


Introduction to IPT

What is IPT

IPT stands for Intern Placement Tracking and is used to facilitate the internship experience as part of the Social Work Program. It has student information used by Social Work Faculty, Staff, and Internship Agency Supervisors, as well as information about the internship agencies, contact info, and forms for student use.

Getting Started

- Before you can begin using IPT, a BYU student secretary will enter you into the system and you will receive an email with your username and password.
- Direct your browser to runipt.com.
- You will be directed to a webpage that looks like this:



BYU Social Work

Please login to Ipt:

Note: The following information is UPPER / lower case sensitive.

Organization ID

User Name

Password

[Forgot your username or password?](#)

[Clear Organization Id](#)

Getting Started Cont.

- Organization ID: **byusw**
- The first time you log in you will use a default username and password which will be provided for you in an email. **Please note that your login info is case sensitive.**
- After the first time you login you will be directed to a page that looks like this:

Change account login information:

New Login Name	<input type="text"/>
New Password	<input type="text"/>
Confirm New Password	<input type="text"/>

- You can enter a new username and password that will be easier for you to remember. Once you have done this you will be directed to the IPT homepage.

IPT Homepage

BYU
BRIGHAM YOUNG
UNIVERSITY

BYU Social Work
Logged in: **Rachel Romney**
Student
Account: Student Group: Field Team

Logout | Help

Home Student Detail Agency List

Note the tabs at the top.

My Forms

Change Password

CONTACT US More Details...
For help with IPT, please call 801-422-3282 (Social Work Office); or send e-mail to socialwork@byu.edu

IPT Hint for Students! More Details...
If your field instructor is listed inaccurately in IPT, you can fix the problem yourself!
Click for instructions...

New Field Instructor Training---now available Online! More Details...
If you are a new Field Instructor with BYU's School of Social Work please review our online New Field Instructor Training!
<http://socialwork.byu.edu/Pages/Field/Field-Ins.aspx>

Field Instructor Tips More Details...
For Some Great Field Instruction Tips please see the new "Field Instructor Guide!"
<http://socialwork.byu.edu/Pages/Field/Field-Ins.aspx>

Each student will have one or two IPT accounts accessible with the same login. To access a different account use the drop down menu. This will be important if you participate in the AmeriCorps program.

BYU
BRIGHAM YOUNG
UNIVERSITY

BYU Social Work
Logged in: **Rachel Romney**
Student
Account: Student Group: Field Team

Student Group: Field Team
Student Group: Rachel Romney
Student Group: AmeriCorps Sp/Su 2011

Logout | Help

Agency List

My Forms

Change Password

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Field Instructor Tips More Details...
For Some Great Field Instruction Tips please see the new "Field Instructor Guide!"
<http://socialwork.byu.edu/Pages/Field/Field-Ins.aspx>

Student Detail Page

Note these important tabs...

Home | Student Detail | Agency List

Home > Student Detail
[CSWE Statistics](#) | [Forms](#) | [Upload Picture](#)

Student Detail: Rachel Romney

Group: Rachel Romney


Save

Last Name:

First Name:

Street Address:

City, State Zip:

Email :

Emergency Contact:

Emergency Phone:

Home Street Address:

Home City, State Zip:

BYU ID:

Phone:

Birthdate (yyyy-mm-dd): 

Everything above the red line can be edited by the student. In fact, **the student is responsible to make sure this information is up to date.**

Agency Preferences Status

Field Assignments:

Semester	Agency	Field Instructor	Phone Number	Codes
Spring	BYU Clinic/Research	Limb, Gordon	801 422 3282 sp	<input type="text"/>
Summer	BYU Clinic/Research	Limb, Gordon	801 422 3282 sp	<input type="text"/>
Fall	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Winter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

[Change Supervisor](#)

[Change Supervisor](#)

Save

[View in printable form](#)

If you are in your AmeriCorps account you **will not** have any agency information

The only item students are able to change here is the field instructor. If there are other changes that need to be made, please contact us at socialwork@byu.edu

CSWE Statistics

- The information on the CSWE Statistics page is important data that we collect in order to keep our accreditation. It is very important that you keep this information up to date.

