second-year internships hold LCSW licenses. It is extremely rare for the program to approve and utilize a field instructor who does not hold an LCSW license.) In order to meet the State of Utah Division of

- Occupational and Professional Licensing requirements for a certified social worker (CSW) and licensed clinical social worker (LCSW) license, individuals must verify that they “have an earned master’s degree in social work from a Council on Social Work Education (CSWE) accredited program that included a clinical concentration and practicum as part of the degree requirements.” (Application for licensure, Certified Social Worker (CSW) or Licensed Clinical Social Worker (LCSW), Division of Occupational and Professional Licensing, State of Utah, bold in original.)
- b. A reputation for professional competence, usually demonstrated during two years of post-degree professional practice.
 - c. Demonstrated loyalty to the internship setting and its purposes.
 - d. Demonstrated identification with the profession of social work.
 - e. Expressed understanding of and support for social work education.
 - f. A sufficient background of experience, minimally two years post social work master’s degree and one year in the present internship setting.
 - g. Respect for students and a desire and ability to teach.
 - h. A willingness to support the mission and objectives of the university and the School of Social Work.
 - i. Completion of the program’s new field instructor training and participation in ongoing field education trainings at the university.

Means of Ensuring Selection Criteria of Field Instructors

Prior to being added to the IPT system as a field instructor, all field instructors are required to complete the New Field Instructor Training, submit their State-specific DOPL social work license number, and a resume to the field team for final approval as a BYU MSW field instructor. New Field Instructor Field Training provides CEUs for the field instructor; new field instructor training dates are entered and maintained within the IPT system. Once each year, prior to final field placement, the secretarial support for the field team verifies that the field instructor’s social work license is current and unencumbered.

BYU has been very fortunate in that most of the program’s field instructors have been involved with the school for many years. While there is some turnover in field instructors due to changes in field instructor employment within specific agencies or retirement, many of the field instructors have supervised BYU MSW interns for over five years, with several who have been field instructors with the program for ten or more years. The seniority of the program’s field instructors represents a significant commitment to the school.

Cases where a Field Instructor does not hold a CSWE-accredited social work degree

In Rare Cases where a Field Instructor does not hold a CSWE-accredited social work degree the Program assumes responsibility to reinforce a social work perspective.

Due to the high number of quality licensed social work professionals within the local community, and the positive relationships between the School of Social Work, local field settings, and local social work professionals, students rarely need to be supervised by a field instructor who does not hold a CSWE-accredited social work degree. The vast majority of field agencies in which interns are placed (100% for the last three years, 95% for the past five years) have more than one LCSW employed by the field agency, thus helping to ensure that a qualified LCSW field instructor is available to supervise and provide field instruction to our MSW interns within each agency placement.

In those rare situations where a field instructor does not hold a CSWE-accredited social work degree, the School of Social Work ensures that the field instructor meets all of the other required qualifications, and the field liaison increases the frequency of her monitoring visits to ensure that a social work perspective is maintained consistently throughout the field experience.

Students whose field instructors may not have a CSWE-accredited social work degree (about 2 students in the past 15 years; 0 students in the past 9 years) particularly benefit from the mandatory Integrative Field Seminar which is taught by a licensed clinical social work faculty member. The seminar reinforces a social work perspective and links the theoretical and conceptual components taught within the classroom to the students' field practice experiences. During this seminar, CSWE generalist and program specialized-clinical competencies are reviewed and student demonstrations of each competency (as performed within their individual field settings/internships) are discussed, submitted, or presented.

21. Policies, Criteria, & Procedures for Student Admission to Field

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.

During and after the Field Internship Fair in their first semester, students must complete a process of orientation and several personal interviews including interviews with the School of Social Work Director of Field Education, field setting directors, managers, and/or field instructors. These also serve as screening processes prior to field placement.

In order to proceed into the field students must:

- a. Have demonstrated clinical competency in all clinical classes (Soc W 611, 660, 621, 622, and 666) as determined by the clinical practice committee.
- b. Have demonstrated values consistent with those of professional social work practice and ethics consistent with the NASW Code of Ethics, as determined by the clinical practice committee.
- c. Have no demonstrated mental health or behavioral issues that might hinder the ability to deliver competent and ethical clinical social work practice, as determined by the clinical practice committee.
- d. Be enrolled in and successfully complete a social work practice class the semester directly prior to beginning field placement.
- e. 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 J, Background Clearance Information, page 77)

Pre-Requisite Field Courses

Prior to entering the field, MSW students are well screened by prerequisite field courses and instructors. Three prerequisite field courses are practice-specific in nature; they include classroom-based instructional and skills development courses and a clinical practicum course (utilizing BYU's Comprehensive Clinic). These prerequisite field courses, with their correlated skill-specific demonstrations and holistic competency assessment, must be completed prior to beginning Field Internship 1 (where CSWE generalist competencies and their accompanying practice behaviors are demonstrated and evaluated). Numerous experiential activities of increasing complexity and skill are

utilized within these pre-requisite field courses. These activities include, but are not limited to: role-plays, real-plays, structured practice skill rehearsals, computer simulated client experiences, and the video-taping and review of student and client treatment sessions.

These prerequisite field courses, and the correlated practice skills taught within them, include:

- a. Soc W 660 - Direct Practice Skills: Social Work practice skills taught and sufficiently demonstrated within this course include, but are not limited to: Personal and Professional Values Analysis and Ethical Behavior; Comprehensive Bio-Psycho-Social-Spiritual Assessment; Empathy; Authenticity; Verbal following, Exploring, and Focusing skills; Elimination of Counterproductive Communication Patterns; Goal and Contract Development; Additive empathy; Confrontation; Self-anchored Scaling; Identification and Management of Relation Reactions, and Evaluation and Termination of Treatment.
- b. Soc W 661 - Social Work Practice Models: Social Work practice skills taught and sufficiently demonstrated within this course include but are not limited to: Motivational interviewing core skills (OARS); assessing motivation, goals and values; focusing, evoking, and planning skills.
- c. Soc W 611 - Supervised Clinical Practicum: Social Work practice skills taught and sufficiently demonstrated within this course include, but are not limited to: Empathy, Active listening, Building rapport, Asking open-ended questions, Clarification, Summarizing, Confrontation, Asking follow-up questions, Focusing, Establishing continuity between sessions, Time management, and the Use of Theory to guide Social Work Intervention.

These courses provide ample opportunity for students to demonstrate, and clinical faculty to assess, a student's holistic competency and readiness for a field setting practice experience. Students must demonstrate holistic competency (Knowledge, Values, Skills, and Cognitive and Affective Processes) of the generalist competencies as outlined in the syllabus of each of the prerequisite-to-field courses. (See course-specific syllabi for holistic competency specifications and assessment within each course.) Additionally, students cannot proceed into the field with more than two "Cs" in their graduate-level coursework.

22. Policies, Criteria, & Procedures for Placing Students

Policies, Criteria, and Procedures for Placing Students

MSW students begin the process of field practicum internship placements with a brief exposure to the internship placement process during new student orientation held within the first week of their MSW program. At this time, they are encouraged to read their MSW Field Internship Manual and become acquainted with the field policies and procedures as well as the field forms included in the Field Manual.

During the first 8 to 10 weeks of their MSW program students are invited to attend thirty-minute presentations given by field agencies who provide paid internship placements to BYU MSW students. Information presented to the students includes, but is not limited to: agency location, population(s) served, therapeutic modalities used, type and amount of supervision provided, specialized training opportunities, schedule requirements, agency funding sources, special interview instructions or paperwork required, etc. Students are encouraged to attend as many of these internship presentations as their schedules will allow.

In November, approximately three months into their program, MSW students attend a Field Fair where they interview with internship agency personnel, including field agency/setting directors, managers, and/or field instructors. The field fair is an all-day event (8:00 am to 5:00 pm, a complimentary lunch is provided for all) where students are encouraged to interview with as many internship agencies as possible. Students typically interview with 13 to 15 internship agencies.

At the conclusion of the field fair, students are asked to identify their level of interest (high, medium, low, no interest, or didn't interview) for each internship placement agency in attendance at the field fair. Students are also asked to submit a current resume and provide additional information that will aid the Field Team in making the most desirable, advantageous, and educationally appropriate internship placements for all students. Examples of such additional information includes, but is not limited to: types of agencies, programs, or populations of interest, supervisor style most desired or compatible with their personality and learning style; prior social work or human service work and/or internships; and pertinent logistical information (area of residence, availability of transportation, child-care, health, work, schedule, or family considerations; etc.)

Each field placement agency is also asked to identify their level of interest (high, medium, low, no interest, or didn't interview) in each MSW student as a potential intern. Agency placements are also asked to provide any additional factors, requirements, or requests they would like the Field Team to consider when assigning interns to their agency.

Within the two weeks following the field fair, the Director of Field Education meets with each MSW student individually to discuss individual student areas of interest, career goals, and logistical concerns (e.g., transportation, financial, and time restraints) that need to be considered when placing the student in a field internship.

Student internship interests are then compared to the agencies' intern interest lists and reviewed by the field team for goodness of fit with the students' abilities and long-range goals. Projected internship placements are determined by the field team. As requested by field settings, second agency interviews with possible interns are facilitated. Agency approval of all interns is received prior to field placements being announced and discussed with students.

Approximately 6 to 8 weeks after the field fair students are informed of their projected field placements and are given the opportunity to discuss their resulting concerns, if any, with the Director of Field Education. The current Director of Field Education has never placed a student in an agency without the student's support and approval, nor has she placed an intern in an agency without the agency's support and approval.

This placement process has been refined and improved over the course of the past twenty years and has been found to be extremely desirable and productive for students, internship agencies, and the Field Team. Because of the extensive "up front" time given to, and the comprehensive nature of the field placement process, along with the high level of feedback and respect given to both students and field placement agencies, internship placement disruptions are extremely rare, field placement problems are usually minimal, and internship placement satisfaction is routinely high.

Near the beginning of February, two and a half months prior to the start of their first field education placement, a Pre-Field Orientation (PFO) meeting is held with the students. During this orientation meeting the Director of Field Education, the Field Liaison, and the Administrative Manager of the School

of Social Work review with students: the policies and procedures contained in the MSW Field Internship Manual, field education expectations, how the Intern Placement Tracking (IPT) system is used to facilitate the management of the field education program, and additional internship related financial resources for which students may apply.

Students are instructed to contact and meet with their respective agency contacts at least two months before the beginning of their initial internship placements and complete agency-specific paperwork, such as Bureau of Criminal Investigations (BCI) clearances and payment forms. (See Appendix L, MSW Field Internship Contact Form, page 81) Schedules for agency orientation sessions are secured. The initial internship, spring/summer semester, generally begins the last week of April or the first week of May and continues through mid-August. The second internship, fall and winter semesters, usually begins the first week of September and continues through mid-April of the following year. (See Appendix E, Pre-Field Fair Internship Review, page 67)

23. Policies, Criteria, & Procedures for Monitoring Students

The ongoing monitoring of field education placements is the responsibility of the Director of Field Education with the assistance of the Field Liaison. The liaison is required to visit with each student and their field instructor in the field setting once each semester of placement. During this visit the liaison is able to determine if the student is being appropriately supervised, if the Learning Activity Agreement is being followed, and if the learning activities are appropriate to the knowledge, skill level, and ongoing professional development of the student. As needed, the field liaison may make several visits to the agency or meet with a student at the university site to deal with emerging problems. Examples of these problems may be a lack of fit between the personality of the student and the in-agency field instructor or the student's inability to negotiate with the field instructor the clinical individual or group experiences desired. If the problem cannot be resolved at this level, it is taken to the Director of Field Education and the field team.

The school takes the responsibility of monitoring students very seriously. Occasionally, it has been necessary to remove a student from a field setting/field internship placement. This is done rarely but carefully, so as not to damage the relationships or reputations of the individuals involved. Occasionally, it has been necessary to communicate the field concerns to the administration of an agency system.

During the duration of the field internship, the student attends a mandatory, concurrent Integrative Field Seminar, taught by either the Director of Field Education or the Field Liaison. Assignments in the seminar include but are not limited to: completion of the Self-Care Curriculum, safety assignments, video presentations, assigned articles, review of the Field Manual, and discussion and documentation of the student's demonstration of the CSWE competencies. These assignments assist the faculty seminar leader and the field team in monitoring the student's progress in the field. If the seminar leader notices something of concern in the material which the student shares, presents, or submits during the seminar, the seminar leader contacts the student and/or the Director of Field Education to share the concerns. Concerns noted during the seminar discussions are brought to the weekly field team meetings for consideration, assessment, and intervention strategies as needed. The Field Liaison then follows up as indicated with the student and/or field agency to review the concerns and to develop a plan for improvement. When concerns arise in the field, the student, agency field instructor, and the field liaison develop a written corrective action plan to ensure all parties are in accord regarding the steps to be taken to remedy the situation. (See Appendix R, Internship Concern Note, page 130)

The Director of Field Education and Field Liaison have an “open-door policy” and encourage field education students to contact them whenever concerns or questions arise.

24. Policies, Criteria, & Procedures for 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: Soc W 660, Soc W 611, and Soc W 666, during the students’ first year classroom curriculum prior to their entrance into the field. These guidelines are again reviewed with interns in a Pre-Field orientation at the beginning of their first field placement during the Integrative Field Seminar (Soc W 614R).

Several mandatory, required for course completion, Integrative Field Seminar assignments are related to Student Safety. These assignments include, but are not limited to:

- a. All students are required to discuss pertinent safety policies and procedures with their agency field instructors. The Field Department provides Students and Field Instructors with a Safety Orientation Checklist to utilize as a guideline for this agency-specific safety discussion.
- b. All students are required to watch “Shots Fired,” an active shooter training provided online by the University.
- c. Students read several articles related to and discussing safety measures specifically related to Social Workers and Social Work practice.
- d. Safety materials and assignments are reviewed with all students during the Integrative Field Seminar.

As outlined in the New Field Instructor Orientation Materials, 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 are instructed to review with their interns those safety measures, elements, and guidelines, specific to their agency and field placement. (See Appendices A & B, MSW Field Manual)

All students are covered by University Liability Insurance. A link to the current liability insurance is found on the Social Work website, under the Field section. Liability Insurance is tied to the student’s enrollment in their Internship Courses (Soc W 654 R – Field Internship 1 and Soc W 655R – Field Internship 2); all activities included in the student’s Learning Activity Agreement for each specific semester they are in Field are covered by the University Liability Insurance. This Liability Insurance is included in the student’s regular tuition and is provided to the students at no additional cost to them. (See Appendix C, Field Education Affiliation Agreement, page 56)

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 the appropriate reporting, processing of the incident, and follow-up measures are taken, a “Field Incident Report” (see Appendix S, Field Incident Report, page 131) is completed for each such incident.

Internship Disruption Due to National or Local Events

The Accreditation Standard 2.2.7 in the [CSWE 2015 Educational Policy and Accreditation Standards](#) requires that programs have policies and criteria in place for supporting student safety in field placements. The BYU MSW Field Team has developed a plan to address the temporary disruption to student internship placements due to national or local events. Examples of such situations include, but are not limited to: unsafe driving conditions on a wide scale basis, widespread disruption of utilities/services, natural disasters resulting in unsafe working conditions, quarantines related to communicable diseases, lack of safety due to civil unrest, etc. The following recommendations, policies, and procedures are to be implemented where safety measures prohibit interns from completing internship hours within their assigned internship agency placement.

This policy applies to a short-term disruption in field internship attendance of less than 30 days. If the attendance disruption continues past the 30-day period, a review will be conducted by the BYU MSW Field Team to determine the best course of continued student support on a case-by-case basis. Students are to keep in regular contact with the BYU Field Team regarding their internship attendance via email and weekly Integrative Field Seminar attendance either in person or online (via Zoom).

If a student is advised by their agency, supervisor, field instructor, the School of Social Work field team, and/or government to not attend their internship placement, or if safety concerns necessitate a temporary disruption in internship attendance, the student should **immediately** contact and consult with **both** their BYU Integrative Field Seminar Instructor and their In-Agency Field Instructor.

Student alternative field learning activities should be assigned by, coordinated with, and approved by the in-agency Field Instructor. Examples of acceptable alternative learning activities include:

- Supervision: weekly supervision using Zoom (available to all BYU students free of charge) or other teleconferencing applications. In order to continue accruing internship hours students must participate in weekly agency-based supervision and Integrative Field Seminars.
- Meetings with individuals, families, and groups utilizing teleconferencing applications that can be accessed via computer, tablet, and/or telephone. ALL teleconferencing applications MUST meet all agency requirements regarding HIPPA and/or confidentiality.
- Develop trainings for the agency: develop trainings that will benefit your internship agency (i.e. Self-care, Trauma Informed Social Work Practice, Ethics, etc.)
- Develop group or workshop curriculum: develop curriculum for future implementation with agency clients. (i.e. Life skills, trauma, domestic violence, mindfulness, wellness plans, etc.)
- Develop written materials for clients or community: develop handouts/flyers/brochures (i.e. Explain informed consent policies, grounding techniques, etc.)
- Organizational policy review: review agency policies with suggestions or recommendations as appropriate (i.e. Safety policies, diversity policies, social media policies, utilization of technology, etc.)
- Legislative policy review: review relevant laws, policies, and bills that impact the population the student works with (i.e. Medicaid Expansion, Trauma informed training for State HHS agencies,

etc.)

- Literature review: conduct a literature review on a topic currently under discussion within your agency (i.e. Teleconferencing, trauma-informed practice and training, etc.)
- Grants: research potential grant opportunities your agency could pursue and assist in preparing aspects of the grant proposal.
- Community networking/resource development: teleconference with various service providers and develop a list of resources for clients with services offered, referral process, assistance requirements, required forms and information, etc.)
- Online trainings: complete assigned online training, provide a certificate of completion (if available), and prepare a presentation to disseminate the knowledge gained to your agency and colleagues. Examples of such topics include, but are not limited to:
 - Suicide Risk Factors and Warning Signs: www.co.train.org (Course ID 1080982)
 - Any trauma training contained within the Soc W 683 Trauma Informed Clinical Social Work Practice curriculum (see online syllabus).
 - QPR training: <https://qprinstitute.com/individual-training> (fee required, certificate gained)

Field Instructors may assign activities or trainings in addition to the ones listed on this page, in accordance with the student's individual learning activity agreement. **All activities must be pre-approved by the student's in-agency field instructor.**

Confidentiality and the Use of Technology

All students must comply with relevant laws, regulations, ethical standards, and organizational policies to ensure the confidentiality of clients. Students and agencies are encouraged to utilize the standards listed in the [Technology in Social Work Practice](#) guide to inform their use of technology. While each internship agency should develop their own protocols regarding the use of technology and confidentiality, the following best practices must be followed by all BYU MSW students:

- Take reasonable steps to maintain appropriate boundaries when using personal phones or other electronic communication. (I.e. temporarily hide your caller ID when making outgoing calls through your phone's settings.)
- Position web cameras so that others can only see your face.
- Position web cameras so the all confidential data is removed from camera view.
- Conduct all internship related conversations in a private space, behind a closed door.
- Be mindful of the potential for family members, roommates, or bystanders to overhear any portion of your discussions and take steps to eliminate such.

25. Policies, Criteria, & Procedures for Evaluating Student Learning & Competency

Student competency development within their field education experiences is systematically evaluated based on CSWE's holistic competency-based criteria. The MSW Learning Activity Agreement and Competency Evaluations seamlessly and clearly delineate CSWE competencies (both generalist and specialized-clinical) and correlate students' daily practice application (learning) activities (including the holistic competency dimensions of knowledge, values, skills, and cognitive and affective processes) and practice behaviors.

Generalist competencies are assessed at the completion of the MSW student's first internship (Sp/Sum semester), and the specialized-clinical competencies are assessed at the mid-point and end of the student's second internship (Fall and Winter semesters). Through the use of the IPT system and the dynamic Learning Activity Agreement and Competency Evaluation forms, student data regarding the mastery of competencies (including holistic competency dimension deficits) are recorded and analyzed on an individual student basis, per MSW cohort, and according to field education setting. Low competency scores and holistic competency dimension deficits are noted. Historical patterns are identified, addressed, and remediated within a continuous curriculum (both classroom and field) feedback loop. Such feedback is utilized when changes are made to field education procedures, Learning Activity Agreements, and Evaluation Forms. Pertinent field instructor training topics are drawn from areas of historical difficulty.

Evaluation of Student Learning Process

Once the Learning Activity Agreement has been signed by the student, field instructor, and Director of Field Education, the evaluation of a student's competency is electronically enabled and the student and field instructor can begin the evaluation process.

Students complete a formal evaluation form at the end of each semesters' internship experience. (See Appendix N, MSW Learning Activity Agreement and Competency Evaluation, Spring/Summer, page 85 and Appendix O, MSW Learning Activity Agreement and Competency Evaluation, Fall/Winter, page 105) Each semester's Competency Evaluation assesses the student's ability to perform practice behaviors that demonstrate holistic mastery of CSWE competencies. Generalist competencies 1 through 9 are assessed after the student's first internship placement, spring/summer semester. Specialized competencies 1 through 9 are assessed after the student's first semester in the second internship placement, fall semester. Specialized competencies 1 through 9 are again assessed at the end of the student's second internship placement, winter semester. This method of competency assessment demonstrates the sequential and cumulative nature of holistic competency development within field education.

The evaluation of a student's learning and performance includes variables from a minimal competency list established by professional educators and field practice faculty. Assessment scores range from (0) to (3) and are based upon a behaviorally-based competency rubric created by the field team and field instructors. Behavioral indicators included in the competency rubric are intended to give comprehensive coverage of varying levels of competency seen and expected of MSW students in field internships.

The final evaluation incorporates the student's self-evaluation of competency as well as the field instructor's ratings of the student's competency, thus providing two different perspectives of holistic competency mastery. Additionally, students complete a narrative reflection addressing their holistic competency (knowledge, values, skills and cognitive and affective processes) for each of the CSWE generalist or program-specialized competencies.

Each practice behavior is evaluated utilizing a four-level performance continuum ranging from "Competency Not Attained (0)" to "Advanced Skills and Competency (3)" of 0-3 points as follows:

"Competency Not Attained (0)"

Practice behaviors, knowledge, values, skills and judgment are not developed. The student is not competent to practice social work at this level, at this time.

“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. In the rare instance that a student is considered and evaluated to NOT be competent in a specified behavior, the field instructor will be asked to identify the dimension(s) (knowledge, values, skills, or processes) in which the deficiency(ies) occur(s). When a “0” rating is given, at the end of the evaluation process, and prior to the Field Instructor signing the evaluation form, an additional information/narrative box appears below the specific practice behavior in which competency is lacking. (Behaviors are outlined on the left-hand side of the form). If a student receives no “0” ratings on his/her evaluation, dimension (KVSP) information/narrative boxes will not be generated/seen.

“Introductory Competency (1)”

Under close supervision, the student consistently and consciously works to develop and demonstrate practice behaviors, knowledge, values, skills, and judgment in social work practice.

“Emerging Skills and Competency (2)”

With routine (weekly) supervision, the student’s practice behaviors, knowledge, values, skills and judgment in this area are becoming more integrated into their social work practice.

The rating of “Introductory Competency (1)” or “Emerging Skills and Competency (2)” is the minimal expected rating for MSW students during any given semester. These competency ratings imply adequate performance and holistic competency; no narrative description by the field instructor of the student’s performance is required.

“Advanced Skills and Competency (3)”

The student independently demonstrates practice behaviors, knowledge, values, skills and judgment with confidence and as an integral part of his/her social work practice. The student is clearly capable of independent social work practice.

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.

Behaviorally-Based Competency Rubric

The field team, in conjunction with a selected group of field instructors representing all of the major internship placements, created a behaviorally based competency rubric for use in determining four levels of student competency development: Competency Not Attained (0), introductory Skills and Competency (1), Emerging Skills and Competency (2), and Advanced Skills and Competency (3). This rubric is part of the field evaluation form and is used by all field instructors to help standardize competency assessment across internship placements and field instructors.

When either the student or field instructor are completing the final evaluation and they pass the cursor across the assessment selector of each practice behavior, the behaviorally-based evaluation rubric appears on the left-hand side of the evaluation form. Skill and competency ratings, along with the correlated behavioral descriptors for each rating, are contained in these rubrics. Students and Field

instructors are asked to “select the skill and competency rating which most closely describes the students’ performance of each behavior, in the current field internship.”

Evaluation Process

The field evaluation provides for a self-evaluation of competence by the student, followed by the field instructor’s evaluation of the student’s competency. Students first assess their performance on each of the practice behaviors (which are correlated with their associated competencies). Students rate themselves on a scale from 0 (“not yet competent”) to 3 (“highly competent”) utilizing the behaviorally-based competency evaluation rubric. Students also provide a narrative reflection of their holistic competency for each of the generalist and/or specialized competencies. Students also complete a narrative reflection addressing their holistic competency (knowledge, values, skills and cognitive and affective processes) for each of the CSWE generalist or program-specialized competencies. Students are given the opportunity to add additional comments to the final evaluation if desired. Once a student has completed their self-assessment and signed the evaluation form, the evaluation form is electronically sent to the student’s field instructor for evaluation.

After the student evaluates her/his competence and signs the evaluation form, the field instructor then evaluates the student’s competency. Field instructors complete the same process for rating a student’s competency as that described above. After completing the evaluation form and discussing it with the student, the agency field instructor is offered an opportunity to add additional comments and signs the Competency Evaluation.

The student and the field instructor are expected to discuss their respective evaluations of the student’s learning and performance. It is hoped that any disparate perceptions along the way will be discussed with the field instructor before the final evaluation is completed. However, in those rare situations where the differences in the student and field instructor perceptions cannot be resolved to mutual satisfaction, both the student and the field instruction are invited to discuss such in the narrative comment sections of the evaluation form or in an additional narrative document. Any additional narrative evaluation document becomes a part of the student’s evaluation and permanent file and is taken into consideration by the Director of Field Education when designating holistic competency and in the final grading process.

When both the student and the field instructor have completed and signed the final competency evaluation form, it is electronically forwarded to the Director of Field Education. The Director of Field Education reviews all comments and evaluation scores and submits her determination regarding the student’s demonstration of the competencies. In order to meet BYU’s MSW competency benchmark, a student must receive a “competent” assessment (1-3) for at least half (50%) of the practice behaviors delineated for each competency.

The Director of Field Education assigns all field grades which are determined according to the assignments and grading scale identified in the syllabi of Soc W 654R and Soc W 655R.

Ongoing Analysis and Improvement of the Field Evaluation Process

Improvements in the assessment of student competency within field internships are ongoing. Since our last reaccreditation cycle, the competency level indicators have been refined and a competency demonstration rubric was developed by the Director of Field Education, the field liaison, and 12 of our most experienced agency field instructors. This competency rubric behaviorally outlines the differences

between the “competency not attained,” “introductory skills and competency,” “emerging skills and competency”, and “advanced skills and competency” performance levels of each practice behavior. This competency rubric has been integrated within our online competency evaluations and is used by all field instructors.

Additionally, the holistic competency dimensions (Knowledge, Values, Skills, and Cognitive and Affective Processes) have been identified for each learning activity and have been added to the dynamic Learning Activity Agreement and Competency Evaluation. Student narrative reflections addressing their holistic competency demonstration of each of the CSWE generalist and program specialized-clinical competencies have been added to the student self-assessment portion of the Final Field Evaluation. The student narrative adds a critical thinking component to the student self-assessment process and provides field instructors and the Director of Field Education with additional feedback regarding the student’s ability to integrate the theoretical and conceptual knowledge learned in the classroom with their field internship experiences, and their subsequent ability to demonstrate holistic competency of each CSWE generalist or program-specialization competency.

26. Policies, Criteria, & Procedures for Evaluating Field Setting Effectiveness

Student Evaluation of Field Setting, Field Instructor, and additional Field Feedback

At the end of each field internship, students are asked to submit an online “Internship Feedback Survey” (see Appendix P, Student Internship Feedback Survey, page 125). In order to consistently attain feedback from all MSW students, the “Internship Feedback Survey” was incorporated as a concluding assignment in the Field Internship 1 and Field Internship 2 Courses. Since the inclusion of this survey as a required assignment, 100% of students have completed the survey and provided internship feedback regarding internship placements, internship agencies, internship experiences, and field instructors.

Student feedback regarding both positive and negative experiences within various field settings and with each field instructor is recorded, reviewed, assessed, and historically noted. Such feedback is saved indefinitely in a password-protected electronic format, thus facilitating long-term evaluation of both field settings and field instructors. This feedback is used by the field team in their decisions whether to continue using specific field settings and specific field instructors.

Field instructor training topics are drawn from areas of noted and repeated difficulty.

Field Liaison Feedback on Field Setting, Field Instructor, and additional Field Feedback

Each semester, the field liaison reports to the Director of Field Education and the Field team on the effectiveness of field instruction for the field settings and field instructors she has visited.

Feedback information from the students and the field liaison is reviewed each semester by the field team. Once each year, before the Administrative Manager contacts the various agencies regarding a time for them to present their agency internship options to the students, the field team reviews each agency for recertification as a field education setting. The feedback from students and the field liaison constitute a major part of this evaluation and field setting recertification. (See Appendix P, Student Internship Feedback Survey, page 125)

Ongoing Learning Activity Agreement Analysis

Because all student Learning Activity Agreements are stored indefinitely via the IPT system, ongoing documentation of correlated internship activities, practice behaviors, and competencies is continually gathered. This data provides continuous feedback regarding the effectiveness of the classroom curriculum, the field education curriculum, specific field settings, specific field instructors, and specific internship learning activities.

27. Policies, Criteria, & Procedures for Maintaining Field Contacts with Field Education Settings

Field Liaison Site Visits

Each semester the Field Liaison visits with each student and their field instructor within the field agency to:

- a. Review the student's field experience
- b. Ensure compliance with the Learning Activity Agreement (ensure learning experiences are being provided for the student as outlined in the LAA.)
- c. Ensure ongoing weekly supervision.
- d. Identify student, field instructor, agency, and field placement strengths
- e. Provide support and problem-solving as needed
- f. Review student progress
- g. Maintain a positive relationship between the field instructors, field agencies, and Social Work Field team.

The field liaison is first introduced to the students at their initial Pre-Field Orientation, at the Field Fair, and again via email contact. Agency personnel and field instructors are introduced to the field liaison via phone and email contacts, online new field instructor training, twice yearly on-campus field instructor training, and during in-agency site visits each semester. The agencies have come to expect that the field liaison will be in touch with them to set up an appointment and visit with each student and field instructor, within the field agency, at least once each semester. These visits last between thirty minutes to one hour and include a visit with the student and then a visit with the student and the agency field instructor together. Additional visits may be scheduled as needed to assist in problem avoidance, problem solving, or remediation.

Agencies also understand they can contact the field liaison any time they have a concern regarding the student(s), the required learning activities, social work practice behaviors and their corresponding CSWE competencies, or assessment materials. If the field liaison does not respond as needed, the agencies also know they have direct access to the Director of Field Education and do not hesitate to contact him/her as needed.

28. Field Instructor Orientation and Ongoing Training

New Field Instructor Orientation and Training

New field instructor orientation and training is required of all those who will be supervising BYU MSW students. In response to feedback from the field settings and field instructors, new field instructor orientation and training is provided online in power-point, narrative articles, and video streaming formats.

New Field Instructor Training includes, but is not limited to:

- a. Members, roles, and contact information of the Field Team
- b. CSWE competencies
- c. Specialized-Clinical Competencies
- d. University Internship Responsibilities
- e. Professional Liability Insurance
- f. Student Internship Responsibilities
- g. Field Instructor Internship Responsibilities
- h. Weekly Individual Supervision Guidelines
- i. Group Supervision and Clinical Staffing as an addition to weekly individual supervision
- j. Documentation of Supervision Hours
- k. Supervision Topics and Checklist
- l. Student feedback on Strengths and Weaknesses of Field Instructor Supervision
- m. Internship Hour Requirements
- n. Direct Client Contact Hours
- o. Intern Orientation and Checklist
- p. Intern Safety Orientation and Checklist
- q. Online Field Management via IPT
- r. Required Evaluations and Field Forms
- s. Student Learning Activity Agreement
- t. Generalist Practice Internship Activities
- u. Specialized-Clinical Practice Internship Activities
- v. Monthly Internship Time Logs
- w. Field Evaluations
- x. Field Evaluation Competency Rubric and Behavioral Descriptors
- y. Levels of Competency Evaluation
- z. Holistic Competency Dimensions
- aa. Holistic Competency Description required if an Intern receives a "0-Competency Not Attained" evaluation score
- bb. Student Narrative Self-Reflection of Holistic Competency
- cc. CEU opportunities
- dd. In Case of a Problem...

Ongoing Field Instructor Training

Twice yearly, early spring and the beginning of November, field instructors and community social workers are invited on campus for ongoing training. Field Instructor training covers topics including, but not limited to: supervision styles, the role of field instructors as educators, CSWE competencies, ways to link classroom curriculum with field experiences, safety within field internships, and CEU trainings on numerous and varied clinical topics. Some of these ongoing Field Instructor Trainings are offered online from the School of Social Work website. The availability of these online trainings change dependent upon availability and copyright/presenter permission.

29. Policies, Criteria, & Procedures for Internship Placement in Agency of Employment

Students are allowed to participate in a field internship at the agency where they are employed only in highly unusual circumstances. (No student has been placed as an intern within an organization where they were currently employed within the last two reaccreditation cycles.) Every attempt is made to facilitate a placement elsewhere in the community.

Should it become necessary to place a student in an agency where he or she is employed, assurance is secured and subsequently documented in the student's Learning Activity Agreement that the internship will occur in a different section or unit of the agency, and under the supervision of a field instructor who is not the student's regular employment supervisor. The student's Learning Activity Agreement must designate different and more advanced practice activities than those in which the student participated as an employee. BYU does not give field credit for duties or tasks in which the student is being or has been paid as a regular employee.

30. Policies, Criteria, & Procedures for Termination from Field Internship

A. FOR CAUSE

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

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

31. Policies, Criteria, & Procedures for Use of Social Media & Technology in Field Internships

Standards of client privacy and confidentiality must be maintained in all environments, including online. Appropriate professional boundaries are to be maintained in all settings and situations including all social networking mediums and sites. All reasonable precautions should be taken to protect the boundaries between personal and professional interaction and to protect the safety and privacy of the client and agency as well as the privacy of the social work student.

Examples of these policies in practice include, but are not limited to, the following: Personal phones and email addresses should not be used to communicate with clients. All personal communications and contacts should be kept to a minimum during internship hours. Use of social media including text messaging, tweets, Instagram, and Facebook-type posting should never reference information, events, or individuals related to field placement. Students should not “look up” present or past clients on social media, and should not friend, follow, etc. current or past clients. Work-related electronic documents should not be downloaded or saved onto personal or home laptops, computers, or devices. Students should not use agency computers for personal internet searches or viewing.

32. Policies, Criteria, & Procedures for Confidentiality in Field Education & Internships

The strictest confidentiality is to be maintained in all Field/ Internship courses. Clients should ONLY be identified in a seminar discussion or written assignments using names/descriptors that have been changed to provide complete and total confidentiality. All information shared and discussed in class is NOT to be shared out of class whatsoever (verbal, writing, audio, picture, social media, Zoom, etc.). ANY mention of a student’s internship on ANY social media platform whatsoever is deemed to be inappropriate and could result in failure of Field Education/ Internship courses.

33. Policies, Criteria, & Procedures for Children in Class

“The School of Social Work encourages and supports parents in their academic preparation and recognizes the challenge of making appropriate care arrangements for children. However, due to the potential distraction of having a baby or child in the classroom, the general rule is that they do not accompany parents in the classroom. Additionally, we encourage parents to have a back- up plan in place for the occasional and unplanned illness or family emergency. If, as a last resort, you must bring the child to class, please contact the course instructor in advance to obtain permission. If approved, it is the parent’s responsibility to ensure that the child is not a distraction to other students or the instructor” (see BYU MSW Student Handbook).

34. Policies, Criteria, & Procedures for Online Attendance in Field Education Courses

BYU does not have an online MSW program option. The use of the BYU Zoom account/ program as a tool for attendance in any field education course is for specific internship locations only and is determined by the Field Team. It is not an alternative option for increased convenience or leniency in seminar attendance. All use of zoom as a tool for seminar attendance must be pre- approved, in writing, by the Field Team. When participating in a field education seminar via Zoom, a student agrees to: watch the seminar in a private and secure location, where no other individual can hear any of the seminar discussion, preferably in a private office at their internship location; not share or record the seminar in any format whatsoever; mute the seminar should any other individual enter to room; and behave, speak, and dress in the same manner they would if they were attending the seminar at its location of origination. Face-time, Skype, Duo, or any other online video sharing/ program is not approved for use in any internship or field education course.

MSW Program Information Appendices A-D

APPENDIX A - MSW PROGRAM OF STUDY..... 51

APPENDIX B - FIELD PLACEMENT AGENCY INFORMATION AND APPLICATION 53

APPENDIX C - FIELD EDUCATION AFFILIATION AGREEMENT 58

APPENDIX D - INTRODUCTION TO IPT 66

Appendix A - MSW Program of Study

MSW Program of Study 2019-202154 required hours + 6 *elective* hours = 60 total credit hours**Research Emphasis Students take research electives**

Fall 2019			Credit Hrs
	Soc W 603	Research Methods in Social Work	2
	Soc W 620	Human Behavior and Social Environment	3
	Soc W 623	Social Justice & Diversity	2
	Soc W 660	Social Work Direct Practice Skills	3
	Soc W 661	Social Work Practice Models	3
		Required Hours Total:	13
Semester Hours total:			13
Winter 2020			
	Soc W 602	Statistical & Data Analysis in Social Work Research	3
	Soc W 611	Supervised Clinical Social Work Practicum	3
	Soc W 622	Social Work Assessment	3
	Soc W 666	Specialized Direct Social Work Practice	3
		Required Hours Total:	12
<i>*Electives (choose 1)</i>	Soc W 580	<i>Social Work in the School Setting</i>	2
	Soc W 675	<i>Substance Use Disorders</i>	2
	Soc W 680R	<i>Pharmacology (online course)</i>	2
Semester Hours total:			
Spring/Summer Semester 2020:	Soc W 614R	Integrative Field Seminar 1	2
	Soc W 654R	Field Internship 1	4
please note this course will required additional tuition if taken Spring/Summer	Soc W 683	<i>Trauma-Informed Social Work Practice (ONLINE) (concurrent Soc W 654 enrollment required) (offered Fall/Winter 2nd year)</i>	2
Required Hours Total:			6
Fall 2020			
	Soc W 615R	Integrative Field Seminar 2	1
	Soc W 606	Program & Practice Evaluation in Social Work	2
	Soc W 624	Social Work Practice with Couples and Families	2
	Soc W 630	Social Welfare Policy	3
	Soc W 655R	Field Internship 2	2
	Soc W 663	Social Work Practice with Groups	3
		Required Hours Total:	13
<i>*Electives (choose 1)</i>	Soc W 680R	<i>Special Topics: Global Issues/International (offered only Fall 2020) (online course)</i>	2
	Soc W 671	<i>Play Therapy</i>	2
	Soc W 674	<i>Human Sexuality and Social Work Practice (2nd yr MSWs only)</i>	2

	Soc W 683	Trauma Informed Social Work Practice (online course) (concurrent Soc W 655 enrollment required) (offered Fall/Winter 2 nd year)	2
Semester Hours total:			
Winter 2021			
	Soc W 615R	Integrative Field Seminar 2	1
	Soc W 655R	Field Internship 2	2
	Soc W 664	Leadership & Community Organization	3
	Soc W 667	Social Work Practice with Children & Adolescents	2
	Soc W 669	Specialized Clinical Practice	2
		Required Hours Total:	10
<i>*Electives (choose 1)</i>	Soc W 580	Social Work in the School Setting	2
	Soc W 675	Substance Use Disorders	2
	Soc W 676	Spirituality in Social Work (offered only Winter 2021)	2
	Soc W 683	Trauma Informed Social Work Practice (ONLINE) (concurrent Soc W 655 enrollment required) (offered Fall/Winter 2 nd year)	2
Semester Hours total:			

TOTAL Hours: **54** (required)
 6 (electives)

Appendix B - Field Placement Agency Information and Application

FIELD PLACEMENT AGENCY INFORMATION AND APPLICATION

**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. In what ways does your agency promote social work values?

2. How long has the agency been providing the services in which the student will participate?
_____ years

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

4. 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

5. Is the in-agency field instructor available for at least one hour of uninterrupted individual supervision per week? Yes/No.
6. Will the agency be able to provide at least 450 hours during Spring and Summer terms (end of April to mid-August) and 600 combined hours for Fall and Winter semesters? Yes/No.
7. 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:

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

During internship:

9. Please describe the student's workspace and access to computer, phone & desk:
10. The vast majority of BYU MSW internships are paid internships with an average reimbursement of \$12.00 per hour. Will the agency be able to provide a paid internship? _____ yes _____ no.
If yes, \$ _____ / hr.
11. 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?

12. 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?

13. 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:
14. Will the student be required to drive as part of the internship? If yes, please explain:
15. Is there a possibility that the internship placement will develop into permanent employment after graduation? Yes _____ Maybe _____ No _____
16. Will there be a research component to the internship? Yes/No. If yes, please explain how the student will be involved:
17. Will the agency support the student's desire to live the Honor Code of Brigham Young University (found at www.byu.edu/honorcode)? Yes/No.
18. 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 email this form to:

Ruth Aguirre, LCSW
Director of Field Education
School of Social Work
2171 JFSB
Brigham Young University
Provo, UT 84602-6709
Phone: (801) 422-3628
ruth_aguirre@byu.edu

Appendix C - Field Education Affiliation Agreement

FIELD EDUCATION AFFILIATION AGREEMENT

**Brigham Young University
School of Social Work
Last updated: November 2014**

This Agreement is entered into this ____ day of _____, 20____ (“Effective Date”) between Brigham Young University, a Utah nonprofit corporation and educational institution (“BYU”), for and in behalf of its School of Social Work (“School” or “BYU”) _____ (the “Experience Provider” or “Agency”) located at _____.

1. **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:

2. **GENERAL CONSIDERATIONS.**

- 2.1. An inter internship is a cooperative student program between BYU and the Experience Provider. The Experience Provider will provide supervision, facilities, and instruction that help students of BYU (each an “Intern”) acquire skills and knowledge related to their chosen field of study or occupation.
- 2.2. **Duration of Agreement.** This Agreement is effective as of the Effective Date and shall continue in full force and effect no longer than ten years:
 - 2.2.1. 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;

- 2.2.2. As further described herein; or
- 2.2.3. Upon mutual agreement of the parties to this Agreement.
- 2.3. **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.
- 2.4. **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.
- 2.5. BYU and the Experience Provider agree to indemnify each other from any claims or liability, including reasonable attorneys' fees, due to their respective negligent acts or omissions arising from the performance of this Agreement. Each party further agrees to have in effect insurance coverage to adequately underwrite this promise or indemnity.
- 2.6. Neither BYU nor the Experience Provider will be responsible nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused only by the other party's actions, inactions or negligence. If, however, such claims, disputes, losses, damages, injuries, adverse events or outcomes of each party to indemnify the other hereunder shall be limited to the extent of the indemnifying party's respective fault.
- 2.7. This Master Agreement is not intended and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture or association between BYU and the Experience Provider and their employees, Interns, or agents; but rather is an Agreement by and among two independent contractors. Each Intern is placed with the Experience Provider in order to receive educational experience as part of the academic curriculum; duties performed by an Intern are not performed as an employee of the Experience Provider but rather in fulfillment of the academic requirements of the educational experience and are performed under direct supervision by the Experience Provider's personnel. To the extent allowed under state and/or federal law, neither the Experience Provider nor BYU is required to provide worker's compensation coverage for the Interns participating in the educational experience.
- 2.8. **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.

- 2.9. **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.
- 2.10. **Modification:** This Agreement may only be modified by a writing that is signed by all parties to this Agreement.
- 2.11. **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.
- 2.12. **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.
- 2.13. **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.
- 2.14. **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.
- 2.15. **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.

- 2.16. **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.

- 2.17. **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.
- 2.18. **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.
- 2.19. This Agreement covers (check one)
- ☐ 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.)
- ☐ Multiple locations of Experience Provider—i.e., only those locations listed below. (Attach sheet if additional space needed.)
- _____
- _____
- _____
- _____
- _____
- _____
- ☐ **All locations** of the Experience Provider

3. **RESPONSIBILITIES OF SCHOOL.** School shall:

- 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. Make reasonable efforts to ensure that the Intern participates in the internship during the dates specified unless modified by the Experience Provider and BYU. This includes instructing each Intern about the consequences of not completing the internship.
- 3.4. Inform Students that they are subject to the general rules, policies, and procedures of the Agency; including the specific provisions that
 - 3.4.1. The Agency is ultimately responsible for the quality control, and supervision of client care;
 - 3.4.2. The Agency necessarily retains the right to act in the best interests of its clients in all cases;
 - 3.4.3. The Agency reserves the right when necessary to expel Students from the Agency for cause, after conferring with the School.
 - 3.4.4. Students are expected to abide by the terms of Section 2 above.
 - 3.4.5. Assure that the Students enter into a Student Learning Activity Agreement, substantially in the form of the agreement found online at www.runipt.com.
- 3.5. Provide to the Agency information relevant to Students' educational expectations, including, but not limited to:
 - 3.5.1. Dates for Field Instruction
 - 3.5.2. General objectives and types of experiences desired.
 - 3.5.3. Relevant course information and data on Students to help maximize Students' learning experience.
- 3.6. Orient and assist Students to adequately prepare Students to function effectively in their Agency assignments.
- 3.7. 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.
- 3.8. Respond in a timely manner to any complaints concerning Students.
- 3.9. 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.)
- 3.10. Provide ongoing consultation and training for Agency Field Instructors, including orientation and annual field instructor development and professional workshops.
- 3.11. 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.