Home > Student Detail > CSWE Categories

Student CSWE Statistics: Romney,Rachel

Gender	<input type="text"/>
Age	<input type="text"/>
Racial/ethnic Group	<input type="text"/>
Financial Aid	<input type="text"/>
Fund Type	<input type="text"/>
Enrollment	Full Time <input type="text"/>
Field Instruction ... Classification	<input type="text"/>
Fields of Practice	<input type="text"/>
Methods of Practice	1. Direct <input type="text"/>
Degree	Masters <input type="text"/>
Year	Graduate <input type="text"/>

FAQs -
Enrollment: Full Time
Method of Practice: Direct
Degree: masters
Year: Graduate

Save

Forms

- In this section, you will fill out and sign online forms assigned to you by the Social Work Department. These will include your MSW Learning Agreement and Evaluation Form, and AmeriCorps time logs.
- Your forms page will look like this:

BYU
BRIGHAM YOUNG
UNIVERSITY

BYU Social Work
Logged in: Rachel Romney
Student
Account: Student Group: Rachel Romney

[View Uncompleted Forms \(3\)](#)
[Logout](#) | [Help](#)

[Home](#) [Student Detail](#) [Agency List](#)

[Home](#) > [Form List](#)

Online Forms List For: Rachel Romney

Hide Completed Forms

	[Template]	Batch Name	Form ID	Status	Signed	Waiting For	Schedule Date	Due Date
View	AmeriCorps Program Hour Log	July time log Demo	Romney,Rachel	new **		Student	2011-06-23	2011-08-05
View	MSW Learning Agreement	Learning Agreement Demo	Romney,Rachel	new **		student	2011-06-23	2012-08-01
View	MSW Spring-Summer Term Evaluation	Spring-Summer Evaluation Demo	Romney,Rachel	new **		Student	2011-06-23	2011-08-10

Intern Placement Tracking (c) 2000 - 2011 by Alcea Software (010510)

- Please note: you can only view your AmeriCorps forms if you have selected your AmeriCorps account from the drop-down menu. In addition, you will only see your agency forms if you have selected the correct account from the drop-down menu

AmeriCorps Time Log

AmeriCorps Program Hour Log

Member Name:
Month:
Service Site/School:

Note: AmeriCorps week starts Sunday to Saturday

Date mm/dd/yyyy	Member Development*	Direct Service	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"/>
Week 1 Total			



* Member Development can only count for up to 20% of your total hours

Reflections on Your Service

Describe the service activities you have performed during this month, and some successes you have seen:

Answer:



Describe what you are planning to do in the month ahead.

Answer:



Time logs consist of the hour log, written reflections, statistical information, and signatures. They are completed and submitted monthly.

STATISTICAL INFORMATION

Approximate number of clients/patients , students , other served this month.

Describe any changes in progress from last month.

Answer:



Member Signature: (Romney,Rachel): [Click to sign Completed Document](#)

Supervisor Signature: (Kevin Marett):

Office Review: (Charlene Clark):

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

MSW Learning Agreement and Evaluation Form

MSW Learning Agreement and Competency Evaluation Advanced Core Competencies 1-7 (Fall Semester)



Semester/year:
Internship Placement Agency:

Learning Agreement:

Student Signature: *([Student - name]): [Sign Learning Plan Completion](#)*
In-Agency Field Instructor Signature: *([Field Instructor - name]):*
Field Director Signature: *([Field Director - name]):*

Learning Activity Agreement

The Learning Activity Agreement (LAA) serves three main purposes:

1. Guides the MSW fieldwork experience.
2. Ensures educational experiences are provided to facilitate the MSW student's development and demonstration of CSWE's Core Competencies.
3. Specifies therapeutic activities which will be covered under BYU's professional liability insurance. (Professional liability insurance is linked to the MSW student's enrollment in Soc W 654R or SocW 655R.)

Fieldwork activities in which the MSW intern will participate during the semester are to be included in the LAA. Pre-identified activities may be "checked," thus including them in the LAA. "Free write" fields allow activities not listed in the pre-identified activity list to be included in the LAA. To ensure liability coverage, all therapeutic activities must be included in the LAA.