- 3.12. 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.
 - 3.13. Provide online to the Agency a copy of the Student Learning Activity Agreement.
 - 3.14. 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.
4. **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:
 - 4.14.1. Their achievement or progress does not warrant continuation in the School's program.
 - 4.14.2. Their behavior fails to conform to the applicable rules and regulations of the Agency or of the School.
 - 4.14.3. They violate applicable rules of professional ethics.
 - 4.14.4. 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.

- 4.15. If Agency has AmeriCorps members serving at their agency, Agency agrees to notify BYU if agency finds AmeriCorps members violating the prohibited activities regulations listed primarily in Exhibit B of this agreement.

5. **STUDENT RESPONSIBILITIES.** The parties to this Agreement acknowledge and agree that it shall be the responsibility of Students to:

- 5.1. Comply with the Agency experience provider's policies and procedures.
- 5.2. 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.
- 5.3. Maintain a health insurance policy in effect during the full period of any internship within the Agency.
- 5.4. Enter into a separate written agreement with BYU ("Field Internship Agreement"), substantially in the form of the agreement attached as Exhibit A.

6. **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.
7. **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.
8. **ENTIRE AGREEMENT.** This Agreement constitutes the entire agreement of the parties with respect to the subject matter of this agreement.

IN WITNESS WHEREOF, THE PARTIES 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 HBL
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 - Introduction to IPT

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

Agency

BYU Clinic/Research

Street Address

2190 JFSB

City, State Zip

Provo, UT 84602

Phone

801 422 3282

Fax

Location Code

Contact

✉ Kevin Marett

Master Agreement

Stipend

Contract

Status: Active

☒ MSW
 ☐ BSW

☐ cb1
 ☐ cb2
 ☐ cb3

Field Liaison

Kevin Marett

Primary Classification

Agency Web Site:

Reset Username and Password to Defaults (Already Reset) ☐

Default Username: CEV3336 (case sensitive)
 Default Password: ipt (case sensitive)

Account: BYU Clinic/Research

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


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 Maret

Last Name <input type="text" value="Maret"/> First Name <input type="text" value="Kevin"/> Street Address <input type="text" value="2190 JFSB"/> City, State Zip <input type="text" value="Provo UT 84602"/> Email  <input type="text" value="kevin_maret@byu.edu"/> <input type="checkbox"/> Edit Agency Detail <input checked="" type="checkbox"/> Active <input type="checkbox"/> cb1 <input checked="" type="checkbox"/> MSW <input type="checkbox"/> cb2 <input type="checkbox"/> BSW <input type="checkbox"/> cb3	Phone <input type="text" value="801 422 3282"/> Fax <input type="text"/> Cell <input type="text" value="801 885 5961"/> Training <input type="text"/> Contact Type <input type="text" value="v"/>
---	---

☒ Edit Agency Detail

X Picture Not Available

Agency [Change](#)

Notes:

Internship Assignments			
Semester	Student Name	Phone Number	Student Group

Reset Username and Password to Defaults (Already Reset) ☐ Default Username: **JSM7449** (case sensitive)
 Account Maret, 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

Group: **Suzie Student**

Last Name

Student

First Name

Suzie

Street Address

Test for CSWE

City, State Zip

Email

socialwork@byu.edu

Emergency Contact

Emergency Phone

Home Street Address

Home City, State Zip

BYU ID:

Save

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](#)

Field Internship Fair and Forms Appendices E-K

APPENDIX E - <i>PRE- FIELD FAIR INTERNSHIP REVIEW</i>	67
APPENDIX F - <i>FIELD FAIR MEMO</i>	71
APPENDIX G - <i>FIELD FAIR STUDENT INTERNSHIP PREFERENCE FORM</i>	74
APPENDIX H - <i>FIELD FAIR AGENCY INTERN PREFERENCE FORM</i>	76
APPENDIX I - <i>SCHOOL OF SOCIAL WORK INTERNATIONAL PLACEMENT CHECKLIST</i>	78
APPENDIX J - <i>BACKGROUND CLEARANCE INFORMATION</i>	79
APPENDIX K - <i>FERPA RELEASE FOR FIELD EDUCATION PURPOSES</i>	81

Appendix E - Pre-Field Fair Internship Review

Pre-Field Fair Internship Review BYU School of Social Work 2020 Cohort

Two Field Internships: Please note the dates during which you are to be in your internships. **Do NOT schedule vacations, weddings, honeymoons, etc. during or overlapping these dates. Schedule activities either before or after these dates!!!** (Birth and death are the exceptions to this rule as these events are most often not within our control. 😊)

1. **Spring/Summer** - **450 hours**; Tuesday, April 30, 2019 to Friday, August 16, 2019 (first day of class Spring block through last day of finals Summer block); Monday-Friday; 28 hours (minimum) to 40 hours (some agencies) per week.
2. **Fall/Winter** - **600 hours**; Tuesday, September 3, 2019 to Wednesday, April 15, 2020 (first day of class Fall semester through last day of class Winter semester); Monday, Wednesday, and Friday; Part-time, 20 hours per week (concurrent with classes on Tuesday and Thursday.) Please do not schedule internship activities on either Tuesday or Thursday during Fall and Winter semesters as these are class days.

Internship Placement Guidelines and Process:

1. All placements are made by the Field Director with input from the Field Team.
2. Students are not to pursue individual internship contacts. Our Social Work internships have multiple CSWE, University, and School requirements. Attempting to set up your own internship will jeopardize your internship possibilities and may be highly embarrassing to you.
3. If you are interested in an internship outside of the Wasatch Front/Utah area, please note such on your Field Placement Review Form. If you have a specific location in mind, make sure and talk to the Field Director about such as soon as possible.
4. Historically, our regular internship placements are paid placements (via agency funding). Such has been the result of years of work by the Social Work Field Directors and high quality, professional work by prior MSW students. Your performance not only represents and affects you; it also represents and affects the University, the School, and future MSW interns. Paid internships are not guaranteed, but they are the norm.
5. Additional unpaid internships are available. Please see the Field Director if you have a particular interest in an area of Social Work which may not be represented in our paid internships.
6. The MSW Field Fair will be held **Thursday, November 29th, from 8:00 am to 5:00 pm at the BYU Harmon Conference Center. This is a mandatory internship placement fair; calendar it now so you can be in attendance. No Exceptions!**
7. **Prior to the Field Fair log into your IPT account and look through the active agencies listed under the “Agency List” tab.** Read through the “Internship Information” and visit the various agency web sites. (IPT access information is included at the end of this document.)

8. **Bring 50 copies of your resume with you** to the Field Fair (copy services are not available at the Field Fair). Business Dress.
9. At the MSW Field Fair you will interview with potential agencies for internship placements. It is recommended that you interview with as many agencies as possible. Students often find that their favorite internship was one they had not considered before or one they thought they wouldn't like.....
10. You can begin signing up for interview slots at 7:30 am the day of the Field Fair. Length of interview (15, 20 minutes, etc.) and format (individual vs. group interviews) vary according to agency preference. Such will be reflected on the interview sign-up sheets on each agency interview room/door. Some agencies will be interviewing in the morning, some in the afternoon, and some will be there all day. You will receive such information at Field Fair registration.
11. Before leaving the Field Fair students are to submit to the Field Director their *Field Placement Review Forms*. This includes information the field team needs to consider when making field placements, as well as the student's top ten internship choices for both Spring/Summer and Fall/Winter internships.
12. During the second week of December (12/10 to 12/14), the Field Director will meet individually with each MSW student to discuss their career interests and various logistical factors that may be important in the consideration of internship placements (IE. housing, transportation, family situations, etc.) After turning in your Field Placement Review Form (before you leave the Field Fair) you will be able to schedule an appointment with the Field Director for this internship placement discussion.
13. Considering educational best interest; student and agency internship preferences; logistical factors; prior experience; various agency requirements; international employment factors; BCI factors; student and field instructor personalities, strengths and weaknesses; along with a myriad of other factors, the Field Director will begin the "puzzle piecing process" of assigning students to field internships.
14. The Field Team will meet to discuss internship placements.
15. The Field Director will place interns on a preliminary basis, and will contact agencies to approve those placements.
16. As required by individual agencies, students may be asked to have an additional interview with internship agency personnel.
17. The Field Director MAY ask you to come and meet with her again to discuss your internship placement.
18. The Field Director will make every effort possible to meet the desires of both students and agencies. Remember: many students want the same internships, and it is not possible to place everyone in their agencies of highest preference.
19. The primary consideration of ALL internship placements is educational training/experience.
20. Please remember that many agencies specify who they will (and sometimes won't) take as an intern. This information is not openly shared with students, as such would be inappropriate. Please don't ask for this information or push this bubble.
21. When ALL students are placed in internships for both Spring/Summer and Fall/Winter placements, internship placements will be posted and announced via the IPT system.

22. No student is placed in an internship until ALL internship placements are finalized. No exceptions.

23. The appropriate response upon receiving your internship placement is: “Thank you so much for your hard work in finding me a paid field placement.” 😊
24. The appropriate response when your field placement agency turns out NOT to be one of your highest preferences, is: “Thank you so much for your hard work in finding me a paid field placement.” 😊
25. If, for some extraordinarily strange and extremely unusual situation, you are placed in an unpaid field placement, the appropriate response is: “Thank you so much for doing everything you possibly could to try and get me a paid field placement. If a paid placement opens up please consider me for such.” 😊
26. If you have major and serious concerns with your field placement, please discuss such with the Field Director. No one but the Field Director can place you in a field placement; discussing discontent regarding your placement with fellow students, other faculty members, Social Work agencies, or other professionals is unprofessional.
27. Should you choose to decline an internship placement, please be aware that said internship will no longer be an option available to you, and other students will not be displaced from their placements to accommodate your desire.
28. Every effort will be made to have internship placements finalized by the middle of February, 2019.

The following Agencies have historically interviewed students at the MSW Field Fair:

Children’s Justice Center, Alpine School District, Provo School District, Development Counseling Services (formerly known as Deseret Industries), Utah State Prison (Substance Abuse and Mental Health), VA Medical Center, LDS Family Services (North Wasatch Front & South Wasatch Front), Primary Children’s Medical Center (Center for Counseling, Hospital, and Residential Treatment Units), Utah State Hospital, Wasatch Mental Health, The Greenhouse, Scenic View Academy, Family Support and Treatment Center, Utah County Department of Drug and Alcohol Prevention and Treatment, Provo Canyon Behavioral Hospital, Center for Hope, Veritas Mental Health, and Oxbow Academy (new placement). Additional new placement agencies may also be interviewing.

Field Team Contact Information:

Field Director:

Ruth Aguirre, LCSW
Office: 2171 JFSB
Phone: (801) 422-3628
Email: ruth_aguirre@byu.edu

Field Liaison:

Marcie Remington, LCSW
Office: 2168 JFSB
Phone: (801) 422-0065
Email: Marcie_remington@byu.edu

School of Social Work Office Manager:

Charlene Clark

Office: 2190 JFSB
Phone: (801) 422-7438
Email: charlene_clark@byu.edu

IPT (Intern Placement Tracking):

IPT is the online computer system we use to keep track of all our BYU MSW internship information and forms. Student, field instructor, and agency information is found within the system. All internship paperwork requiring student, field instructor, and field director signatures (Learning Agreement, Evaluation forms, and Monthly Reflection/Time Logs) are submitted, signed, and archived via the IPT system. Each student, field instructor, and field team member has their own IPT account, which is password protected.

The social work field secretary will email each student their individual IPT log in information. **It is critically important that you promptly set up your IPT account and that you keep your IPT information up-to-date.** Additional information and training on how to access and use IPT is found at: socialwork.byu.edu > Field > Intern Placement Tracking.
(socialwork.byu.edu/Pages/Field/IPT.aspx)

Appendix F - Field Fair Memo

Interoffice

MEMORANDUM

To: All 1st year MSW Students
 From: Ruth Aguirre, LCSW, Director of Field Education
 Subject: FIELDWORK FAIR AND IMPORTANT DATES
 Date: November X, 20XX

Please reserve all day on Thursday, November XX, 20XX for the Fieldwork Fair. This is your chance to interview with representatives from the potential field placements to learn more about opportunities available to you in the field practicum. The Field Fair will run from 8:00 AM until 4:00 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. Please 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 XX, 20XX - 8:00 AM to 4:00 PM - Field Fair

November XX, 20XX - by end of Field Fair - Turn in your Internship Preference and Review Form, and sign up for an internship interview with the Field Director.

The Field Fair will be held at the BYU Conference Center Room XXXX. 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 field placement are due by the end of the day. You need to submit your preferences for both Spring/Summer and Fall/Winter. Please understand that final field 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 resumes.)

Appendix G - Field Fair Student Internship Preference Form

Field Fair Student Internship Preference Form

Name: _____ Phone: _____
 Email: _____

You have time for 19 interviews during the course of Field Fair, use your time wisely. We recommend interviewing with as many agencies as possible, at least 12-15.

Filling out the Preference Form: Considering the following statements, please check your level of interest in each of these potential MSW internships.

High Interest: "I think I would do exceptionally well in this agency and would really like to be placed here."

Medium Interest: "I think I would do well in this agency and would like to be placed here."

Low Interest: "While this agency isn't one of my top preferences, I'd be fine with an internship at this agency."

No Interest: "I have a significant concern with being placed at this agency." (Please express your concern in the comments section.)

Didn't Interview: "I didn't interview with this agency." (Remember: limited agency interviews significantly limit your placement opportunities and is NOT recommended.)

Agency Name:	High Interest	Medium Interest	Low Interest	No Interest	Didn't Interview	Comments
1. Adult Probation & Parole						
2. Alpine School District						
3. Children's Justice Center – Groups						
4. Children's Justice Center – Indiv.						
5. Development Counseling Services						
6. Family Support & Treatment						
7. Greenhouse Center						
8. LDS Family Services (Salt Lake County)						
9. LDS Family Services (Utah County)						
10. New Roads Behavioral Health						
11. Outback Therapeutic Expeditions						Primary Therapist or Field Therapist
12. Oxbow Academy						
13. Primary Children's Counseling Cntr						
14. Primary Children's Day Tx – Adol.						
15. Primary Children's Day Tx - Child						
16. Primary Children's Hospital						
17. Provo Canyon Behavioral Hospital						
18. Provo School District						
19. ScenicView Academy						
20. UT County ADDAPT						
21. UT State Hospital						
22. UT State Prison (Conquest)						
23. UT State Prison (Excel)						
24. UT State Prison (Mental Health)						
25. VA Medical Center						
26. Veritas Mental Health						
27. Wasatch Mental Health						

Please complete both the front and back of this form and turn it in at the end of Field Fair along with your resume. Don't forget to sign up for an internship interview with the Field Director!

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? (community in which you live, reliability of transportation, family situation, health, work, child care, schedule specifics, etc.)
8. Are there any agencies, supervisors, or colleagues where/with whom an internship placement would be a conflict of interest for you?
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

Appendix H - Field Fair Agency Intern Preference Form

Field Fair Agency Intern Preference Form

Agency:

Unit (if applicable):

Agency Contact Person:

Phone:

Email:

Spring/Summer Internship: May 1, 2018 to August 17, 2018 (450 hour minimum), M-F, 28 hours to 40 hours per week.

****Number of Spring/Summer Interns Desired:** _____

Fall/Winter Internship: September 4, 2018 to April 19, 2019 (600 hour minimum), M/W/F, Part-time, 20 hours per week, on campus classes on T/TH.

****Number of Fall/Winter Interns Desired:** _____

Filling out the Preference Form: Considering the following statements, please check your level of interest in having each of these MSW students placed as an intern at your agency. (See backside of this form)

High Interest

"This student would do exceptionally well in our agency and we'd really like to have them placed here."

Medium Interest

"This student would do well in our agency and we'd be happy to have them placed here."

Low Interest

"This student would be fine in our agency, we would take them as an intern, but they aren't one of our highest preferences."

No Interest:

"We do not think this student would do well in our agency" – or – "We would have significant concerns with having this student placed at our agency."

Didn't Interview

"This student didn't interview with our agency."

Student Name	High Interest	Medium Interest	Low Interest	No Interest	Didn't Interview	Comments
1. Student Names Listed						
2.						
3.						
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40.						

Are there any additional factors, requirements, or requests you would like the Field Team to consider when placing interns at your agency?

Please complete and return this Agency Intern Preference Form to the Field Director at the end of the Field Fair today.

Thanks for all you do! We couldn't educate our MSW students without you!

Appendix I - School of Social Work International Placement Checklist

SCHOOL OF SOCIAL WORK INTERNATIONAL FIELD PLACEMENT CHECKLIST

International Placement Policy

- ☐ If you are a MSW student, you have submitted your Field Preference Form to the 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.
- ☐ You agree to coordinate all placement, travel, etc. with the Kennedy Center.
- ☐ You agree to comply with all Kennedy Center established policies, procedures, forms and paperwork.

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

Appendix J - 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 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. ☐ Yes Have you ever been incarcerated for any reason in any correctional facility (*domestic or foreign*) 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, extracted from website June 9, 2014.)

Comments and/or Explanatory Information:

Name: _____

Signature: _____ Date: _____

Appendix K - FERPA Release for Field Education Purposes

Brigham Young University School of Social Work

AUTHORIZATION TO RELEASE INFORMATION

The purpose of the Family Educational Rights and Privacy Act of 1974 (“FERPA”) is to protect the privacy of individual students by placing certain restrictions on the disclosure of information contained in a student’s university records. I understand that in order for the School of Social Work to honor a verbal or written request for information by anyone other than the individual student, unless such an exception under FERPA permits such release of information, a signed authorization must be on file.

Therefore, I (insert name) _____

Give my FULL consent to Brigham Young University School of Social Work to release any information necessary, either verbally or in writing to: **potential or current Field Placement Agencies and their personnel** for the purpose of: **obtaining, continuing, or completing a field placement.**

I understand further that (1) I have the right not to consent to the release of my education records; (2) the inability to share educational information may limit my options for internship placement (3) I have the right to receive a copy of such records upon request; (4) and that this consent shall remain in effect until revoked by me, in writing, and delivered to the Director of the School of Social Work at Brigham Young University, but that any such revocation shall not affect disclosures previously made by Brigham Young University School of Social Work prior to receipt of any such written revocation.

Student Signature

Date

Field Forms and Paperwork Appendices L-Q



APPENDIX L - <i>MSW FIELD INTERNSHIP CONTACT FORM</i>	83
APPENDIX M - <i>EXAMPLE INTERNSHIP COMPLETION PLAN</i>	85
APPENDIX N – <i>MSW LEARNING ACTIVITY AGREEMENT AND COMPETENCY EVALUATION, SPRING/SUMMER</i>	87
APPENDIX O – <i>MSW LEARNING ACTIVITY AGREEMENT AND COMPETENCY EVALUATION, FALL/WINTER</i>	107
APPENDIX P – <i>STUDENT INTERNSHIP FEEDBACK SURVEY</i>	127
APPENDIX Q - <i>INTERNSHIP REFLECTION AND TIME LOG</i>	129
APPENDIX R – <i>MSW INTERNSHIP CONCERN NOTE</i>	132
APPENDIX S- <i>FIELD INCIDENT REPORT</i>	133
APPENDIX T- <i>POLICY FOR PROCESSING OF ALLEGED STUDENT INTERN ABUSE OF AGENCY CLIENTS</i>	134

Appendix L - MSW Field Internship Contact Form

3/25/2020

MSW Field Internship Contact Form

**MSW Field Internship Contact Form****Spring/Summer Internship**

Agency:	<input type="text"/>
Contact Person:	<input type="text"/>
Phone Numbers:	<input type="text"/>
Internship Location/Address:	<input type="text"/>
	<input type="text"/>
	<input type="text"/>
Start Date:	<input type="text"/>
End Date (voluntarily ending internship to continue education):	<input type="text"/>
Required Training/Orientation Dates:	<input type="text"/>
Required Background Clearance Information:	
Number of Clock Hours:	<input type="text"/>
Payment Information (amount and payment schedule):	

Agency-Specific Weekly Schedule:

Work Schedule (Days and Hours each Week)	<input type="text"/>
Night Groups: (Day and Time if applicable)	<input type="text"/>
Weekly Staff Meetings: (Day and Time if applicable)	<input type="text"/>

Fall/Winter Internship

Agency:	<input type="text"/>
Contact Person:	<input type="text"/>
Phone Numbers:	<input type="text"/>
Internship Location/Address:	<input type="text"/>
	<input type="text"/>

https://www.aiceasoftware.com/web2form.php?file=byu_msw_internship_contact_form_v2.html

1/2

3/25/2020

MSW Field Internship Contact Form

Start Date:

End Date (voluntarily ending
internship to complete
graduation requirements):Required
Training/Orientation Dates:Required Background
Clearance Information:

Number of Clock Hours:

Payment Information
(amount and payment
schedule):**Agency-Specific Weekly Schedule:**

Work Schedule (Days and Hours each Week)

Night Groups: (Day and Time if applicable)

Weekly Staff Meetings: (Day and Time if
applicable)Student Signature: [Click to sign Completed Document](#)Field Director Signature: [Click to sign Completed Document](#)

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.