At least one learning activity needs to be identified for each practice behavior. Students and supervisors may include as many learning activities in the LAA as needed to accurately reflect the student's internship activities. The number of learning activities included in the LAA will not influence or increase the number of practice behaviors evaluated. Practice behaviors (as outlined on the MSW Learning Agreement and Evaluation) will be evaluated at the end of the semester.

Evaluation:

Total Clock Hours Completed This Block:
Grade Recommended by Field Instructor (Pass or Fail):
Total Evaluation Score: / = %
Field Director Final Grade (Pass or Fail):
Student Signature: *([Student - name]): [Click to sign Completed Document](#)*
In-Agency Field Instructor Signature: *([Field Instructor - name]):*
Field Director Signature: *([Field Director - name]):*

This form is two forms in one. The learning agreement (in blue) is completed at the beginning of your internship and sets the terms of your internship. The Evaluation (in yellow) is completed at the end of the semester where both you and your agency supervisor evaluate how well you've done at meeting the terms and purpose of your internship.

Learning Agreement: Step 1

Core Competency #1: Identify as a professional social worker and conduct oneself accordingly. This student demonstrates the ability to:	Learning Activities
a. Readily identify as a social work professional	<input type="checkbox"/> collaborate with other agency social workers. <input type="checkbox"/> demonstrate professional behavior at all times (including dependability, appropriate dress, maintaining confidentiality, etc.) <input type="checkbox"/> observe other clinicians' sessions <input type="checkbox"/> attend and proactively participate in staff meetings <input type="checkbox"/> understand, articulate and follow the NASW code of ethics <input type="checkbox"/> understand and follow agency policies and guidelines <input type="checkbox"/> pro-actively participate in and utilize weekly supervision <input type="checkbox"/> attend all required agency trainings <input type="checkbox"/> stay up to date on client paperwork and complete according to agency guidelines and standards <input type="checkbox"/> transfer or discharge all clients in a timely manner before terminating the internship <input type="checkbox"/> participate in continual training on therapeutic theories, interventions, diagnosis, etc. Other: <input type="text"/>
b. Demonstrate professional use of self with client(s)	<input type="checkbox"/> develop strong therapeutic relationships with clients <input type="checkbox"/> maintain appropriate boundaries <input type="checkbox"/> educate client on the therapeutic relationship, <input type="checkbox"/> set boundaries for the length and number of sessions <input type="checkbox"/> use appropriate language <input type="checkbox"/> communicate role to clients through attitude, ethic, boundaries, compassion <input type="checkbox"/> utilize language skills <input type="checkbox"/> utilize personal creativity Other: <input type="text"/>

Core Competency #10(d): Evaluation. This student demonstrates the ability to:	Learning Activities
a. Contribute to the theoretical knowledge base of the social work profession through practice-based research	
b. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions	
<input type="button" value="SAVE WORK"/>	

Student Comments:

Field Instructor Comments:

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.

1. Open the form and scroll past the yellow box. You will find this.
2. Go through and for each Core Competency (1-10) indicate the learning activities you will complete during your internship to develop competency in that area.

Learning Agreement: Step 1 cont.

MSW Learning Agreement and Competency Evaluation Advanced Core Competencies 1-7 (Fall Semester)

Semester/year:

Internship Placement Agency:

Learning Agreement:

Student Signature: [\(\[Student - name\]\): Sign Learning Plan Completion](#)

In-Agency Field Instructor Signature: *([Field Instructor - name])*:

Field Director Signature: *([Field Director - name])*:

Learning Activity Agreement

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1. Guides the MSW fieldwork experience.
2. Ensures educational experiences are provided to facilitate the MSW student's development and demonstration of CSWE's Core Competencies.
3. Specifies therapeutic activities which will be covered under BYU's professional liability insurance. (Professional liability insurance is linked to the MSW student's enrollment in Soc W 654R or SocW 655R.)

Fieldwork activities in which the MSW intern will participate during the semester are to be included in the LAA. Pre-identified activities may be "checked," thus including them in the LAA. "Free write" fields allow activities not listed in the pre-identified activity list to be included in the LAA. To ensure liability coverage, all therapeutic activities must be included in the LAA.