CLOSE

SAVE

[Printable Version](#)

IPT Online Form System November 28, 2016

rww

Form Id: -

Appendix M - Example Internship Completion Plan

Example Internship Completion Plan Anticipated Work Schedule for Utah State Hospital Internship (spring/summer)

Week of May 6-10 (32 hours total)

Monday, May 6 = 8hrs
 Tuesday, May 7 = 8hrs
 Wednesday, May 8 = 8hrs
 Thursday, May 9 = 8hrs
 Friday, May 10 = 0hrs

Week of May 13-17 (35.75 hours total)

Monday, May 13 = 7.5hrs 9am-5pm
 Tuesday, May 14 = 7.5hrs 9am-5pm
 Wednesday, May 15 = 7.75hrs 8:45-5pm
 Thursday, May 16 = 7.5hrs 9am-5pm
 Friday, May 17 = 5.5hrs 9am-3pm

Week of May 20-24 (33 hours total)

Monday, May 20 = 8hrs 8:30am-5pm
 Tuesday, May 21 = 9.15hrs 8:15am-6pm
 Wednesday, May 22 = 9.15hrs 8:45am-6pm
 Thursday, May 23 = 6.75hrs 8:15am-3pm
 Friday, May 24 = 0hrs

Week of May 27-31 (38 hours total)

Monday, May 27 = 0hrs
 Tuesday, May 28 = 9.5hrs 8am-6pm
 Wednesday, May 29 = 9.5hrs 8am-6pm
 Thursday, May 30 = 9.5hrs 8am-6pm
 Friday, May 31 = 9.5hrs 8am-6pm

Week of June 3-7 (39.5 hours total)

Monday, June 3 = 8.5hrs 8am-5:00pm
 Tuesday, June 4 = 9hrs 8am-5:30pm
 Wednesday, June 5 = 9hrs 8am-5:30pm
 Thursday, June 6 = 9hrs 8am-5:30pm
 Friday, June 7 = 4hrs 8am-12pm

Week of June 10-14 (39.5 hours total)

Monday, June 10 = 9hrs 8am-5:30pm
 Tuesday, June 11 = 9hrs 8am-5:30pm
 Wednesday, June 12 = 9hrs 8am-5:30pm
 Thursday, June 13 = 9hrs 8am-5:30pm
 Friday, June 14 = 4hrs 8am-12pm

Week of July 29-August 2 (39.5 hours total)

Monday, July 29 = 9hrs 8am-5:30pm
 Tuesday, July 30 = 9hrs 8am-5:30pm

Week of June 17-21 (39.5 hours total)

Monday, June 17 = 9hrs 8am-5:30pm
 Tuesday, June 18 = 9hrs 8am-5:30pm
 Wednesday, June 19 = 9hrs 8am-5:30pm
 Thursday, June 20 = 9hrs 8am-5:30pm
 Friday, June 21 = 4hrs 8am-12pm

Week of June 24-28 (39.5 hours total)

Monday, June 24 = 9hrs 8am-5:30pm
 Tuesday, June 25 = 9hrs 8am-5:30pm
 Wednesday, June 26 = 9hrs 8am-5:30pm
 Thursday, June 27 = 9hrs 8am-5:30pm
 Friday, June 28 = 4hrs 8am-12pm

Week of July 1-5 (26 hours total)

Monday, July 1 = 9.5hrs 8am-6pm
 Tuesday, July 2 = 9.5hrs 8am-6pm
 Wednesday, July 3 = 7hrs 8am-3:30pm
 Thursday, July 4 = 0hrs
 Friday, July 5 = 0hrs

Week of July 8-12 (38 hours total)

Monday, July 8 = 0hrs
 Tuesday, July 9 = 9.5hrs 8am-6pm
 Wednesday, July 10 = 9.5hrs 8am-6pm
 Thursday, July 11 = 9.5hrs 8am-6pm
 Friday, July 12 = 9.5hrs 8am-6pm

Week of July 15-19 (35.5 hours total)

Monday, July 15 = 9.5hrs 8am-6pm
 Tuesday, July 16 = 9.5hrs 8am-6pm
 Wednesday, July 17 = 9.5hrs 8am-6pm
 Thursday, July 18 = 7hrs 8am-3:30pm
 Friday, July 19 = 0hrs

Week of July 22-26 (39.5 hours total)

Monday, July 22 = 9hrs 8am-5:30pm
 Tuesday, July 23 = 9hrs 8am-5:30pm
 Wednesday, July 24 = 9hrs 8am-5:30pm
 Thursday, July 25 = 9hrs 8am-5:30pm
 Friday, July 26 = 4hrs 8am-12pm

Wednesday, July 31 = 9hrs 8am-5:30pm
Thursday, August 1 = 9hrs 8am-5:30pm
Friday, August 2 = 4hrs 8am-12pm

Week of August 5-9 (28.5 hours total)

Monday, August 5 = 0hrs
Tuesday, August 6 = 0hrs
Wednesday, August 7 = 9.5hrs 8am-6pm
Thursday, August 8 = 9.5hrs 8am-6pm
Friday, August 9 = 9.5hrs 8am-6pm

Week of August 12-16 (38 hours total)

Monday, August 12 = 0hrs
Tuesday, August 13 = 9.5hrs 8am-6pm
Wednesday, August 14 = 9.5hrs 8am-6pm
Thursday, August 15 = 9.5hrs 8am-6pm
Friday, August 16 = 9.5hrs 8am-6pm

May total: 138.75hrs

Week of May 6-10

32 hours total

Week of May 13-17

35.75 hours total

Week of May 20-24

33 hours total

Week of May 27-31

38 hours total

June total: 149hrs

Week of June 3-7

39 hours total

Week of June 10-14

39.5 hours total

Week of June 17-21

39.5 hours total

Week of June 24-28

39.5 hours total

July total: 166

Week of July 1-5

26 hours total

Week of July 8-12

38 hours total

Week of July 15-19

35.5 hours total

Week of July 22-26

39.5 hours total

July 29, 30, and 31:

27 hours total

August total: 79.5

August 1 and 2:

13 hours total

Week of August 5-9

28.5 hours total

Week of August 12-16

38 hours total

GRAND TOTAL: 533 hours

Appendix N – MSW Learning Activity Agreement and Competency Evaluation, Spring/Summer

MSW Learning Agreement and Competency Evaluation Generalist Competencies 1-9 (Spring-Summer Semester)

Semester/year: Internship Placement Agency:

Learning Activity Agreement

Learning Activity Agreement Due Date: *[Schedule Input: Learning Agreement Due Date]*

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 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

Evaluation Due Date: *[Schedule Input: Evaluation Due Date]*

The evaluation of a student's learning and performance includes variables from a Minimal Competency List for each level of professional practice established by the Council on Social Work Education (CSWE). Items on the scales are intended to give comprehensive coverage of the behaviors expected of students in an MSW internship. CSWE "recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge (K), values (V), skills (S), and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment (P) in regard to unique practice situations." Holistic competency dimensions are noted (K/V/S/P) in both the Learning Activities and Competency Rubric behavioral descriptors.

Each practice behavior is evaluated using a four-point scale in a continuum running from "Competency Not Attained" to "Advanced Skills and Competency" as follows:

Competency Assessment:

- "Competency Not Attained (0)" – Practice behaviors, knowledge, values, skills and judgment 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, knowledge, values, skills, and judgment in social work practice.
- "Emerging Skills and Competency (2)" – With routine (weekly) supervision, the student's practice behaviors, knowledge, values, skills and judgment in this area are becoming more integrated into their social work practice.
- "Advanced Skills and Competency (3)" – The student independently demonstrates practice behaviors, knowledge, values, skills and judgment with confidence and as an integral part of his/her social work practice. The student is clearly capable of independent social work practice.

The "Introductory Skills and Competency (1)" or "Emerging 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. In the rare instance that a student is considered and evaluated to NOT be competent in a specified behavior, the field instructor will be asked to identify the dimension(s) (knowledge, values, skills, or processes) in which the deficiency(ies) occur(s). When a “0” rating is given, at the end of the evaluation process, and prior to the Field Instructor signing the evaluation form, an additional information/narrative box appears below the specific behavior in which competency is lacking. (Behaviors are outlined on the left hand side of the form). If a student receives no “0” ratings on his/her evaluation, dimension (KVSP) information/narrative boxes will not be generated/seen.









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.

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 behavior, in the current field internship.**

Evaluation Process:

The evaluation scales provide for a self-evaluation of competence by the student. After the student evaluates her/his competence and signs the evaluation form, the field instructor will then evaluate the student’s competency. 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 their mutual satisfaction, both the student and the field instructor are invited to note and discuss such in the narrative comment sections of this evaluation form. After the student and field instructor have both signed the evaluation form, it will be forwarded to the Field Director for final signature.

Competency 1: Demonstrate Ethical and Professional Behavior This student demonstrates the ability to:		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment										
Ia. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. Competency Deficiency Specification(s) <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Values</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Skills</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Dimension	Description of Competency Deficiency	Knowledge	<input type="checkbox"/>	Values	<input type="checkbox"/>	Skills	<input type="checkbox"/>	Cognitive and Affective Processes	<input type="checkbox"/>	<input type="checkbox"/> Utilize weekly supervision to discuss and integrate the NASW Code of Ethics into daily Social Work practice (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss strategies of ethical reasoning and integrate such into daily Social Work practice (KVSP) <input type="checkbox"/> Discuss ethical dilemmas with supervisors, field instructor, and team members (KVP) <input type="checkbox"/> Seek consultation with supervisor and/or field instructor in situations of ambiguity and ethical conflict before taking action. (KVSP) <input type="checkbox"/> Proactively seek peer consultation regarding ethical situations and challenges (KVP) <input type="checkbox"/> Complete NASW or CSWE Code of Ethics training (KV) <input type="checkbox"/> Complete HIPPA trainings regarding confidentiality issues (KV) <input type="checkbox"/> Utilize NASW Code of Ethics as a resource and guide in all Social Work activities (KVSP) <input type="checkbox"/> Consciously and proactively allow for client choice in how clients practice religion, sexual orientation, gender identity, etc. (KVSP) <input type="checkbox"/> Consciously and proactively recognize the client’s right to self-determination (KVSP) <input type="checkbox"/> Report to proper individuals and authorities if clients are a danger to themselves or others (KVSP) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge	<input type="checkbox"/>													
Values	<input type="checkbox"/>													
Skills	<input type="checkbox"/>													
Cognitive and Affective Processes	<input type="checkbox"/>													
Ib. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations		<input type="checkbox"/> Maintain a professional journal of self-reflection and professional growth (KVSP) <input type="checkbox"/> Complete monthly case reflections to identify and process personal challenges, counter-transference reactions, values and ethical dilemmas (KVSP)	▼	▼										

Competency Deficiency Specification(s)		<input type="checkbox"/> Utilize weekly supervision to share personal reflection, self-correction and personal evaluation experiences (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss the appropriate interaction of personal values and delivery of Social Work services to clients (KVSP) <input type="checkbox"/> Utilize weekly supervision to identify, discuss, and appropriately manage personal values, beliefs, and biases (KVSP) <input type="checkbox"/> Be proactive in exploring/managing personal bias, projection, and countertransference issues (KVSP) Other: <input type="text"/>		
Dimension	Description of Competency Deficiency			
Knowledge				
Values				
Skills				
Cognitive and Affective Processes				
Ic. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication Competency Deficiency Specification(s)		<input type="checkbox"/> Utilize weekly supervision to openly identify personal strengths, limitations and challenges (KVSP) <input type="checkbox"/> Utilize weekly supervision to review and revise paperwork (case notes, reports, letters, assessments, treatment plans, etc.) according to agency specific guidelines. (KVSP) <input type="checkbox"/> Openly receive supervision and consultation feedback (KVSP) <input type="checkbox"/> Integrate supervision and consultation feedback into daily Social Work practice (KVSP) <input type="checkbox"/> Encourage feedback and receive it appropriately and constructively (KVSP) <input type="checkbox"/> Discuss and model professional boundaries with co-workers and clients (KVSP) <input type="checkbox"/> Attend all required agency trainings (KP) <input type="checkbox"/> Complete all paperwork according to agency specifications (KVSP) <input type="checkbox"/> Complete all paperwork in a timely manner (KS) <input type="checkbox"/> Promptly arrive at and begin client sessions (KVS) <input type="checkbox"/> Establish and maintain a professional schedule (SP) <input type="checkbox"/> Appropriately dress for agency setting (KP) <input type="checkbox"/> Establish and maintain appropriate relationships with administrators, staff, and colleagues (KVSP) <input type="checkbox"/> Complete agency orientation to outline agency-specific expectations (K) <input type="checkbox"/> Write court reports and recommendations according to agency protocol and format (KVSP) <input type="checkbox"/> Complete agency specific forms in a timely manner (reports, assessments, treatment plans, case notes, etc.) according to agency protocol and format. (KVSP) <input type="checkbox"/> Effectively use internship time to prepare for specific clients/sessions (KVSP) <input type="checkbox"/> Express appreciation for input and assistance from other professionals (VSP) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency			
Knowledge				
Values				
Skills				
Cognitive and Affective Processes				
Id. Use technology ethically and appropriately to facilitate practice outcomes		<input type="checkbox"/> Complete agency orientation to outline agency-specific expectations (K) <input type="checkbox"/> Participate in trainings on the appropriate behaviors and uses of a variety of technology mediums (ie. Online articles, self-help, agency	▼	▼

Competency Deficiency Specification(s) <table border="1"> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		trainings, video conferencing, use of internet and texting in professional practice, etc.) (KSP) <input type="checkbox"/> Follow agency guidelines regarding technology and media usage (KVP) <input type="checkbox"/> Follow agency guidelines regarding reports generated and sent to other agencies (KVP) <input type="checkbox"/> Utilize weekly supervision, staff meetings, and additional trainings to keep abreast of and understand the current trends in communication and technology, how such can be used in Social Work practice and how clients and their families use/access such (K) <input type="checkbox"/> Demonstrate appropriate professional use of social media, technological and digital forms of communication (KVSP) Other: <input type="text"/>		
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
1e. Use supervision and consultation to guide professional judgement and behavior Competency Deficiency Specification(s) <table border="1"> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		<input type="checkbox"/> Utilize weekly supervision to discuss professional roles and boundaries (KVSP) <input type="checkbox"/> Proactively seek peer consultation with colleagues and mentors (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss and monitor transference and counter-transference issues (KVSP) <input type="checkbox"/> Utilize weekly supervision to address issues of ambiguity and ethical conflicts (KVSP) <input type="checkbox"/> Utilize weekly supervision and staff meetings to prepare for client interactions/sessions. (KVSP) <input type="checkbox"/> Proactively participate in intern group supervision (KVSP) <input type="checkbox"/> Proactively participate in agency, clinical, staff, and team meetings (KVS) <input type="checkbox"/> Observe and shadow other Social Work professionals and clinicians (KV) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
		Competency #1 Sub-score	/	=	%									
Student Narrative Self-Reflection of Competency: CC #1: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to demonstrate ethical and professional behavior as a social work practitioner. 														
<input type="button" value="SAVE WORK"/>														
Competency 2: Engage Diversity and Difference in Practice This student demonstrates the ability to:		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment										
2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels Competency Deficiency Specification(s)		<input type="checkbox"/> Utilize weekly supervision to discuss diversity and its' impact on clients, groups, and families. (KVS) <input type="checkbox"/> Proactively seek for opportunities and work with clients of diverse populations (KVSP) <input type="checkbox"/> Include a culture assessment as part of the regular intake procedure when working with clients, groups, families, and organizations (KVSP) <input type="checkbox"/> Appropriately utilize interpreters/aides as needed (KVP) <input type="checkbox"/> Provide interventions with clients in their native language as appropriate and able (KVSP)	▼	▼										

Dimension	Description of Competency Deficiency	<input type="checkbox"/> Create/translate agency/organization materials into other languages (KVS) Other: <input type="text"/>		
Knowledge				
Values				
Skills				
Cognitive and Affective Processes				
2b. Present themselves as learners and engage clients and constituencies as experts of their own experiences Competency Deficiency Specification(s)		<input type="checkbox"/> Encourage clients, as experts on their individual culture, to educate workers regarding their culture and its resulting dynamics (KVSP) <input type="checkbox"/> Actively seek training/additional information about working with various populations (KVP) <input type="checkbox"/> Identify and link clients with local resources that work with diverse clientele or specialize with diverse groups (KVSP) <input type="checkbox"/> Participate in and complete cultural competency training (KV) <input type="checkbox"/> Ask "appropriate" questions regarding diversity and difference in efforts to expand knowledge and understanding of such. (KVSP) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency			
Knowledge				
Values				
Skills				
Cognitive and Affective Processes				
2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies Competency Deficiency Specification(s)		<input type="checkbox"/> Utilize weekly supervision to explore and candidly discuss personal biases with supervisor (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss appropriate reactions and responses to uncomfortable topics disclosed by clients (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss appropriate reactions and responses to client differences (KVSP) <input type="checkbox"/> Utilize weekly supervision to recognize personal limitations in working with diverse populations and differences (KVSP) <input type="checkbox"/> Explore personal ideas and values regarding the local cultures and clients' cultures (KVS) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency			
Knowledge				
Values				
Skills				
Cognitive and Affective Processes				
		Competency #2 Sub-score <input type="text"/> / <input type="text"/> = <input type="text"/> %		
Student Narrative Self-Reflection of Competency: CC #2: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to engage diversity and difference in				

practice as a social work practitioner.

SAVE WORK				
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice This student demonstrates the ability to:		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment
3a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels Competency Deficiency Specification(s)		<input type="checkbox"/> Visit other agencies to educate self and clients about community resources (K) <input type="checkbox"/> Differentiate between civil and criminal violations (K) <input type="checkbox"/> Identify community coalitions/groups that advocate for clients (K) <input type="checkbox"/> Identify client advocacy needs (KVS) <input type="checkbox"/> Discuss needed community service improvements with supervisor (KVP) <input type="checkbox"/> Utilize weekly supervision to discuss and understand the oppression and discrimination of clients (KVP) <input type="checkbox"/> Utilize weekly supervision to become familiar with the process of advocating for clients. (KV) <input type="checkbox"/> Encourage client confidence in advocating for themselves (KVSP) <input type="checkbox"/> Help clients to navigate social systems (KVSP) <input type="checkbox"/> Inform and link clients to community coalitions, groups and patient advocacy resources (KVSP) <input type="checkbox"/> Teach clients the importance of, and how to, network with and access community resources (KVSP) <input type="checkbox"/> Advocate for client access to appropriate services (KVSP) <input type="checkbox"/> Advocate for client needs (medication, skills training, case management services, diagnosis, financial assistance, etc.) when working with various (including other agency) personnel (KVSP) <input type="checkbox"/> Advocate for clients in court hearings (KVSP) <input type="checkbox"/> Coordinate and collaborate with victim advocates, caseworkers, case managers, etc. (KVSP) <input type="checkbox"/> Obtain appropriate releases of information to facilitate inter-agency coordination and consultation (KVSP) <input type="checkbox"/> Participate in agency sponsored/supported advocacy efforts (KVSP) <input type="checkbox"/> Participate in NASW advocacy efforts that impact clients and mental health issues (KVSP) Other: <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b. Engage in practices that advance social, economic, and environmental justice. Competency Deficiency Specification(s)		<input type="checkbox"/> Consult with other community resources and agencies as appropriate (KVSP) <input type="checkbox"/> Proactively participate in inter-agency coordination and resource allocation meetings (KVSP) <input type="checkbox"/> Help identify mechanisms of oppression and discrimination in internship agency (KVSP) <input type="checkbox"/> Help identify mechanisms of oppression and discrimination in community (KVSP) <input type="checkbox"/> Involve clients in agency processes of eco-challenges and human rights challenges (KVSP) <input type="checkbox"/> Collaborate with other agencies to provide additional and more	<input type="checkbox"/>	<input type="checkbox"/>

Values		comprehensive services to clients (KVSP)												
Skills		<input type="checkbox"/> Inform clients of their rights (KVSP)												
Cognitive and Affective Processes		<input type="checkbox"/> Educate others about mental illness (KVSP)												
		<input type="checkbox"/> Participate in community outreach, education, and awareness projects (KVSP)												
		<input type="checkbox"/> Attend and participate in community events to provide information about available resources (KVSP)												
		Other: <input type="text"/>												
		Competency #3 Sub-score <input type="text"/> / <input type="text"/> = <input type="text"/> %												
Student Narrative Self-Reflection of Competency: CC #3: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to advance human rights and social, economic, and environmental justice as a social work practitioner. 														
SAVE WORK														
Competency 4: Engage in Practice-informed Research and Research-informed Practice This student demonstrates the ability to:		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment										
4a. Use practice experience and theory to inform scientific inquiry and research Competency Deficiency Specification(s) <table border="1"> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		<input type="checkbox"/> Identify areas of knowledge/skill and weaknesses and proactively seek to learn and improve such through research-informed trainings, conferences, readings, etc. (K) <input type="checkbox"/> Attend and participate in specialized research-informed practice trainings (K) <input type="checkbox"/> Participate in an agency research/evaluation project (KVS) <input type="checkbox"/> Assist agency in gathering research or evaluation data (KVS) <input type="checkbox"/> Conduct research on program effectiveness (KVS) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
4b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings Competency Deficiency Specification(s) <table border="1"> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> <tr> <td>Knowledge</td> <td></td> </tr> </table>		Dimension	Description of Competency Deficiency	Knowledge		<input type="checkbox"/> Utilize weekly supervision to identify and discuss evidence-informed treatment and intervention for clients (KVSP) <input type="checkbox"/> Familiarize self with research findings regarding specific area/populations/questions (K) <input type="checkbox"/> Prepare and share with fellow students/colleagues presentations on research-informed treatment modalities and specific interventions (KS) <input type="checkbox"/> Share research-informed articles with agency staff (KS) <input type="checkbox"/> Prepare and present research-based topic-specific trainings to agency staff (KS) <input type="checkbox"/> Present research to supervisor/team that supports own interventions with clients (KVSP) <input type="checkbox"/> Identify the strengths, weaknesses, and appropriate use of varying	▼	▼						
Dimension	Description of Competency Deficiency													
Knowledge														

Values		evidence-based theories and treatment models (KP)		
Skills		<input type="checkbox"/> Identify and read newsletters and research journals to continually gain new information regarding research-informed practice (K)		
Cognitive and Affective Processes		<input type="checkbox"/> Prepare and present research-based trainings/presentations related to specific client populations, agencies, or services to agency and community constituencies (KVS)		
		Other: <input type="text"/>		
4c. Use and translate research evidence to inform and improve practice, policy, and service delivery		<input type="checkbox"/> Identify appropriate research-informed modalities to use in delivery of Social Work services (K) <input type="checkbox"/> Seek research-informed rationale for professional judgments and interventions (KVP) <input type="checkbox"/> Apply research-informed interventions that are effective for the population served (KVSP) <input type="checkbox"/> Evaluate own practice performance in concrete ways; implement evaluation into practice (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss and integrate classroom information into field practice experiences (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss and integrate research-informed practice theory into field practice experiences (KVSP) <input type="checkbox"/> Use research-informed and professionally accepted modalities in client treatment (KVSP) <input type="checkbox"/> Participate/teach/lead community education and prevention groups, seminars, conferences, workshops, and trainings (KVSP)	▼	▼
Competency Deficiency Specification(s)				
Dimension	Description of Competency Deficiency			
Knowledge				
Values				
Skills				
Cognitive and Affective Processes		Other: <input type="text"/>		
Competency #4 Sub-score <input type="text"/> / <input type="text"/> = <input type="text"/> %				
Student Narrative Self-Reflection of Competency: CC #4: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to engage in practice-informed research and research-informed practice as a social work practitioner. 				
SAVE WORK				
Competency 5: Engage in Policy Practice This student demonstrates the ability to:		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment
5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services		<input type="checkbox"/> Complete HIPPA training regarding confidentiality issues (K) <input type="checkbox"/> Familiarize self with and understand agency policies (K) <input type="checkbox"/> Familiarize self with and understand agency procedures, forms, and documentation (K) <input type="checkbox"/> Attend board meetings where policies and procedures are being discussed/reviewed/created (K)	▼	▼
Competency Deficiency Specification(s)				
Dimension	Description of Competency Deficiency			
Knowledge				
Values				
Skills		Other: <input type="text"/>		

Cognitive and Affective Processes					
5b. Assess how social welfare and economic policies impact the delivery of and access to social services Competency Deficiency Specification(s)		<input type="checkbox"/> Participate in agency trainings on ethical policies and processes (K) <input type="checkbox"/> Proactively seek to understand legislative issues that impact clients and client services (K) <input type="checkbox"/> Use the "4 Bucket Approach" (Behnke, 2014) for considering issues/situations when ethical challenges arise (KVSP) <input type="checkbox"/> Use the Ethics for U model for considering issues/situations when ethical challenges arise (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss legislation, current legislative issues, and their impact on clients (KVP) <input type="checkbox"/> Utilize weekly supervision to critically evaluate federal, state, and agency policies and how they affect clients (KVSP) <input type="checkbox"/> Utilize weekly supervision to educate and discuss reporting laws, policies/procedures (KV) Other: <input type="text"/>	▼	▼	
Dimension	Description of Competency Deficiency				
Knowledge					
Values					
Skills					
Cognitive and Affective Processes					
5c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice Competency Deficiency Specification(s)		<input type="checkbox"/> Familiarize self with, understand, articulate, and adhere to agency policies and guidelines (KVSP) <input type="checkbox"/> Read, write, complete and/or sign policy and procedure contracts/documents (KVSP) <input type="checkbox"/> Understand and implement abuse reporting protocol as appropriate (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss situations involving ethical issues and dilemmas (KVP) <input type="checkbox"/> Proactively participate in legislative activities that impact clients and client services (KVSP) <input type="checkbox"/> Assess, apply, and advocate for policies/procedures that advance social and economic wellbeing (KVSP) <input type="checkbox"/> Advocate for possible changes to agency policies (KVSP) <input type="checkbox"/> Proactively participate in meetings to share thoughts, ideas, feedback, criticisms, suggestions, and reform ideas with supervisor, agency administrators, and policy makers (KVSP) <input type="checkbox"/> Collaborate with other agencies to influence and create policies that improve client services and resources (KVSP) Other: <input type="text"/>	▼	▼	
Dimension	Description of Competency Deficiency				
Knowledge					
Values					
Skills					
Cognitive and Affective Processes					
		Competency #5 Sub-score	/	=	%
Student Narrative Self-Reflection of Competency: CC #5: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to engage in policy practice as a social work practitioner. 					
SAVE WORK					
Competency 6: Engage with Individuals, Families, Groups,	Learning Activities (Check all that apply)		Student Self Assessment	Field Instructor Assessment	

Organizations, and Communities This student demonstrates the ability to:			
6a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies Competency Deficiency Specification(s)			
Dimension	Description of Competency Deficiency		
Knowledge			
Values			
Skills			
Cognitive and Affective Processes			
6b. Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies Competency Deficiency Specification(s)			
Dimension	Description of Competency Deficiency		
Knowledge			
Values			
Skills			
Cognitive and Affective Processes			
Utilize weekly supervision to review human behavior and systems theory and their impact on current clients (KVSP) Utilize weekly supervision to discuss client person-in-environment factors and examine client cases from various conceptual frameworks to determine which interventions may be the most effective (KVSP) Utilize weekly supervision and staff meetings to identify client developmental trends, stages, and issues relating to such (KVSP) Apply systems theory in anticipating and preparing for how the patient's family may be affected by changes in the client (KVSP) Complete Bio-Psycho-Social-Spiritual Histories (KVSP) Other:			
Utilize weekly supervision to discuss and evaluate personal use of empathy, reflection, and other interpersonal skills (KVSP) Utilize weekly supervision to discuss strengths of, weaknesses of, and appropriate times and ways to use various methods of engagement (KVSP) Utilize various modalities, skills, and creative abilities to "start where the client is" when working with clients and constituencies (KVSP) Utilize interventions that are appropriate to the client's level of functioning and understanding (KVSP) Incorporate a spiritual component to engage clients and meet client needs as desired by client (KVSP) Participate in new client orientations and explain agency programs to new participants/clients (KVSP) Demonstrate non-judgmental attitude in client and group interactions/sessions (KVSP) Demonstrate unconditional positive regard in client and group interactions/sessions (KVSP) Develop appropriate therapeutic relationships (KVSP) Provide appropriate empathy to clients (KVSP) Develop, demonstrate, and maintain appropriate boundaries and interactions with clients (KVSP) Establish therapeutic rapport and relationship with clients and their families (KVSP) Other:			
Competency #6 Sub-score			%
Student Narrative Self-Reflection of Competency:			

CC #6: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to engage with individuals, families, groups, organizations, and communities as a social work practitioner.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities This student demonstrates the ability to:		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment
7a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies		<input type="checkbox"/> Observe and review other clinicians' assessments, intakes, and treatment plans (K) <input type="checkbox"/> Identify and note clients' specific and unique circumstances and dynamics (KVSP) <input type="checkbox"/> Identify clients' strengths, resiliencies, coping strategies, and resources (KVSP) <input type="checkbox"/> Assist clients' in identifying their own strengths, resiliencies, coping strategies, and resources (KVSP) <input type="checkbox"/> Assess clients' access to services (KVS) <input type="checkbox"/> Identify what services/resources are available to and being utilized by clients (KVSP) <input type="checkbox"/> Utilize weekly supervision and staff meetings to identify client developmental trends, stages, and issues relating to such (KVSP) <input type="checkbox"/> Assess client's developmental functioning (KVSP) <input type="checkbox"/> Utilize weekly supervision to analyze client challenges and collaborate on strategies to overcome them (KVSP) <input type="checkbox"/> Assess client's support systems/lack of support when looking for solutions (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss strengths of, weaknesses of, and appropriate times to use various methods of assessment (KSP) <input type="checkbox"/> Complete DSM 5 diagnosis (KSP) <input type="checkbox"/> Complete ICD-10 coding (KSP) <input type="checkbox"/> Conduct Multiple Assessments (KVSP) including: <input type="checkbox"/> OQ45 <input type="checkbox"/> YOQ <input type="checkbox"/> PAI <input type="checkbox"/> Y-BOS <input type="checkbox"/> Vocational assessments (WRAT-4, O*Net, TABE, etc.) <input type="checkbox"/> ASAM (American Society of Addiction Medicine) <input type="checkbox"/> Educational Assessments <input type="checkbox"/> Personality Assessments <input type="checkbox"/> Psycho-Sexual Histories <input type="checkbox"/> Suicide Risk Assessments <input type="checkbox"/> Substance Use Assessments <input type="checkbox"/> Domestic Violence Assessments <input type="checkbox"/> Trauma Assessments <input type="checkbox"/> Parental Fitness Assessments <input type="checkbox"/> ORS/SRS	<input type="checkbox"/>	<input type="checkbox"/>
Competency Deficiency Specification(s)				
Dimension	Description of Competency Deficiency			
Knowledge	<input type="checkbox"/>			
Values	<input type="checkbox"/>			
Skills	<input type="checkbox"/>			
Cognitive and Affective Processes	<input type="checkbox"/>			

	<input type="checkbox"/> Level of Service Inventory: Risk, Needs and Responsivity Other: <input type="text"/> Other: <input type="text"/>												
7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies Competency Deficiency Specification(s) <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Values</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Skills</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Dimension	Description of Competency Deficiency	Knowledge	<input type="checkbox"/>	Values	<input type="checkbox"/>	Skills	<input type="checkbox"/>	Cognitive and Affective Processes	<input type="checkbox"/>	<input type="checkbox"/> Utilize strengths based assessments, goal setting, and interventions with clients (KVSP) <input type="checkbox"/> Incorporate Bio-Psycho-Social-Spiritual assessment findings into formation of client's diagnosis and goals for treatment (KVSP) <input type="checkbox"/> Present Bio-Psycho-Social-Spiritual assessments of clients to supervisor in weekly supervision or staff meetings (KVSP) <input type="checkbox"/> Present assessment information in an organized and concise manner to treatment team in clinical staff meetings (KVSP) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency												
Knowledge	<input type="checkbox"/>												
Values	<input type="checkbox"/>												
Skills	<input type="checkbox"/>												
Cognitive and Affective Processes	<input type="checkbox"/>												
7c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies Competency Deficiency Specification(s) <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Values</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Skills</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Dimension	Description of Competency Deficiency	Knowledge	<input type="checkbox"/>	Values	<input type="checkbox"/>	Skills	<input type="checkbox"/>	Cognitive and Affective Processes	<input type="checkbox"/>	<input type="checkbox"/> Use assessment information to develop mutually agreed upon goals and objectives with clients (KVSP) <input type="checkbox"/> Teach clients how to use, and courage them to use, self-assessments and self-anchored scaling to monitor and track their progress toward their treatment goals and objectives (KVSP) <input type="checkbox"/> Empower clients to make their own decisions (KVSP) <input type="checkbox"/> Utilize strengths based and solution focused interventions to assist clients in choosing and identifying their own treatment goals and outcomes (KVSP) <input type="checkbox"/> Help clients identify and set specific, attainable, realistic, measurable, and timely goals (KVSP) <input type="checkbox"/> Actively elicit and include client input, participation, and ongoing feedback regarding their goals, objectives, interventions used, and progress made (KVSP) <input type="checkbox"/> Formulate and complete client directed treatment plans according to agency guidelines (KVSP) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency												
Knowledge	<input type="checkbox"/>												
Values	<input type="checkbox"/>												
Skills	<input type="checkbox"/>												
Cognitive and Affective Processes	<input type="checkbox"/>												
7d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of	<input type="checkbox"/> Use assessment information to guide client treatment and interventions (KVSP) <input type="checkbox"/> Use research-informed treatment modalities and interventions with clients and constituencies (KVSP)	▼	▼										

clients and constituencies		<input type="checkbox"/> Ensure that client values and preferences guide and direct the course of treatment and interventions used in the helping/treatment process (KVSP) <input type="checkbox"/> Conduct ongoing assessment throughout the helping/treatment process (KVS) <input type="checkbox"/> Adapt ongoing treatment and interventions in accordance with ongoing assessment data obtained (KVSP) <input type="checkbox"/> Adapt ongoing treatment and interventions in accordance with client's and constituencies expressed values and preferences (KVSP) Other: <input type="text"/>												
Competency Deficiency Specification(s) <table border="1"> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes				
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
		Competency #7 Sub-score <input type="text"/> / <input type="text"/> = <input type="text"/> %												
Student Narrative Self-Reflection of Competency: CC #7: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to assess individuals, families, groups, organizations, and communities as a social work practitioner. 														
<input type="button" value="SAVE WORK"/>														
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment										
8a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies Competency Deficiency Specification(s) <table border="1"> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		<input type="checkbox"/> Study and research material specific to client needs (K) <input type="checkbox"/> Video tape sessions as a feedback tool to reflect on the Social work and therapeutic process (KVSP) <input type="checkbox"/> Participate in weekly treatment team meetings to discuss and improve treatment interventions and dynamics (KVSP) <input type="checkbox"/> Participate in treatment plan development including specific Social Work research-informed modalities and interventions (KVSP) <input type="checkbox"/> Use DSM 5 diagnoses and ICD-10 codes to help select and modify research-informed practice and interventions as appropriate to each client situation (KSP) <input type="checkbox"/> Use research-informed practices and interventions as appropriate to each client situation (KVSP) <input type="checkbox"/> Utilize weekly supervision and staff meetings to educate self and choose modalities and interventions appropriate to specific client needs (KVSP) <input type="checkbox"/> Utilize modalities and interventions suited to the client's personality, strengths, needs, and reasons for seeking treatment (KVSP) <input type="checkbox"/> Provide educational materials and tools to clients (KVSP) <input type="checkbox"/> Actively encourage clients to attend/participate in educational, prevention, and skill-building groups, seminars, conferences, workshops, and/or training (KVSP) <input type="checkbox"/> Provide crisis intervention services as needed (KVSP) <input type="checkbox"/> Utilize weekly supervision to link research-informed practice theory to individual and group treatment (KVSP) <input type="checkbox"/> Conduct individual, family, and/or couples therapy with clients (KVSP) utilizing the following:	<input type="text"/>	<input type="text"/>
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														

- ☐ Client-centered theory
- ☐ Play therapy
- ☐ Behavioral theory
- ☐ Cognitive theory
- ☐ Cognitive Behavioral Therapy (CBT)
- ☐ Interpersonal theory
- ☐ Strengths-based therapy
- ☐ Solution Focused Therapy
- ☐ Cognitive Processing Therapy (CPT)
- ☐ Brief Therapy
- ☐ Child Parent Relationship Therapy (CPRT)
- ☐ Crisis Intervention
- ☐ Minuchin Structural Family Therapy
- ☐ Gestalt theory
- ☐ Attachment Theory
- ☐ CBT-Modified for Children
- ☐ Dialectical Behavior Therapy (DBT)
- ☐ Emotionally Focused Therapy (EFT)
- ☐ Acceptance and Commitment Therapy (ACT)
- ☐ Motivational Interviewing (MI)
- ☐ Trauma-Focused CBT
- ☐ Cognitive Behavioral Therapy for Psychosis (CBT-P)
- ☐ Sand tray Therapy
- ☐ Narrative Therapy
- ☐ Neuro-feedback
- ☐ Eye Movement Desensitization and Reprocessing (EMDR)
- ☐ Behavioral Reinforcement Systems
- ☐ Cognitive Remediation
- ☐ Creative arts therapy
- ☐ Meditation
- ☐ Mindfulness
- ☐ Lifespan integration
- ☐ Sexual compulsivity counseling
- ☐ Sexual offender counseling
- ☐ Substance abuse counseling
- ☐ Systems theory

Other:

- ☐ Facilitate and/or co-facilitate the following groups/classes (KVSP):
 - ☐ PTSD group
 - ☐ Suicide prevention group
 - ☐ AMAC group
 - ☐ Survivors' group
 - ☐ Girl's group

- ☐ Boy's group
- ☐ Men's group
- ☐ Women's group
- ☐ Youth group
- ☐ Sexual addiction group
- ☐ Trauma group
- ☐ Relapse prevention group
- ☐ Cognitive processing group
- ☐ Emotional processing group
- ☐ Why Try?
- ☐ Orientation to treatment group
- ☐ DBT skills group
- ☐ Discharge support group
- ☐ Mindfulness/Relaxation group
- ☐ Birth-parent support group
- ☐ Adoptive couples support group
- ☐ LGBTQ support group
- ☐ Recovery management group
- ☐ Bereavement group
- ☐ Friendship group
- ☐ Divorce adjustment group
- ☐ Parent support group
- ☐ Smoking cessation group
- ☐ Family support group
- ☐ Chronic illness support group
- ☐ Cancer support group
- ☐ Pornography addiction support group
- ☐ Spouse support group
- ☐ Survival skills
- ☐ Parenting skills
- ☐ Thinking errors
- ☐ Assertiveness training
- ☐ Ethical decision-making
- ☐ Sexual harassment
- ☐ Problem-solving
- ☐ Anger management
- ☐ Life skills
- ☐ Vocational skills
- ☐ Effective emotional management
- ☐ Self-regulation
- ☐ Social skills
- ☐ Communication skills
- ☐ 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 skills group <input type="checkbox"/> Music as therapy <input type="checkbox"/> Recreation as therapy <input type="checkbox"/> Art as therapy <input type="checkbox"/> Conduct management Other: <input type="text"/> Other: <input type="text"/>												
8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies Competency Deficiency Specification(s) <table border="1" data-bbox="282 1102 532 1444"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Values</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Skills</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Dimension	Description of Competency Deficiency	Knowledge	<input type="checkbox"/>	Values	<input type="checkbox"/>	Skills	<input type="checkbox"/>	Cognitive and Affective Processes	<input type="checkbox"/>	<input type="checkbox"/> Utilize weekly supervision to discuss strengths and identify areas of intervention weakness (KVSP) <input type="checkbox"/> Participate in additional trainings on areas of intervention weakness (K) <input type="checkbox"/> Help clients establish healthy support systems (KVSP) <input type="checkbox"/> Coordinate with clients on systems navigation (KVSP) <input type="checkbox"/> Include family members in the therapeutic process (KVSP) <input type="checkbox"/> Assist clients in exploring and learning from their past successful behaviors (KVSP) <input type="checkbox"/> Use creative interventions (genograms, timelines, art therapy, music therapy, physical activity, mindfulness, other experiential therapies, etc.) to identify and work with client strengths and vulnerabilities (KVSJP) <input type="checkbox"/> Help clients access and capitalize on multiple coping skills, resources, abilities, and resiliencies (KVSP) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency												
Knowledge	<input type="checkbox"/>												
Values	<input type="checkbox"/>												
Skills	<input type="checkbox"/>												
Cognitive and Affective Processes	<input type="checkbox"/>												
8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes Competency Deficiency Specification(s) <table border="1" data-bbox="282 1654 532 1856"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Values</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Dimension	Description of Competency Deficiency	Knowledge	<input type="checkbox"/>	Values	<input type="checkbox"/>	<input type="checkbox"/> Identify collaborative agencies (K) <input type="checkbox"/> Appropriately network with collaborative agencies for maximum client specific assistance (KVSP) <input type="checkbox"/> Correspond/communicate/consult with other agencies and professionals regarding clients (KVSP) <input type="checkbox"/> Participate in inter-agency contacts, consults, and meetings (KVSP) <input type="checkbox"/> Refer clients for medical/medication evaluations as needed/beneficial (KVSP) <input type="checkbox"/> Facilitate inter-agency coordination and consultation as needed/beneficial (KVSP) <input type="checkbox"/> Refer clients to more appropriate/comprehensive services as needed/beneficial (KVSP) <input type="checkbox"/> Proactively participate in inter-agency coordination and planning	▼	▼				
Dimension	Description of Competency Deficiency												
Knowledge	<input type="checkbox"/>												
Values	<input type="checkbox"/>												

Skills		meetings to assist specific clients/populations (KVSP)		
Cognitive and Affective Processes		<input type="checkbox"/> Consult and collaborate with client support systems (i.e. Family, school, religious community, etc.) to influence and enable sustainable change (KVSP) <input type="checkbox"/> Collaborate with other therapists and team members who are serving different members of the same family to enable systemic change (KVSP) <input type="checkbox"/> Consult with ecclesiastical leaders and/or mentors to provide support, consultation, and begin the systemic change process (KVSP) <input type="checkbox"/> Refer clients to case management services as needed/appropriate (KVSP) <input type="checkbox"/> Make referrals to additional resources and treatment services as needed/appropriate (KVSP) <input type="checkbox"/> Refer clients to more intensive clinical services as needed (KVSP) Other: <input type="text"/>		
8d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies Competency Deficiency Specification(s)		<input type="checkbox"/> Attend and participate in court hearings as needed (KVSP) <input type="checkbox"/> Complete court documents as needed (KVSP) <input type="checkbox"/> Utilize weekly supervision to identify areas where negotiation, mediation, and advocacy is needed on behalf of clients and constituencies (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss, identify, plan, and evaluate how best to negotiate, mediate, and advocate on behalf of clients and constituencies (KVSP) <input type="checkbox"/> Negotiate, mediate, and advocate for clients and constituencies as needed (KVSP) <input type="checkbox"/> Collaborate with other agencies to influence and create policies that improve client services and resources (KVSP) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency			
Knowledge				
Values				
Skills				
Cognitive and Affective Processes				
8e. Facilitate effective transitions and endings that advance mutually agreed-on goals Competency Deficiency Specification(s)		<input type="checkbox"/> Utilize weekly supervision to discuss ways to appropriately terminate client sessions/treatment (KVSP) <input type="checkbox"/> Begin discussion regarding scope of services and eventual termination at the beginning of the Social Work process (KVSP) <input type="checkbox"/> Openly discuss and prepare clients for conclusion of treatment (KVSP) <input type="checkbox"/> Provide discharge planning services as needed (KVSP) <input type="checkbox"/> Transfer or discharge clients in a timely manner before terminating the internship (KVSP) <input type="checkbox"/> Complete all termination, discharge, and final paperwork in a timely and thorough manner according to agency guidelines (KVSP) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency			
Knowledge				
Values				
Skills				
Cognitive and Affective Processes				
		Competency #8 Sub-score <input type="text"/> / <input type="text"/> = <input type="text"/> %		

Student Narrative Self-Reflection of Competency:

CC #8: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to intervene with individuals, families, groups, organizations, and communities as a social work practitioner.