At least one learning activity needs to be identified for each practice behavior. Students and supervisors may include as many learning activities in the LAA as needed to accurately reflect the student's internship activities. The number of learning activities included in the LAA will not influence or increase the number of practice behaviors evaluated. Practice behaviors (as outlined on the MSW Learning Agreement and Evaluation) will be evaluated at the end of the semester.

When you have finished step one, go back to the blue box and click "Sign Learning Plan Completion" -The form will now go to your agency supervisor for review.

Learning Agreement: Step 2

Learning Agreement:

Student Signature: ([Student - name]): r Aug 5, 2011
 In-Agency Field Instructor Signature: ([Field Instructor - name]): Sign Learning Plan Completion
 Field Director Signature: ([Field Director - name]):

Learning Activity Agreement

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Core Competency #1: Identify as a professional social worker and conduct oneself accordingly. This student demonstrates the ability to:	Learning Activities
a. Readily identify as a social work professional	<input checked="" type="checkbox"/> collaborate with other agency social workers. <input type="checkbox"/> demonstrate professional behavior at all times (including dependability, appropriate dress, maintaining confidentiality, etc.) <input type="checkbox"/> observe other clinicians. sessions <input checked="" type="checkbox"/> attend and proactively participate in staff meetings <input type="checkbox"/> understand, articulate and follow the NASW code of ethics <input checked="" type="checkbox"/> understand and follow agency policies and guidelines <input type="checkbox"/> pro-actively participate in and utilize weekly supervision <input type="checkbox"/> attend all required agency trainings <input checked="" type="checkbox"/> stay up to date on client paperwork and complete according to agency guidelines and standards <input checked="" type="checkbox"/> transfer or discharge all clients in a timely manner before terminating the internship <input type="checkbox"/> participate in continual training on therapeutic theories, interventions, diagnosis, etc.
b. Demonstrate professional use of self with client(s)	<input type="checkbox"/> develop strong therapeutic relationships with clients <input type="checkbox"/> maintain appropriate boundaries <input checked="" type="checkbox"/> educate client on the therapeutic relationship, <input type="checkbox"/> set boundaries for the length and number of sessions <input checked="" type="checkbox"/> use appropriate language <input checked="" type="checkbox"/> communicate role to clients through attitude, ethic, boundaries, compassion <input type="checkbox"/> utilize language skills <input type="checkbox"/> utilize personal creativity
c. Understand and identify professional strengths, limitations and challenges	<input type="checkbox"/> utilize weekly supervision to analyze challenges and collaborate on strategies to overcome them <input checked="" type="checkbox"/> openly identify strengths, limitations, and challenges (with supervisor and by writing clinical case reflections) <input type="checkbox"/> monitor transference and counter-transference

-When your supervisor opens the form he/she will see the learning activities you have selected. He/She will review them and have the opportunity to email you if there is one you have not marked they feel you should include as part of your internship.

-The blue box at the top will show that you have signed the form, and have a place for your supervisor to sign it.

Learning Agreement: Step 3

Learning Agreement:

Student Signature: ([Student - name]): r Aug 5, 2011

In-Agency Field Instructor Signature: ([Field Instructor - name]): e Aug 5, 2011

Field Director Signature: ([Field Director - name]): Sign Learnign Plan Completion

Learning Activity Agreement

The Learning Activity Agreement (LAA) serves three main purposes:

1. Guides the MSW fieldwork experience.
2. Ensures educational experiences are provided to facilitate the MSW student's development and demonstration of CSWE's Core Competencies.
3. Specifies therapeutic activities which will be covered under BYU's professional liability insurance. (Professional liability insurance is linked to the MSW student's enrollment in Soc W 654R or Soc W 655R.)

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After the agency supervisor has signed the form it is sent to the Field Director. He/She reviews the agreement and then signs the form. Once the Field Director has signed it, you are done with your Learning Agreement.