SAVE WORK

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment										
9a. Select and use appropriate methods for evaluation of outcomes Competency Deficiency Specification(s) <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </tbody> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		<input type="checkbox"/> Continually evaluate and assess effectiveness of treatment utilizing various evaluation tools (KVSP) <input type="checkbox"/> Track observable client behaviors to determine appropriateness and effectiveness of interventions (KVSP) <input type="checkbox"/> Ensure that client satisfaction surveys and outcome assessments are completed according to agency protocol and guidelines (KVS) <input type="checkbox"/> Utilize weekly case notes to assess client change and/or progress (KVSP) <input type="checkbox"/> Develop behavior tracking systems specific to client's issues (KVS) <input type="checkbox"/> Develop and implement self-evaluation practices (KVSP) <input type="checkbox"/> Demonstrate knowledge of evaluation tools by preparing and presenting trainings on specific measures (K) <input type="checkbox"/> Utilize Miller's ORS/SRS throughout treatment to track and increase effectiveness of treatment (KVSP) <input type="checkbox"/> Utilize the OQ-45 and/or Y-OQ throughout treatment to track effectiveness of treatment (KVSP) <input type="checkbox"/> Conduct a program evaluation (KVSP) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
9b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation out outcomes Competency Deficiency Specification(s) <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </tbody> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		<input type="checkbox"/> Utilize weekly supervision to identify and discuss multidimensional evaluation of clients, agency, and service delivery (KVSP) <input type="checkbox"/> Participate in weekly team meetings/review to apply multiple frameworks in the evaluation of client outcomes (KVSP) <input type="checkbox"/> Participate in monthly clinical reviews to apply multiple frameworks in the evaluation of client outcomes Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
9c. Critically analyze,			▼	▼										

monitor, and evaluate intervention and program processes and outcomes		<input type="checkbox"/> Proactively utilize weekly supervision to evaluate and assess effectiveness of treatment interventions, program processes, services provided to clients, and outcomes (KVSP) <input type="checkbox"/> Utilize client self-evaluation to help assess effectiveness of treatment interventions, program processes, and outcomes (KVSP) <input type="checkbox"/> Review and reassess treatment goals and plans according to agency specific guidelines (KVSP) <input type="checkbox"/> Participate in weekly/monthly clinical reviews to analyze, monitor, and evaluate client progress and effectiveness of treatment/interventions (KVSP) Other: <input type="text"/>			
Competency Deficiency Specification(s)					
Dimension	Description of Competency Deficiency				
Knowledge					
Values					
Skills		<input type="checkbox"/> Complete an agency-specific improvement/development project (KVSP) <input type="checkbox"/> Complete a community-specific improvement/development project (KVSP) <input type="checkbox"/> Use evaluation measures on an ongoing basis and apply information obtained to micro, mezzo, and macro practice (KVSP) <input type="checkbox"/> Evaluate outcomes, reassess client needs, and elicit feedback to work toward goal attainment throughout the helping process (KVSP) <input type="checkbox"/> Be receptive to instruction, feedback, suggestions, and recommendations from supervision, colleagues, and team members (KVSP) <input type="checkbox"/> Receive and integrate ongoing feedback obtained through clinical staff meetings and team meetings (KVSP) <input type="checkbox"/> Adjust therapeutic interventions as appropriate based upon evaluative feedback (KVSP) <input type="checkbox"/> Present program evaluation information to agency staff and administrators (KVS) <input type="checkbox"/> Facilitate improved micro-mezzo-macro practice based upon evaluation feedback (KVSP) <input type="checkbox"/> Help create an intern training system for new therapists/interns in order to provide improved intern services to clients. (KVSP) Other: <input type="text"/>			
Cognitive and Affective Processes					
9d. Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels					
Competency Deficiency Specification(s)					
Dimension	Description of Competency Deficiency				
Knowledge		<input type="checkbox"/> Complete an agency-specific improvement/development project (KVSP) <input type="checkbox"/> Complete a community-specific improvement/development project (KVSP) <input type="checkbox"/> Use evaluation measures on an ongoing basis and apply information obtained to micro, mezzo, and macro practice (KVSP) <input type="checkbox"/> Evaluate outcomes, reassess client needs, and elicit feedback to work toward goal attainment throughout the helping process (KVSP) <input type="checkbox"/> Be receptive to instruction, feedback, suggestions, and recommendations from supervision, colleagues, and team members (KVSP) <input type="checkbox"/> Receive and integrate ongoing feedback obtained through clinical staff meetings and team meetings (KVSP) <input type="checkbox"/> Adjust therapeutic interventions as appropriate based upon evaluative feedback (KVSP) <input type="checkbox"/> Present program evaluation information to agency staff and administrators (KVS) <input type="checkbox"/> Facilitate improved micro-mezzo-macro practice based upon evaluation feedback (KVSP) <input type="checkbox"/> Help create an intern training system for new therapists/interns in order to provide improved intern services to clients. (KVSP) Other: <input type="text"/>			
Values					
Skills					
Cognitive and Affective Processes					
		Competency #9 Sub-score	/	=	%
Student Narrative Self-Reflection of Competency: CC #9: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to evaluate practice with individuals, families, groups, organizations, and communities as a social work practitioner. 					
<input type="button" value="SAVE WORK"/>					

Learning Agreement Signatures:Student Signature: Field Instructor Signature:

Field Director Signature: [Sign Learning Plan Completion](#)

Your Learning Activity Agreement is now complete. At the end of the semester you can proceed with the Evaluation section of this form.

Final Evaluation Narrative Comments and Signatures:

Total Internship Hours Completed this Semester: (entered by student)

Student Comments:



Student Signature: [Click to sign Completed Document](#)

Field Instructor Comments:



Field Instructor Signature: [Click to sign Completed Document](#)

Field Director Competency Assessment:

Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment) this student meets the CSWE EPAS competency standards.

Competency Deficiencies

Dimension	Description of Competency Deficiency
Knowledge	
Values	
Skills	
Cognitive and Affective Processes	

Field Director Comments:



Field Director Final Grade:

Field Director Signature: [Click to sign Completed Document](#)

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Form Id: -

Appendix O - MSW Learning Agreement and Competency Evaluation, Fall/Winter

MSW Learning Agreement and Competency Evaluation Specialized Competencies 1-9 (Fall and Winter Semesters)



Semester/year:

Internship Placement Agency:

Learning Activity Agreement

Learning Activity Agreement Due Date: [Schedule Input: Learning Agreement Due Date]

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 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

Evaluation Due Date: [Schedule Input: Evaluation Due Date]

The evaluation of a student's learning and performance includes variables from a Minimal Competency List for each level of professional practice established by the Council on Social Work Education (CSWE). Items on the scales are intended to give comprehensive coverage of the behaviors expected of students in an MSW internship. CSWE "recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge (K), values (V), skills (S), and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment (P) in regard to unique practice situations." Holistic competency dimensions are noted (K/V/S/P) in both the Learning Activities and Competency Rubric behavioral descriptors.

Each practice behavior is evaluated using a four-point scale in a continuum running from "Competency Not Attained" to "Advanced Skills and Competency" as follows:

Competency Assessment:

- **"Competency Not Attained (0)"** – Practice behaviors, knowledge, values, skills and judgment 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, knowledge, values, skills, and judgment in social work practice.
- **"Emerging Skills and Competency (2)"** – With routine (weekly) supervision, the student's practice behaviors, knowledge, values, skills and judgment in this area are becoming more integrated into their social work practice.
- **"Advanced Skills and Competency (3)"** – The student independently demonstrates practice behaviors, knowledge, values, skills and judgment with confidence and as an integral part of his/her social work practice. The student is clearly capable of independent social work practice.

The "Introductory Skills and Competency (1)" or "Emerging 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. In the rare instance that a student is considered and evaluated to NOT be competent in a specified behavior, the field instructor will be asked to identify the dimension(s) (knowledge, values, skills, or processes) in which the deficiency(ies) occur(s). When a “0” rating is given, at the end of the evaluation process, and prior to the Field Instructor signing the evaluation form, an additional information/narrative box appears below the specific behavior in which competency is lacking. (Behaviors are outlined on the left hand side of the form). If a student receives no “0” ratings on his/her evaluation, dimension (KVSP) information/narrative boxes will not be generated/seen.

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.

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 behavior, in the current field internship.**

Evaluation Process:

The evaluation scales provide for a self-evaluation of competence by the student. After the student evaluates her/his competence and signs the evaluation form, the field instructor will then evaluate the student’s competency. 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 their mutual satisfaction, both the student and the field instruction are invited to note and discuss such in the narrative comment sections of this evaluation form. After the student and field instructor have both signed the evaluation form, it will be forwarded to the Field Director for final signature.

Competency 1: Demonstrate Ethical and Professional Behavior This student demonstrates the ability to:		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment										
Ia. Make ethical decisions in clinical social work practice situations by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context. Competency Deficiency Specification(s) <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Values</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Skills</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Dimension	Description of Competency Deficiency	Knowledge	<input type="checkbox"/>	Values	<input type="checkbox"/>	Skills	<input type="checkbox"/>	Cognitive and Affective Processes	<input type="checkbox"/>	<input type="checkbox"/> Utilize weekly supervision to discuss and integrate the NASW Code of Ethics into daily Social Work practice (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss strategies of ethical reasoning and integrate such into daily Social Work practice (KVSP) <input type="checkbox"/> Discuss ethical dilemmas with supervisors, field instructor, and team members (KVP) <input type="checkbox"/> Seek consultation with supervisor and/or field instructor in situations of ambiguity and ethical conflict before taking action. (KVSP) <input type="checkbox"/> Proactively seek peer consultation regarding ethical situations and challenges (KVP) <input type="checkbox"/> Complete NASW or CSWE Code of Ethics training (KV) <input type="checkbox"/> Complete HIPPA trainings regarding confidentiality issues (KV) <input type="checkbox"/> Utilize NASW Code of Ethics as a resource and guide in all Social Work activities (KVSP) <input type="checkbox"/> Consciously and proactively allow for client choice in how clients practice religion, sexual orientation, gender identity, etc. (KVSP) <input type="checkbox"/> Consciously and proactively recognize the client’s right to self-determination (KVSP) <input type="checkbox"/> Report to proper individuals and authorities if clients are a danger to themselves or others (KVSP) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge	<input type="checkbox"/>													
Values	<input type="checkbox"/>													
Skills	<input type="checkbox"/>													
Cognitive and Affective Processes	<input type="checkbox"/>													
Ib. Use reflection and self-regulation to manage personal values, biases, relational reactions and		<input type="checkbox"/> Maintain a professional journal of self-reflection and professional growth (KVSP) <input type="checkbox"/> Complete monthly case reflections to identify and process personal	▼	▼										

maintain professional boundaries in clinical practice situations		challenges, counter-transference reactions, values and ethical dilemmas (KVSP)			
Competency Deficiency Specification(s)		Utilize weekly supervision to share personal reflection, self-correction and personal evaluation experiences (KVSP)			
Utilize weekly supervision to discuss the appropriate interaction of personal values and delivery of Social Work services to clients (KVSP)		Utilize weekly supervision to identify, discuss, and appropriately manage personal values, beliefs, biases, and relational reactions (KVSP)			
Be proactive in exploring/managing personal bias, projection, and countertransference issues (KVSP)		Utilize weekly supervision to identify, discuss and appropriately maintain professional boundaries in clinical practice situations. (KVSP)			
Other:					
1c. Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communications		Utilize weekly supervision to openly identify personal strengths, limitations and challenges (KVSP)		▼	▼
Competency Deficiency Specification(s)		Utilize weekly supervision to review and revise paperwork (case notes, reports, letters, assessments, treatment plans, etc.) according to agency specific guidelines. (KVSP)			
Openly receive supervision and consultation feedback (KVSP)		Integrate supervision and consultation feedback into daily Social Work practice (KVSP)			
Encourage feedback and receive it appropriately and constructively (KVSP)		Discuss and model professional boundaries with co-workers and clients (KVSP)			
Attend all required agency trainings (KP)		Complete all paperwork according to agency specifications (KVSP)			
Complete all paperwork in a timely manner (KS)		Promptly arrive at and begin client sessions (KVS)			
Establish and maintain a professional schedule (SP)		Appropriately dress for agency setting (KP)			
Establish and maintain appropriate relationships with administrators, staff, and colleagues (KVSP)		Complete agency orientation to outline agency-specific expectations (K)			
Write court reports and recommendations according to agency protocol and format (KVSP)		Complete agency specific forms in a timely manner (reports, assessments, treatment plans, case notes, etc.) according to agency protocol and format. (KVSP)			
Effectively use internship time to prepare for specific clients/sessions (KVSP)		Express appreciation for input and assistance from other professionals (VSP)			
Other:					
1d. Employ strategies of ethical reasoning to		Complete agency orientation to outline agency-specific expectations (K)		▼	▼

address the use of technology in clinical practice and its effect on client rights outcomes		<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, video conferencing, use of internet and texting in professional practice, etc.) (K) <input type="checkbox"/> Follow agency guidelines regarding technology and media usage (KVP) <input type="checkbox"/> Follow agency guidelines regarding reports generated and sent to other agencies (KVP) <input type="checkbox"/> Utilize weekly supervision, staff meetings, and additional trainings to keep abreast of and understand the current trends in communication and technology, how such can be used in Social Work practice and how clients and their families use/access such (K) <input type="checkbox"/> Demonstrate appropriate professional use of social media, technological and digital forms of communication (KVSP)												
Competency Deficiency Specification(s) <table border="1"> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		Other: <div></div>		
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
1e. Utilize supervision and consultation to enhance and improve clinical social work practice Competency Deficiency Specification(s) <table border="1"> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		<input type="checkbox"/> Utilize weekly supervision to discuss professional roles and boundaries (KVSP) <input type="checkbox"/> Proactively seek peer consultation with colleagues and mentors (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss and monitor transference and counter-transference issues (KVSP) <input type="checkbox"/> Utilize weekly supervision to address issues of ambiguity and ethical conflicts (KVSP) <input type="checkbox"/> Utilize weekly supervision and staff meetings to prepare for client interactions/sessions. (KVSP) <input type="checkbox"/> Proactively participate in intern group supervision (KVSP) <input type="checkbox"/> Proactively participate in agency, clinical, staff, and team meetings (KVSP) <input type="checkbox"/> Observe and shadow other Social Work professionals and clinicians (KV)	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
		Other: <div></div>												
		Competency #1 Sub-score <div></div> / <div></div> = <div></div> %												
Student Narrative Self-Reflection of Competency: CC #1: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to demonstrate ethical and professional behavior as a Clinical social work practitioner. 														
SAVE WORK														
Competency 2: Engage Diversity and Difference in Practice This student demonstrates the ability to:		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment										
2a. Research and apply knowledge of diversity and difference to enhance client well-being at the micro, mezzo, and macro levels		<input type="checkbox"/> Utilize weekly supervision to discuss diversity and its' impact on clients, groups, and families. (KVS) <input type="checkbox"/> Proactively seek for opportunities and work with clients of diverse populations (KVSJ) <input type="checkbox"/> Include a culture assessment as part of the regular intake procedure	▼	▼										

Competency Deficiency Specification(s) <table border="1"> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		when working with clients, groups, families, and organizations (KVSJ) <input type="checkbox"/> Appropriately utilize interpreters/aides as needed (KVJ) <input type="checkbox"/> Provide interventions with clients in their native language as appropriate and able (KVSJ) <input type="checkbox"/> Create/translate agency/organization materials into other languages (KVS) Other: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>		
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
2b. Identify and utilize clients and constituencies as experts in their own treatment Competency Deficiency Specification(s) <table border="1"> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		<input type="checkbox"/> Encourage clients, as experts on their individual culture, to educate workers regarding their culture and its resulting dynamics (KVSJ) <input type="checkbox"/> Actively seek training/additional information about working with various populations (KVJ) <input type="checkbox"/> Identify and link clients with local resources that work with diverse clientele or specialize with diverse groups (KVSJ) <input type="checkbox"/> Participate in and complete cultural competency training (KV) <input type="checkbox"/> Ask "appropriate" questions regarding diversity and difference in efforts to expand knowledge and understanding of such. (KVSJ) Other: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
2c. Utilize self-awareness and self-regulation to manage the influence of personal biases and values in the therapeutic treatment of diverse clients and constituencies Competency Deficiency Specification(s) <table border="1"> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		<input type="checkbox"/> Utilize weekly supervision to explore and candidly discuss personal biases with supervisor (KVSJ) <input type="checkbox"/> Utilize weekly supervision to discuss appropriate reactions and responses to uncomfortable topics disclosed by clients (KVSJ) <input type="checkbox"/> Utilize weekly supervision to discuss appropriate reactions and responses to client differences (KVSJ) <input type="checkbox"/> Utilize weekly supervision to recognize personal limitations in working with diverse populations and differences (KVSJ) <input type="checkbox"/> Explore personal ideas and values regarding the local cultures and clients' cultures (KVS) Other: <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
2d. Provide effective		<input type="checkbox"/> Utilize weekly supervision to discuss diversity and its' impact on	▼	▼										

clinical social work services to diverse clients and constituencies		clients, groups, and families. (KVS)		
Competency Deficiency Specification(s)		<input type="checkbox"/> Proactively seek for opportunities and work with clients of diverse populations (KVSJ) <input type="checkbox"/> Include a culture assessment as part of the regular intake procedure when working with clients, groups, families, and organizations (KVSJ) Other: <input type="text"/>		
Dimension	Description of Competency Deficiency			
Knowledge				
Values				
Skills				
Cognitive and Affective Processes				
		Competency #2 Sub-score <input type="text"/> / <input type="text"/> = <input type="text"/> %		
Student Narrative Self-Reflection of Competency: CC #2: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to engage diversity and difference in practice as a Clinical social work practitioner. 				
SAVE WORK				
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice This student demonstrates the ability to:		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment
3a. Advance Human Rights and Social, Economic, and Environmental Justice		<input type="checkbox"/> Visit other agencies to educate self and clients about community resources (K) <input type="checkbox"/> Differentiate between civil and criminal violations (K) <input type="checkbox"/> Identify community coalitions/groups that advocate for clients (K) <input type="checkbox"/> Identify client advocacy needs (KVS) <input type="checkbox"/> Discuss needed community service improvements with supervisor (KVP) <input type="checkbox"/> Utilize weekly supervision to discuss and understand the oppression and discrimination of clients (KVP) <input type="checkbox"/> Utilize weekly supervision to become familiar with the process of advocating for clients. (KV) <input type="checkbox"/> Encourage client confidence in advocating for themselves (KVSP) <input type="checkbox"/> Help clients to navigate social systems (KVSP) <input type="checkbox"/> Inform and link clients to community coalitions, groups and patient advocacy resources (KVSP) <input type="checkbox"/> Teach clients the importance of, and how to, network with and access community resources (KVSP) <input type="checkbox"/> Advocate for client access to appropriate services (KVSP) <input type="checkbox"/> Advocate for client needs (medication, skills training, case management services, diagnosis, financial assistance, etc.) when working with various (including other agency) personnel (KVSP) <input type="checkbox"/> Attend and advocate for clients in court hearings (KVSJP)	▼	▼
Competency Deficiency Specification(s)				
Dimension	Description of Competency Deficiency			
Knowledge				
Values				
Skills				
Cognitive and Affective Processes				

	<input type="checkbox"/> Complete court documents as needed for client advocacy and support (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss, identify, plan, and evaluate how best to negotiate, mediate, and advocate on behalf of clients. (KVSP) <input type="checkbox"/> Coordinate and collaborate with victim advocates, caseworkers, case managers, etc. (KVSP) <input type="checkbox"/> Obtain appropriate releases of information to facilitate inter-agency coordination and consultation (KVSP) <input type="checkbox"/> Participate in agency sponsored/supported advocacy efforts (KVSP) Other: _____												
3b. Advocate at micro, mezzo, and macro levels for mental health issues. Competency Deficiency Specification(s) <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </tbody> </table>	Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		<input type="checkbox"/> Consult with other community resources and agencies as appropriate (KVSP) <input type="checkbox"/> Proactively participate in inter-agency coordination and resource allocation meetings (KVSP) <input type="checkbox"/> Help identify mechanisms of oppression and discrimination in internship agency (KVSP) <input type="checkbox"/> Help identify mechanisms of oppression and discrimination in community (KVSP) <input type="checkbox"/> Involve clients in agency processes of eco-challenges and human rights challenges (KVSP) <input type="checkbox"/> Negotiate, mediate, and advocate for clients and constituencies, especially as it pertains to their mental health issues and concerns. (KVSP) <input type="checkbox"/> Collaborate with other agencies to influence and create policies that improve client mental health services and resources (KVSP) <input type="checkbox"/> Collaborate with other agencies to provide additional and more comprehensive services to clients (KVSJ) <input type="checkbox"/> Inform clients of their rights (KVSP) <input type="checkbox"/> Educate others about mental illness (KVSP) <input type="checkbox"/> Participate in community outreach, education, and awareness projects regarding mental health issues (KVSP) <input type="checkbox"/> Attend and participate in community events to provide information about available mental health resources (KVSP) <input type="checkbox"/> Participate in NASW advocacy efforts that impact clients and mental health issues (KVSP) Other: _____	▼	▼
Dimension	Description of Competency Deficiency												
Knowledge													
Values													
Skills													
Cognitive and Affective Processes													
Competency #3 Sub-score _____ / _____ = _____ %													
Student Narrative Self-Reflection of Competency: CC #3: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to advance human rights and social, economic, and environmental justice as a Clinical social work practitioner. 													
SAVE WORK													
Competency 4: Engage in Practice-informed Research and Research-informed Practice This student demonstrates the ability to:	Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment										
4a. Use research and	<input type="checkbox"/> Utilize weekly supervision to identify and discuss evidence-informed	▼	▼										

evidence based practice to inform and improve clinical assessment and intervention with clients.			
Competency Deficiency Specification(s)			
Dimension	Description of Competency Deficiency		
Knowledge			
Values			
Skills			
Cognitive and Affective Processes			
<p>treatment and intervention for clients (KVSP)</p> <ul style="list-style-type: none"> ☐ Familiarize self with research findings regarding specific area/populations/questions (K) ☐ Identify areas of knowledge/skill and weaknesses and proactively seek to learn and improve such through research-informed trainings, conferences, readings, etc. (K) ☐ Attend and participate in specialized research-informed practice trainings (K) ☐ Participate in an agency research/evaluation project (KVS) ☐ Assist agency in gathering research or evaluation data (KVS) ☐ Conduct research on program effectiveness (KVS) ☐ Present research to supervisor/team that supports own interventions with clients (KVSP) ☐ Identify the strengths, weaknesses, and appropriate use of varying evidence-based theories and treatment models (KP) ☐ Identify and read newsletters and research journals to continually gain new information regarding research-informed practice (K) ☐ Identify appropriate research-informed modalities to use in delivery of Social Work services (K) ☐ Seek research-informed rationale for professional judgments and interventions (KVP) ☐ Apply research-informed interventions that are effective for the population served (KVSP) ☐ Utilize weekly supervision to discuss and integrate research-informed practice theory into field practice experiences (KVSP) ☐ Use research-informed and professionally accepted modalities in client treatment (KVSP) <p>Other:</p>			
4b. Participate in the generation of new qualitative and quantitative clinical knowledge, through research and evidence practice.			
Competency Deficiency Specification(s)			
Dimension	Description of Competency Deficiency		
Knowledge			
Values			
Skills			
Cognitive and Affective Processes			
<ul style="list-style-type: none"> ☐ Utilize weekly supervision to identify and discuss evidence-informed treatment and intervention for clients (KVSP) ☐ Prepare and share with fellow students/colleagues presentations on research-informed treatment modalities and specific interventions (KS) ☐ Share research-informed articles with agency staff (KS) ☐ Prepare and present research-based topic-specific trainings to agency staff (KS) ☐ Prepare and present research-based trainings/presentations related to specific client populations, agencies, or services to agency and community constituencies (KVS) ☐ Participate in an agency research/evaluation project (KVS) ☐ Assist agency in gathering research or evaluation data (KVS) ☐ Conduct research on program effectiveness (KVS) ☐ Participate/teach/lead community education and prevention groups, seminars, conferences, workshops, and trainings (KVSP) <p>Other:</p>			
Competency #4 Sub-score		/	%
Student Narrative Self-Reflection of Competency: CC #4: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and			

affective processes and professional judgment), please reflect upon your ability to engage in practice-informed research and research-informed practice as a Clinical social work practitioner.

SAVE WORK														
Competency 5: Engage in Policy Practice This student demonstrates the ability to:		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment										
<p>5a. Communicate to administrators and legislators the implication of policies and policy change in the lives of children, families, and diverse clients and constituencies.</p> <p>Competency Deficiency Specification(s)</p> <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </tbody> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		<ul style="list-style-type: none"> <input type="checkbox"/> Attend board meetings and share feedback where policies and procedures are being discussed/reviewed/created (K) <input type="checkbox"/> Familiarize self with, understand, articulate, and adhere to agency policies and guidelines (KVSP) <input type="checkbox"/> Complete HIPPA training regarding confidentiality issues (K) <input type="checkbox"/> Familiarize self with and understand agency procedures, forms, and documentation (K) <input type="checkbox"/> Proactively participate in meetings to share thoughts, ideas, feedback, criticisms, suggestions, and reform ideas with supervisor, agency administrators, and policy makers (KVSP) <input type="checkbox"/> Attend and utilize weekly supervision, staff meetings, and agency trainings to discuss and share feedback regarding legislation, current legislative issues, and their impact on clients (KVSP) <input type="checkbox"/> Attend and utilize weekly supervision, staff meetings, and agency trainings to critically evaluate federal, state, and agency policies and how they affect clients (KVSP) <input type="checkbox"/> Utilize weekly supervision to educate and discuss reporting laws, policies/procedures (KVSP) <p>Other: _____</p>	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
<p>5b. Advocate to influence policies that impact clients' access to clinical mental health services, especially children and families.</p> <p>Competency Deficiency Specification(s)</p> <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </tbody> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		<ul style="list-style-type: none"> <input type="checkbox"/> Read, write, complete and/or sign policy and procedure contracts/documents (KVSP) <input type="checkbox"/> Understand and implement abuse reporting protocol as appropriate (KVSP) <input type="checkbox"/> Utilize weekly supervision and agency meetings to discuss and advocate for clients and policies in clinical situations involving ethical issues and dilemmas (KVSJP) <input type="checkbox"/> Proactively participate in legislative activities that impact clients and client services (KVSP) <input type="checkbox"/> Assess, apply, and advocate for policies/procedures that advance social and economic wellbeing (KVSP) <input type="checkbox"/> Advocate for possible changes to agency policies, especially those that impact mental health services to children and families. (KVSP) <input type="checkbox"/> Collaborate with other agencies to influence and create policies that improve mental health services and resources, especially those that impact children and families (KVSP) <p>Other: _____</p>	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
		Competency #5 Sub-score	/	=										
<p>Student Narrative Self-Reflection of Competency: CC #5: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to engage in policy practice as a Clinical</p>														

social work practitioner.



SAVE WORK

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment										
This student demonstrates the ability to:														
6a. Use empathy, reflection, and interpersonal skills to develop an effective therapeutic relationship with diverse clients and constituencies		<input type="checkbox"/> Utilize weekly supervision to discuss and evaluate personal use of empathy, reflection, and other interpersonal skills (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss strengths of, weaknesses of, and appropriate times and ways to develop an effective therapeutic relationship with clients (KVSP) <input type="checkbox"/> Demonstrate non-judgmental attitude in client and group interactions/sessions (KVSP) <input type="checkbox"/> Demonstrate unconditional positive regard in client and group interactions/sessions (KVSP) <input type="checkbox"/> Develop appropriate therapeutic relationships (KVSP) <input type="checkbox"/> Provide appropriate empathy to clients (KVSP) <input type="checkbox"/> Develop, demonstrate, and maintain appropriate boundaries and interactions with clients (KVSP) <input type="checkbox"/> Establish therapeutic rapport and relationship with clients and their families (KVSP) Other: <input type="text"/>	▼	▼										
Competency Deficiency Specification(s) <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </tbody> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes				
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
6b. Attend to dynamics of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks that both strengthen and potentially threaten the therapeutic relationship.		<input type="checkbox"/> Utilize weekly supervision to review human behavior and systems theory and their impact on client/therapist relational reactions and the therapeutic relationship (KVSP) <input type="checkbox"/> Utilize weekly supervision to discuss client person-in-environment factors and examine client cases from various conceptual frameworks and determine which interventions may be the most effective (KVSP) Other: <input type="text"/>	▼	▼										
Competency Deficiency Specification(s) <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </tbody> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes				
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
6c. Establish a relationally														

based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes.		<input type="checkbox"/> Utilize various modalities, skills, and creative abilities to "start where the client is" when working with clients and constituencies (KVSP)	▼	▼
Competency Deficiency Specification(s)		<input type="checkbox"/> Utilize interventions that are appropriate to the client's level of functioning, readiness for change, culture, and understanding (KVSP)		
Dimension Description of Competency Deficiency		<input type="checkbox"/> Incorporate a spiritual component to engage clients and meet client needs as desired by client (KVSP)		
Knowledge		<input type="checkbox"/> Participate in new client orientations and explain agency programs to new participants/clients (KVSP)		
Values		<input type="checkbox"/> Apply systems theory in anticipating and preparing for how the patient's family may be affected by changes in the client (KVSP)		
Skills		Other: <input type="text"/>		
Cognitive and Affective Processes				
Competency #6 Sub-score <input type="text"/> / <input type="text"/> = <input type="text"/> %				
Student Narrative Self-Reflection of Competency: CC #6: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to engage with individuals, families, groups, organizations, and communities as a Clinical social work practitioner.				
<input type="button" value="SAVE WORK"/>				
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities This student demonstrates the ability to:		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment
7a. Collect and organize data and apply critical thinking to assess client's readiness for change and guide clinical practice		<input type="checkbox"/> Observe and review other clinicians' assessments, intakes, and treatment plans (K)	▼	▼
Competency Deficiency Specification(s)		<input type="checkbox"/> Identify and note clients' specific and unique circumstances and dynamics (KVSP)		
Dimension Description of Competency Deficiency		<input type="checkbox"/> Identify clients' strengths, resiliencies, coping strategies, and resources (KVSP)		
Knowledge		<input type="checkbox"/> Assist clients' in identifying their own strengths, resiliencies, coping strategies, and resources (KVSP)		
Values		<input type="checkbox"/> Assess clients' access to services (KVSP)		
Skills		<input type="checkbox"/> Identify what services/resources are available to and being utilized by clients (KVSP)		
Cognitive and Affective Processes		<input type="checkbox"/> Utilize weekly supervision and staff meetings to identify client readiness for change (KVSP)		
		<input type="checkbox"/> Assess client's developmental functioning (KVSP)		
		<input type="checkbox"/> Utilize weekly supervision to analyze client challenges and collaborate on strategies to overcome them (KVSP)		
		<input type="checkbox"/> Assess client's support systems/lack of support when looking for solutions (KVSP)		
		<input type="checkbox"/> Utilize weekly supervision to discuss strengths of, weaknesses of, and appropriate times to use various methods of assessment (KSP)		
		<input type="checkbox"/> Complete Bio-Psycho-Social-Spiritual Histories (KVSP)		

	<input type="checkbox"/> Complete DSM 5 diagnosis (KSP) <input type="checkbox"/> Complete ICD-10 coding (KSP) <input type="checkbox"/> Conduct Multiple Assessments (KVSP) including: <input type="checkbox"/> OQ45 <input type="checkbox"/> YOQ <input type="checkbox"/> PAI <input type="checkbox"/> Y-BOS <input type="checkbox"/> Vocational assessments (WRAT-4, O*Net, TABE, etc.) <input type="checkbox"/> ASAM (American Society of Addiction Medicine) <input type="checkbox"/> Educational Assessments <input type="checkbox"/> Personality Assessments <input type="checkbox"/> Psycho-Sexual Histories <input type="checkbox"/> Suicide Risk Assessments <input type="checkbox"/> Substance Use Assessments <input type="checkbox"/> Domestic Violence Assessments <input type="checkbox"/> Trauma Assessments <input type="checkbox"/> Parental Fitness Assessments <input type="checkbox"/> ORS/SRS <input type="checkbox"/> Level of Service Inventory: Risk, Needs and Responsivity Other: <input type="text"/> Other: <input type="text"/>												
7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies Competency Deficiency Specification(s) <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Values</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Skills</td> <td><input type="checkbox"/></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Dimension	Description of Competency Deficiency	Knowledge	<input type="checkbox"/>	Values	<input type="checkbox"/>	Skills	<input type="checkbox"/>	Cognitive and Affective Processes	<input type="checkbox"/>	<input type="checkbox"/> Utilize strengths based assessments, goal setting, and interventions with clients (KVSP) <input type="checkbox"/> Incorporate Bio-Psycho-Social-Spiritual assessment findings into formation of client's diagnosis and goals for treatment (KVSP) <input type="checkbox"/> Present Bio-Psycho-Social-Spiritual assessments of clients to supervisor in weekly supervision or staff meetings (KVSP) <input type="checkbox"/> Present assessment information in an organized and concise manner to treatment team in clinical staff meetings (KVSP) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency												
Knowledge	<input type="checkbox"/>												
Values	<input type="checkbox"/>												
Skills	<input type="checkbox"/>												
Cognitive and Affective Processes	<input type="checkbox"/>												
7c. Collect and organize data and apply critical thinking to assess client	<input type="checkbox"/> Use assessment information to develop mutually agreed upon goals and objectives with clients (KVSP)	▼	▼										

strengths, vulnerabilities and coping strategies to reinforce and improve adaptation to life situations, circumstances, and events Competency Deficiency Specification(s)		<input type="checkbox"/> Teach clients how to use, and courage them to use, self-assessments and self-anchored scaling to monitor and track their progress toward their treatment goals and objectives (KVSP) <input type="checkbox"/> Empower clients to make their own decisions (KVSP) <input type="checkbox"/> Utilize strengths based and solution focused interventions to assist clients in choosing and identifying their own treatment goals and outcomes (KVSP) <input type="checkbox"/> Help clients identify and set specific, attainable, realistic, measurable, and timely goals (KVSP) <input type="checkbox"/> Actively elicit and include client input, participation, and ongoing feedback regarding their goals, objectives, interventions used, and progress made (KVSP) <input type="checkbox"/> Formulate and complete client directed treatment plans according to agency guidelines (KVSP) Other: <input type="text"/>												
<table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </tbody> </table>	Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		7d. Select and modify appropriate intervention strategies based on continuous clinical assessment, research knowledge, and values and preferences of clients and constituencies Competency Deficiency Specification(s)	<input type="checkbox"/> Use assessment information to guide client treatment and interventions (KVSP) <input type="checkbox"/> Use research-informed treatment modalities and interventions with clients and constituencies (KVSP) <input type="checkbox"/> Ensure that client values and preferences guide and direct the course of treatment and interventions used in the helping/treatment process (KVSP) <input type="checkbox"/> Conduct ongoing assessment throughout the helping/treatment process (KVS) <input type="checkbox"/> Adapt ongoing treatment and interventions in accordance with ongoing assessment data obtained (KVSP) <input type="checkbox"/> Adapt ongoing treatment and interventions in accordance with client's and constituencies expressed values and preferences (KVSP) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
Competency #7 Sub-score <input type="text"/> / <input type="text"/> = <input type="text"/> %														
Student Narrative Self-Reflection of Competency: CC #7: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to assess individuals, families, groups, organizations, and communities as a Clinical social work practitioner. 														
<input type="button" value="SAVE WORK"/>														
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities		Learning Activities (Check all that apply)		Student Self Assessment	Field Instructor Assessment									
8a. Critically evaluate,		<input type="checkbox"/> Study and research material specific to client needs (K)		▼	▼									

select, and apply evidence based practice in therapeutic interventions with children and families

Competency Deficiency Specification(s)

Dimension	Description of Competency Deficiency
Knowledge	
Values	
Skills	
Cognitive and Affective Processes	

- ☐ Video tape sessions as a feedback tool to reflect on the Social work and therapeutic process (KVSP)
- ☐ Participate in weekly treatment team meetings to discuss and improve treatment interventions and dynamics (KVSP)
- ☐ Participate in treatment plan development including specific Social Work research-informed modalities and interventions (KVSP)
- ☐ Use DSM 5 diagnoses and ICD-10 codes to help select and modify research-informed practice and interventions as appropriate to each client situation (KSP)
- ☐ Use research-informed practices and interventions as appropriate to each client situation (KVSP)
- ☐ Utilize weekly supervision and staff meetings to educate self and choose modalities and interventions appropriate to specific client needs (KVSP)
- ☐ Utilize modalities and interventions suited to the client's personality, strengths, needs, and reasons for seeking treatment (KVSP)
- ☐ Provide educational materials and tools to clients (KVSP)
- ☐ Actively encourage clients to attend/participate in educational, prevention, and skill-building groups, seminars, conferences, workshops, and/or training (KVSP)
- ☐ Provide crisis intervention services as needed (KVSP)
- ☐ Utilize weekly supervision to link research-informed practice theory to individual and group treatment (KVSP)
- ☐ Conduct individual, family, and/or couples therapy with clients (KVSP) utilizing the following:
 - ☐ Client-centered theory
 - ☐ Play therapy
 - ☐ Behavioral theory
 - ☐ Cognitive theory
 - ☐ Cognitive Behavioral Therapy (CBT)
 - ☐ Interpersonal theory
 - ☐ Strengths-based therapy
 - ☐ Solution Focused Therapy
 - ☐ Cognitive Processing Therapy (CPT)
 - ☐ Brief Therapy
 - ☐ Child Parent Relationship Therapy (CPRT)
 - ☐ Crisis Intervention
 - ☐ Minuchin Structural Family Therapy
 - ☐ Gestalt theory
 - ☐ Attachment Theory
 - ☐ CBT-Modified for Children
 - ☐ Dialectical Behavior Therapy (DBT)
 - ☐ Emotionally Focused Therapy (EFT)
 - ☐ Acceptance and Commitment Therapy (ACT)
 - ☐ Motivational Interviewing (MI)
 - ☐ Trauma-Focused CBT
 - ☐ Cognitive Behavioral Therapy for Psychosis (CBT-P)
 - ☐ Sand tray Therapy

- ☐ Narrative Therapy
- ☐ Neuro-feedback
- ☐ Eye Movement Desensitization and Reprocessing (EMDR)
- ☐ Behavioral Reinforcement Systems
- ☐ Cognitive Remediation
- ☐ Creative arts therapy
- ☐ Meditation
- ☐ Mindfulness
- ☐ Lifespan integration
- ☐ Sexual compulsivity counseling
- ☐ Sexual offender counseling
- ☐ Substance abuse counseling
- ☐ Systems theory

Other:

☐ Facilitate and/or co-facilitate the following groups/classes (KVSP):

- ☐ PTSD group
- ☐ Suicide prevention group
- ☐ AMAC group
- ☐ Survivors' group
- ☐ Girl's group
- ☐ Boy's group
- ☐ Men's group
- ☐ Women's group
- ☐ Youth group
- ☐ Sexual addiction group
- ☐ Trauma group
- ☐ Relapse prevention group
- ☐ Cognitive processing group
- ☐ Emotional processing group
- ☐ Why Try?
- ☐ Orientation to treatment group
- ☐ DBT skills group
- ☐ Discharge support group
- ☐ Mindfulness/Relaxation group
- ☐ Birth-parent support group
- ☐ Adoptive couples support group
- ☐ LGBTQ support group
- ☐ Recovery management group
- ☐ Bereavement group
- ☐ Friendship group
- ☐ Divorce adjustment group
- ☐ Parent support group
- ☐ Smoking cessation group

	<input type="checkbox"/> Family support group <input type="checkbox"/> Chronic illness support group <input type="checkbox"/> Cancer support group <input type="checkbox"/> Pornography addiction support group <input type="checkbox"/> Spouse support group <input type="checkbox"/> Survival skills <input type="checkbox"/> Parenting skills <input type="checkbox"/> Thinking errors <input type="checkbox"/> Assertiveness training <input type="checkbox"/> Ethical decision-making <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Problem-solving <input type="checkbox"/> Anger management <input type="checkbox"/> Life skills <input type="checkbox"/> Vocational skills <input type="checkbox"/> Effective emotional management <input type="checkbox"/> Self-regulation <input type="checkbox"/> Social skills <input type="checkbox"/> Communication skills <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 skills group <input type="checkbox"/> Music as therapy <input type="checkbox"/> Recreation as therapy <input type="checkbox"/> Art as therapy <input type="checkbox"/> Conduct management Other: <input type="text"/> Other: <input type="text"/>		
8b. Demonstrate the use of appropriate evidence based clinical interventions for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed Competency Deficiency Specification(s)	<input type="checkbox"/> Utilize weekly supervision to discuss strengths and identify areas of intervention weakness (KVSP) <input type="checkbox"/> Participate in additional trainings on areas of intervention weakness (K) <input type="checkbox"/> Help clients establish healthy support systems (KVSP) <input type="checkbox"/> Coordinate with clients on systems navigation (KVSP) <input type="checkbox"/> Include family members in the therapeutic process (KVSP) <input type="checkbox"/> Assist clients in exploring and learning from their past successful behaviors (KVSP) <input type="checkbox"/> Use multiple and diverse research-based intervention to address client	▼	▼

Dimension	Description of Competency Deficiency	concerns identified in the clinical assessment (KVSP)		
Knowledge		<input type="checkbox"/> Use creative interventions (genograms, timelines, art therapy, music therapy, physical activity, mindfulness, other experiential therapies, etc.) to identify and work with client strengths and vulnerabilities (KVSP)		
Values		<input type="checkbox"/> Help clients access and capitalize on multiple coping skills, resources, abilities, and resiliencies (KVSP)		
Skills		<input type="checkbox"/> Refer clients to more intensive clinical services as needed (KVSP)		
Cognitive and Affective Processes		Other: <input type="text"/>		
8c. Use inter-professional collaboration to coordinate treatment interventions with children and families				
Competency Deficiency Specification(s)				
Dimension	Description of Competency Deficiency	<input type="checkbox"/> Identify collaborative agencies (K)		
Knowledge		<input type="checkbox"/> Appropriately network with collaborative agencies for maximum client specific assistance (KVSP)		
Values		<input type="checkbox"/> Correspond/communicate/consult with other agencies and professionals regarding clients (KVSP)		
Skills		<input type="checkbox"/> Participate in inter-agency contacts, consults, and meetings (KVSP)		
Cognitive and Affective Processes		<input type="checkbox"/> Refer clients for medical/medication evaluations as needed/beneficial (KVSP)		
		<input type="checkbox"/> Facilitate inter-agency coordination and consultation as needed/beneficial (KVSP)		
		<input type="checkbox"/> Refer clients to more appropriate/comprehensive services as needed/beneficial (KVSP)		
		<input type="checkbox"/> Proactively participate in inter-agency coordination and planning meetings to assist specific clients/populations (KVSP)		
		<input type="checkbox"/> Consult and collaborate with client support systems (i.e. Family, school, religious community, etc.) to influence and enable sustainable change (KVSP)		
		<input type="checkbox"/> Collaborate with other therapists and team members who are serving different members of the same family to enable systemic change (KVSP)		
		<input type="checkbox"/> Consult with ecclesiastical leaders and/or mentors to provide support, consultation, and begin the systemic change process (KVSP)		
		<input type="checkbox"/> Refer clients to case management services as needed/appropriate (KVSP)		
		<input type="checkbox"/> Make referrals to additional resources and treatment services as needed/appropriate (KVSP)		
		Other: <input type="text"/>		
8d. Facilitate effective therapeutic transitions and endings in clinical social work practice				
Competency Deficiency Specification(s)				
Dimension	Description of Competency Deficiency	<input type="checkbox"/> Utilize weekly supervision to discuss ways to appropriately terminate client sessions/treatment (KVSP)		
Knowledge		<input type="checkbox"/> Begin discussion regarding scope of services and eventual termination at the beginning of the Social Work process (KVSP)		
Values		<input type="checkbox"/> Openly discuss and prepare clients for conclusion of treatment (KVSP)		
Skills		<input type="checkbox"/> Provide discharge planning services as needed (KVSP)		
		<input type="checkbox"/> Transfer or discharge clients in a timely manner before terminating the internship (KVSP)		
		<input type="checkbox"/> Complete all termination, discharge, and final paperwork in a timely and thorough manner according to agency guidelines (KVSP)		
		Other: <input type="text"/>		

Cognitive and Affective Processes														
Competency #8 Sub-score <input type="text"/> / <input type="text"/> = <input type="text"/> %														
Student Narrative Self-Reflection of Competency: CC #8: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to intervene with individuals, families, groups, organizations, and communities as a Clinical social work practitioner.														
SAVE WORK														
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities		Learning Activities (Check all that apply)	Student Self Assessment	Field Instructor Assessment										
9a. Critically analyze, monitor, and evaluate intervention and program processes and outcomes Competency Deficiency Specification(s) <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </tbody> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		<input type="checkbox"/> Proactively utilize weekly supervision to evaluate and assess effectiveness of treatment interventions, program processes, services provided to clients, and outcomes (KVSP) <input type="checkbox"/> Utilize client self-evaluation to help assess effectiveness of treatment interventions, program processes, and outcomes (KVSP) <input type="checkbox"/> Review and reassess treatment goals and plans according to agency specific guidelines (KVSP) <input type="checkbox"/> Participate in weekly/monthly clinical reviews to analyze, monitor, and evaluate client progress and effectiveness of treatment/interventions (KVSP) <input type="checkbox"/> Conduct an agency specific program evaluation under the direction of agency supervisor or administration (KVSP) <input type="checkbox"/> Share with agency supervisor/agency administrators the Logic Model (processes/outcomes) of internship agency completed for Program Evaluation course (KSP) <input type="checkbox"/> Share with agency supervisor/agency administrators the Quantitative Analysis of Services of internship agency completed as part of Program Evaluation course (KSP) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
9b. Apply evaluation findings of clinical program processes and outcomes to improve and enhance clinical social work interventions Competency Deficiency Specification(s) <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive</td> <td></td> </tr> </tbody> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive		<input type="checkbox"/> Ensure that client satisfaction surveys and outcome assessments are completed according to agency protocol and guidelines (KVS) <input type="checkbox"/> Develop and implement self-evaluation practices (KVSP) <input type="checkbox"/> Utilize Miller's ORS/SRS throughout treatment to track and increase effectiveness of treatment (KVSP) <input type="checkbox"/> Utilize the OQ-45 and/or Y-OQ throughout treatment to track effectiveness of treatment (KVSP) <input type="checkbox"/> Complete an agency-specific improvement/development project (KVSP) <input type="checkbox"/> Complete a community-specific improvement/development project (KVSP) <input type="checkbox"/> Be receptive to instruction, feedback, suggestions, and recommendations from supervision, colleagues, and team members (KVSP) <input type="checkbox"/> Receive and integrate ongoing feedback obtained through clinical staff meetings and team meetings (KVSP)	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive														

and Affective Processes		<input type="checkbox"/> Adjust therapeutic interventions as appropriate based upon evaluative feedback (KVSP) <input type="checkbox"/> Present client specific evaluation information to agency clinical team (KVSP) <input type="checkbox"/> Implement suggestions acquired from Logic Model or Quantitative Analysis of Services Program Evaluation classroom assignment as approved by agency personnel/administrators (KSP) Other: <input type="text"/>												
9c. Evaluate research-informed and evidence based clinical interventions for a range of bio-psycho-social-spiritual conditions Competency Deficiency Specification(s) <table border="1"> <thead> <tr> <th>Dimension</th> <th>Description of Competency Deficiency</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td></td> </tr> <tr> <td>Values</td> <td></td> </tr> <tr> <td>Skills</td> <td></td> </tr> <tr> <td>Cognitive and Affective Processes</td> <td></td> </tr> </tbody> </table>		Dimension	Description of Competency Deficiency	Knowledge		Values		Skills		Cognitive and Affective Processes		<input type="checkbox"/> Evaluate own practice performance in concrete ways; implement evaluation into practice (KVSP) <input type="checkbox"/> Utilize weekly supervision to identify and discuss multidimensional evaluation of clients, agency, and service delivery at the micro, mezzo, and macro levels (KVSP) <input type="checkbox"/> Participate in weekly team meetings/review to apply multiple frameworks in the evaluation of client outcomes (KVSP) <input type="checkbox"/> Participate in monthly clinical reviews to apply multiple frameworks in the evaluation of client outcomes (KVSP) <input type="checkbox"/> Proactively utilize weekly supervision to evaluate and assess effectiveness of treatment interventions, program processes, services provided to clients, and outcomes (KVSP) <input type="checkbox"/> Utilize client self-evaluation to help assess effectiveness of treatment interventions, program processes, and outcomes (KVSP) <input type="checkbox"/> Review and reassess treatment goals and plans according to agency specific guidelines (KVSP) <input type="checkbox"/> Participate in weekly/monthly clinical reviews to analyze, monitor, and evaluate client progress and effectiveness of treatment/interventions (KVSP) <input type="checkbox"/> Use evaluation measures on an ongoing basis and apply information obtained to micro, mezzo, and macro practice (KVSP) <input type="checkbox"/> Evaluate outcomes, reassess client needs, and elicit feedback to work toward goal attainment throughout the helping process (KVSP) <input type="checkbox"/> Facilitate improved micro-mezzo-macro practice based upon evaluation feedback (KVSP) Other: <input type="text"/>	▼	▼
Dimension	Description of Competency Deficiency													
Knowledge														
Values														
Skills														
Cognitive and Affective Processes														
		Competency #9 Sub-score <input type="text"/> / <input type="text"/> = <input type="text"/> %												
Student Narrative Self-Reflection of Competency: CC #9: Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment), please reflect upon your ability to evaluate practice with individuals, families, groups, organizations, and communities as a Clinical social work practitioner. 														
<input type="button" value="SAVE WORK"/>														

Learning Agreement Signatures:Student Signature: Field Instructor Signature: Field Director Signature:

Your Learning Activity Agreement is now complete. At the end of the semester you can proceed with the Evaluation section of this form.

Final Evaluation Narrative Comments and Signatures:Total Internship Hours Completed this Semester: (entered by student)

Student Comments:

Student Signature:

Field Instructor Comments:

Field Instructor Signature: **Field Director Competency Assessment:**Considering the multi-dimensional nature of holistic competency (knowledge, values, skills, cognitive and affective processes and professional judgment) this student meets the CSWE EPAS competency standards. **Competency Deficiencies**

Dimension	Description of Competency Deficiency
Knowledge	
Values	
Skills	
Cognitive and Affective Processes	

Field Director Comments:

Field Director Final Grade: Field Director Signature:

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.

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IPT Document Management System July 4, 2017

Form ID: -

Appendix P - Student Internship Feedback Survey

Students complete this online Internship Survey at the END of each of their MSW internships; the end of their Sp/Sum internship and the end of their F/W internship. The data obtain from this survey is used in the ongoing evaluation and improvement of MSW internships.

Internship Survey

Students will complete the online survey and share their feedback regarding their Spring/Summer Internship. There is no right or wrong answer. All answers will receive full credit. Results will be used in conglomerate, and will be used to help structure and improve the Field Internships for future MSW cohorts.

View: [expanded](#) [preview](#) [collapsed](#)

17 questions, 45 points

1. Where did you complete your Spring/Summer Internship? (Agency and Unit)

1 pt

open response

2. What were the STRENGTHS of this internship placement?

1 pt

open response

3. What were the WEAKNESSES of this internship placement?

1 pt

open response

4. On a scale from 1 - 10, with 1 being low and 10 being high, rate the QUALITY OF TRAINING you received at this internship placement.

10 pts

multiple response





































- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

5. On a scale from 1 - 10, with 1 being low and 10 being high, how would you rate the OVERALL QUALITY of this internship placement.

10 pts

multiple response

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

6. Would you recommend this internship placement to other MSW students?	  
<ul style="list-style-type: none"> • yes • no 	2 pts <i>multiple response</i>
7. Why or why not?	  
	1 pt <i>open response</i>
8. Did this internship placement provide you with the opportunities to develop professional skills?	  
yes	1 pt <i>multiple choice</i>
9. What were the most important skills, concepts, or insights you learned or developed in this internship placement?	  
	1 pt <i>open response</i>
10. Who was your In-Agency Field Instructor/Supervisor?	  
	1 pt <i>open response</i>
11. What were the strengths of your In-Agency Field Instruction/Supervision?	  
	1 pt <i>open response</i>
12. What were the weaknesses of your In-Agency Field Instruction/Supervision?	  
	1 pt <i>open response</i>
13. On a scale from 1 - 10, with 1 being low and 10 being high, how would you rate the OVERALL QUALITY of the In-Agency Field Instruction/Supervision that you received.	  
<ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 5 • 6 • 7 • 8 • 9 • 10 	10 pts <i>multiple response</i>
14. How often did you receive In-Agency Field Instruction/Supervision?	  
	1 pt <i>open response</i>
15. Would you recommend this In-Agency Field Instructor/Supervisor to future MSW Interns?	  
yes	1 pt <i>multiple choice</i>
16. Why or why not?	  
	1 pt <i>open response</i>
17. What were the most important skills, concepts, or insights learned from your In-Agency Field Instructor/Supervisor?	  
	1 pt

Appendix Q - Internship Reflection and Time Log



**BYU School of Social Work
MSW Internship Reflection and Time Log**

Student Name:

Month:

Internship Agency:

Note: Week starts Sunday to Saturday

Date mm/dd/yyyy	Integrative Field Seminar Hours*	In-Agency Internship Hours	Direct Client Contact Hours (Face to Face)	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"/>	<input type="text"/>
Week 1 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"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 2 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"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Week 3 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"/>

Week 4 Total					
Week 5 Total					
MONTH TOTAL					

SAVE WORK

Reflections on Your Internship

#1. Describe the internship activities you have performed during this month, and a success you have seen:

Response:

Score: ▼

#2. What challenges have you experienced this month in your internship, and what steps have you taken to resolve those challenges?

Response:

Score: ▼

#3. Please provide a case reflection from your internship that illustrates your internship activities, interactions, interventions, etc. Link your interventions to an evidence-based practice theory or modality. Full points require supporting specifics and details.

Response:

Score: ▼

#4. How has your competency (knowledge, values, skills and cognitive/affective processes) as a social work practitioner increased this month? (Link your response to at least one of the nine CSWE competencies. Specify the Competency by number and topic.)

Response:

Score: ▼

#5. How have this month's internship experiences impacted you spiritually? (This question is a reflection/integration question; your response to this question will not be graded/scored.)

Response:

#6. How many trauma-informed internship hours (viewing clients and their treatment through a Trauma-Informed Practice lens) did you complete this month?

#7. Considering the "12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families" (NCTSN, 2012), reflect upon what you have learned about trauma-informed social work practice this month. (Link: https://www.nctsn.org/sites/default/files/resources/the_12_core_concepts_for_understanding_traumatic_stress_responses_in_children_and_families.pdf)



Score:

#8. Describe what you are planning to do in the month ahead.
Response:



Score:

On Time Score:

Total Score:

Field Director Comments:



Student Signature:

Field Instructor Signature:

Director of Field Education Signature:

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.

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Form ID: -

Appendix R - MSW Internship Concern Note

BYU MSW Internship Concern Note

Student Name:

Field Instructor:

Agency/Unit:

Date:

Narrative Description of Concern by:
Instructor

Student

Field

Response to Concern by:
Instructor

Student

Field

Response to Concern by Field Team Member:

Competency Concern (if applicable):

Competency Number:

Practice Behavior:

Knowledge:

Values:

Skills:

Cognitive & Affective Processes:

Action Steps to be Taken:

By (Person):

1. _____

2. _____

3. _____

4. _____

5. _____

Date of Follow-up Review: _____

Student Signature: _____

Field Instructor Signature: _____

Date: _____

Field Team Member Signature: _____

Date: _____

Appendix S - 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:

Appendix T - 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

Additional BYU Forms

APPENDIX U – BYU STUDENT AGREEMENT 136

APPENDIX V – *AMERICORPS MEMBER* 138

APPENDIX W – *CIRRICULAR PRACTICAL TRAINING* 139

APPENDIX X – *CODE OF ETHICS NATIONAL ASSOCIATION OF SOCIAL WORKERS* 140

APPENDIX Y – *CODE OF ETHICS CLINICAL SOCIAL WORK FEDERATION*..... 160

Appendix U - BYU Student Agreement

EXHIBIT A STUDENT AGREEMENT BRIGHAM YOUNG UNIVERSITY

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. Students who feel they must leave or not start an internship for which they have registered must do the following: (1) Consult the BYU department/college internship coordinator or faculty member supervising the internship and explain their reasons for wanting to discontinue the internship. (2) If the department agrees with the student's decision, the internship provider must be given appropriate, timely notice about the discontinuance. (3) If the decision to discontinue comes after the drop deadline, the student must petition to quit the internship. (4) If the student has received money from a BYU college or department to help defray expenses associated with the internship, the student may be required to give back an amount commensurate with the time not spent in the internship. Students who leave internships early without notifying their BYU supervisor and the internship site supervisor may receive a low or failing grade for the internship and may be blocked from registering for future internships.
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.

12. Be personally responsible for all housing, transportation, study, and other arrangements in connection with my internship and personally bear all associated costs. In addition, be personally responsible for any financial liability and obligation which I personally incur and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or contributed to by me during my participation in the internship program. I understand that BYU does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer, or other provider of goods or services involved in the internship. I understand that BYU is not responsible for matters that are beyond its control, including, without limitation, strikes, war, loss, or theft of personal belongings, delays, weather, acts of God, governmental restrictions or acts, errors, or omissions of third party providers of goods or services.
13. Abide by all applicable laws. I understand I must personally attend to any legal problems I encounter or incur as an intern.
14. Acknowledge and agree that BYU is acting as an internship facilitator only and that BYU 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 the internship, including but not limited to such claims, disputes, losses, damages, injuries, adverse events and outcomes caused by Experience Provider's actions, inactions or negligence, even if BYU has been advised of the possibility of such.
15. Acknowledge and agree that as an Intern, I am placed with the Experience Provider in order to receive educational experience as part of my academic curriculum; my duties performed as an Intern are not performed as an employee of the Experience Provider but rather in fulfillment of the academic requirements of my educational experience and are to be performed under direct supervision by the Experience Provider's personnel. To the extent allowed under state and/or federal law, neither the Experience Provider nor BYU is required to provide worker's compensation coverage for my participating in this educational experience.
16. Acknowledge that all creative work performed as part of my internship shall be considered a "work made for hire," and that all copyright and other intellectual property rights in any such original creative work produced by me shall be owned entirely by the Experience Provider. Further, I agree not to utilize, incorporate, or otherwise make use of any pre-existing intellectual property and/or trade secrets of Brigham Young University in the creative work or internship performance without the express written permission of Brigham Young University.

Appendix V - AmeriCorps Members

Exhibit B

AmeriCorps Members

AmeriCorps Members serving at your agency: Agency agrees to notify BYU if agency finds AmeriCorps members violating the prohibited activities regulations.

Prohibited Activities. While charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or CNCS, staff and members may not engage in the following activities (see 45 CFR § 2520.65):

- a) Attempting to influence legislation;
- b) Organizing or engaging in protests, petitions, boycotts, or strikes;
- c) Assisting, promoting, or deterring union organizing;
- d) Impairing existing contracts for services or collective bargaining agreements;
- e) Engaging in partisan political activities, or other activities designed to influence the outcome of an election to any public office;
- f) Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation, or elected officials;
- g) Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;
- h) Providing a direct benefit to—
 - i. A business organized for profit;
 - ii. A labor union;
 - iii. partisan political organization;
 - iv. A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 related to engaging in political activities or substantial amount of lobbying except that nothing in these 9 provisions shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative; and
 - v. An organization engaged in the religious activities described in paragraph 3.g. above, unless CNCS assistance is not used to support those religious activities;
- i) Conducting a voter registration drive or using CNCS funds to conduct a voter registration drive;
- j) Providing abortion services or referrals for receipt of such services; and
- k) Such other activities as CNCS may prohibit.

AmeriCorps members may not engage in the above activities directly or indirectly by recruiting, training, or managing others for the primary purpose of engaging in one of the activities listed above. Individuals may exercise their rights as private citizens and may participate in the activities listed above on their initiative, on non-AmeriCorps time, and using non-CNCS funds. Individuals should not wear the AmeriCorps logo while doing so.

Appendix W - Curricular Practical Training

Curricular Practical Training

INTERNATIONAL SERVICES 1351 WSC 801-422-2695 FAX: 801-422-0644

ELIGIBILITY:

As an F-1 student, you may apply for curricular practical training (CPT) when:

- ➡ The training is an integral part of your program of studies
- ➡ The training is temporary in nature
- ➡ You have been lawfully enrolled on a full-time basis for at least one academic year (eight months)
- ➡ You are currently in lawful status

REQUIREMENTS:

- ➡ You must receive a new I-20 showing your authorized CPT before you may begin training.
- ➡ You may only work up to 20 hours per week during fall and winter semesters. However, you may work more than 20 hours per week during your annual vacation period, whether or not you are taking classes.
- ➡ You must be enrolled in an internship course for academic credit throughout the duration of your training unless the internship is required for graduation.

AUTHORIZATION PROCEDURE:

1. Obtain a letter from your prospective employer (cannot be from a temporary, staffing or recruiting agency employer) on company letterhead with the **signature of the human resources department officer authorized to hire** for the company that provides the following:
 - **Name, physical address, phone, and fax number of the company** (if you will be working at a location that is different than the main address, include your work address as well)
 - **Specific detail on the nature of training** (specifying what you are going to do for your employer)
 - **Type of position** as part-time (less than 20 hrs/wk) or full-time (more than 20 hrs/wk) and if you will be paid–full-time employment is only allowed during vacation periods
 - **Beginning date of training that must be five days after** International Services receives the complete application because **authorization may not be given retroactively** and we need time to process your request
 - **Ending date of training** that is before the first day of classes for the next semester/term unless you have been granted approval for multiple consecutive semesters
These dates become the official beginning and ending dates that will be listed on your Form I-20.
2. Review your employer letter with your department's internship coordinator–listed on the second page– and obtain a letter **signed by the internship coordinator** on department letterhead that provides:
 - **Certification** the proposed internship is related to your major program of study
 - **Name of firm** where you will be doing your internship
3. Enroll in the appropriate work study, practicum, field program, internship or cooperative education course; check with your academic advisor regarding the course you should register for. If the internship coordinator indicates in their letter that this internship is required for graduation, a non-credit internship is permitted.
4. Submit the following to International Services at least **five** days prior to the beginning date of the training:
 - Request for Approval of Curricular Practical Training–available at International Services or on-line
 - Current Form I-20
 - Letter from prospective employer
 - Letter from internship coordinator
 - Documentation of enrollment in the related class
5. Return to International Services after notification that your request has been approved to pick up your new CPT-authorizing Form I-20 before you may begin your training.

NOTE: If you receive one year or more of **full-time** curricular practical training, you become ineligible for any post-completion optional practical training.

May 2011

Appendix X - Code of Ethics National Association of Social Workers

Code of Ethics NASW

also available at: <http://www.naswdc.org/pubs/code/default.asp>

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 Y - 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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- 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.

Appendices Z-AA

APPENDIX Z – *PRE-FIELD ORIENTATION HANDOUT* 171

APPENDIX AA – *MASTER CHECKLIST* 174

Appendix Z - Pre-Field Orientation Handout

MSW PRE-FIELD ORIENTATION

CLASS OF 2021

HOURS

Spring/Summer: Minimum 450 in-agency hours (average of 28 hrs/wk)

Fall/Winter: Minimum 600 in-agency hours (average of 20 hrs/wk)

Hours/Week: The number of hours you can work in the agency each week is agency-specific. Some internships (Utah State Prison, DCS, and WMH for example) will only allow you to work in their agencies 28 hours/week due to ACA regulations. You are responsible to check with your agency and determine what your weekly schedule, including maximum weekly hours, will be. Make sure you “pre-schedule” your hours in the Internship Completion Plan, so as to ensure completion of all required hours during your internships. Submit your projected schedule in the “Weekly Schedule” section of your Internship Contact Form (see Field Forms section below).

Report your weekly internship hours on the Monthly Internship Time Logs (scheduled through IPT). “Off-site Educational” and “In-Agency” Internship hours are to be separated. Your required hours (450 Sp/S and 600 F/W) are to be “In-Agency” Internship hours only.

LDS Church One Employer Policy: Charlene will be terminating anyone who is currently employed by Social Work and will be interning at either DCS or LDS FS on April 17 to maintain compliance with this policy.

SCHEDULING

Spring/Summer: Tuesday, April 28 to Friday, August 14 (Minimum of 450 hours)

Fall/Winter: August 31 to April 14, 2021 (Minimum of 600 hours)

Holidays/Vacations: arrange and schedule with your supervisor. Don’t assume you have the BYU holidays/in between semesters off!

Class: During F/W Tuesdays and Thursdays are CLASS days (and nights). This is not negotiable, nor is it unrealistic. Plan accordingly, especially be mindful of groups at night and your evening electives. Plan in advance.

Starting Therapy: You can begin training before the first day of the semester, but you CANNOT begin doing therapeutic activities until April 28 (Sp/S), or August 31 (F/W) because you do not have malpractice insurance until then. Do NOT put yourself (or BYU) at risk.

Sometimes students think they can do all their hours really fast and then be done... this is NOT acceptable. The agencies are counting on you being there for a specified amount of time. This kind of behavior is unprofessional; professionalism IS a part of your field grade.

CLASSES & REGISTRATION

Soc W 614R – Sp/S Integrative Field Seminar (2 credits)

Soc W 654R – Sp/S Field Internship 1 (4 credits)

Soc W 615R – F/W Integrative Field Seminar (1 credit)

Soc W 655R – F/W Field Internship 2 (2 credits)

FIELD IPT

Website: <https://www.runipt.com>

Organization ID: byusw (all lower case)

Username and password: will be sent to you

Keep IPT information updated. This is how we will contact you, and the means by which you will complete all necessary field education forms. Once you get into your internship, make sure your correct supervisor (and not just the agency contact person) is listed in IPT. You don't want to have to fill out your forms more than once!

GROUP MEETINGS

Large and small group meetings are mandatory. You will be held accountable for all the information shared during these meetings. Lack of attendance at both large and small group meetings will negatively affect your field grade.

FIELD FORMS

All Field Forms are scheduled and submitted via IPT (<https://www.runipt.com>). Check the Field IPT for specific due dates.

Internship Contact Form: This form details the items you need to discuss and solidify with your internship placements/field instructors prior to the start of your internship.

Monthly Internship Time Logs: This form documents your internship and supervision hours. It contains a reflective learning component which will be included in your Field grade. See 654R/655R syllabus for the scoring rubric.

Learning Activity Agreement (LAA): This form guides your internship and links to your liability insurance. Do NOT check all the boxes on the form. Check those activities you will most likely participate in during your internship. It is a good idea to discuss such with your supervisor at the beginning of your internship, before you sign the form. Most Field Instructors are aware of the activities in which you will be participating.

End of Semester Evaluation: The LAA and Evaluation are dynamic forms. You MUST have the LAA completed and signed before you can complete the Evaluation section of the form. You will evaluate yourself first, and then your supervisor will evaluate your performance. Discuss your evaluation with your supervisor. Please review the MSW Field Evaluation Rubric Training (the link to such is found on the IPT home page) before completing your evaluation. Reviewing such will help you evaluate yourself realistically – not too high, nor too low.

PROFESSIONALISM

A large part of your internship is learning how to behave as a Social Work Professional. We are socializing you to the profession. Unprofessional behaviors will affect your internship grade. If you are seriously wondering if something is professional or not, it probably isn't. Field instructors and the Field liaison are a resource to you. NASW Ethics, BYU Honor Code and policies, and School of Social Work Policies will be strictly adhered to, they are in place for a purpose. Following the guidelines brings happiness. Spreading negative comments about your field setting or field instructor is unprofessional. It damages your reputation, the reputation of the field instructor, the field setting, and BYU's School of Social Work. If you have concerns they should be privately discussed with your Field Instructor, the Director of Field Education or the Field Liaison. More than one email reminder from the School is a problem for you... Be in the habit of reading your email daily.

"And finally, I cannot tell you all the things whereby ye may commit sin; for there are divers ways and means, even so many that I cannot number them." (Mosiah 4:29)

TO DO

- Contact your field placement agencies
- Fill out Contact Form in Field IPT (<https://www.runipt.com>)
- Complete background clearance (as required by agency)
- Set up training schedule
- Pay tuition & register for classes
- Read online BYU School of Social Work Field Manual

QUESTIONS?

Contact the Director of Field Education about any concerns or questions you may have regarding your internship placement. Discussing your dissatisfaction, or trying to change your internship placement by talking to your colleagues or agency directors, is unprofessional. Such will place you at risk of having a non-paid internship.

FUNDING OPTIONS

- FHSS Internship/Experiential Learning Grants (<http://fhssinternshipgrants.byu.edu/>)
- 3 Minute Thesis Research Competition (<http://gss.byu.edu/node/8>)
- Fulton Poster Contest (Deadline is always late March or early April)
- Shumway Paper (See handout)

Appendix AA - Pre-Field Master Checklist

MASTER CHECKLIST

FIELD TO DO

- ☐ Contact your field placement agencies
- ☐ Fill out Contact Form in Field IPT
- ☐ Complete background clearance (as required by your placement)
- ☐ Set up training schedule
- ☐ Pay tuition
- ☐ Complete IRAMS (<https://intern.byu.edu/>)
- ☐ Register for classes
- ☐ Read online Field Manual (<http://socialwork.byu.edu/>)

AMERICORPS TO DO

- ☐ Driver's License to office (if you didn't bring it today)
- ☐ Truescreen & Fieldprint background checks
- ☐ AmeriCorps IPT Student Detail & Forms
- ☐ Accept eGrants Invitation

FINACIAL AID TO DO

- ☐ Submit Shumway Paper (see handout)
- ☐ Apply for FHSS Internship/Experiential Learning Grants (<http://fhssinternshipgrants.byu.edu/>)
- ☐ Participate in the 3 Minute Thesis Research Competition (<http://gss.byu.edu/node/8>)
- ☐ Fulton Poster Contest (Deadline is late March /early April)
(All are optional, but recommended)

*We recommend you use a different browser for logging into each IPT

Field IPT

<https://www.runipt.com>

Organization ID: byusw (all lower case)

Username & password: will be sent to you

AmeriCorps IPT

<https://www.runipt.com>

Organization ID: ucovac (all lower case)

Username & password: will be sent to you