Evaluation: Part 1

Evaluation:
 Total Clock Hours Completed This Block:
 Grade Recommended by Field Instructor (Pass or Fail):
 Total Evaluation Score: 0/120 = 0.0%
 Field Director Final Grade (Pass or Fail):
 Student Signature: ([Student - name]: Click to sign Completed Document)
 In-Agency Field Instructor Signature: ([Field Instructor - name])
 Field Director Signature: ([Field Director - name])

The following evaluation of the student's learning and performance includes variables from a minimal competency list established by professional educators and field practice faculty. The response scales provide for the student's evaluation of self as well as the field instructor's ratings. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in practicum. Each item is seen as representing a continuum running from "not yet competent" performance to "highly competent" performance on a three-point scale as follows:

Competency Assessment; Narrative Description:

Not Yet Competent (1) Required
 • Specifics identifying what the student needs to do is doing to improve their practice behaviors and meet competency requirements of an MSW student.

Competent (2) None Required

Highly Competent (3) Required
 • Specifics identifying ways in which the student surpasses the competency expected of an MSW Student

The "competent (2)" rating is the minimal expected rating for MSW students during any given semester. This rating implies adequate performance and competency; no narrative description of the student's performance is required. A rating of "not yet competent (1)" or "highly competent (3)" requires a narrative description with specifics as outlined above. After rating the student's practice behaviors in a core competency, and saving your work, a comment box will appear for each rating that requires additional narrative descriptions. Please provide the specifics required, save your work, and then proceed to evaluate the next Core Competency.

Grading:
 After completing the evaluation form and discussing it with the student, the Agency Field Instructor will record a recommended grade for the semester or term, along with a total evaluation score, and forward the practicum evaluation to the Fieldwork Director. Any disparate perceptions along the way will be discussed with the field instructor before the final grade is recorded.

The student is involved in the evaluation process by the field instructor. It should be noted that the evaluation scales provide for a self-evaluation by the student. The student and the field instructor are expected to discuss their respective evaluations of the student's learning and performance. If the differences in their perceptions cannot be resolved to the student's satisfaction, the student is invited to exercise the option of writing a letter which will be permanently attached to the evaluation form, and which will be taken into consideration in the final grading process.

You will complete the Evaluation at the end of the semester. Once your learning agreement has been completed the form converts to the evaluation. You will go through and evaluate yourself and determine if you are (1) not competent, (2) competent, or (3) highly competent using the drop down box.

Core Competency #1: Identify as a professional social worker and conduct oneself accordingly. This student demonstrates the ability to:	Learning Activities	Student Self Assessment	Field Instructor Assessment
a. Readily identify as a social work professional	<ul style="list-style-type: none"> ✓ collaborate with other agency social workers. ✓ attend and proactively participate in staff meetings ✓ understand and follow agency policies and guidelines ✓ stay up to date on client paperwork and complete according to agency guidelines and standards ✓ transfer or discharge all clients in a timely manner before terminating the internship 	<input type="text"/> 1 2 3	
b. Demonstrate professional use of self with client(s)	<ul style="list-style-type: none"> ✓ educate client on the therapeutic relationship. ✓ use appropriate language ✓ communicate role to clients through attitude, ethic, boundaries, compassion 	<input type="text"/>	
c. Understand and identify professional strengths, limitations and challenges	<ul style="list-style-type: none"> ✓ openly identify strengths, limitations, and challenges (with supervisor and by writing clinical case reflections) 	<input type="text"/>	
d. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives	<ul style="list-style-type: none"> ✓ help families recognize strengths and utilize them ✓ use person-in-environment and strengths perspective in assessments, case plans, treatment goals, and interventions. 	<input type="text"/>	
Core Competency #1 Sub-score 0/12 = 0.0%			
(SAVE WORK)			
Core Competency #2: Apply social work ethical principles to guide professional practice. This student demonstrates the ability to:	Learning Activities	Student Self Assessment	Field Instructor Assessment
a. Apply ethical decision-making skills to issues specific to clinical social work	<ul style="list-style-type: none"> ✓ prioritize ethics within the NASW code 	<input type="text"/>	
b. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights	<ul style="list-style-type: none"> ✓ respect client rights and confidentiality when utilizing all forms of technology ✓ limit client identification information in emails, facebook, blogs, faxes, phone calls, etc. ✓ participate in trainings on the appropriate behaviors and uses of a variety of technology mediums. (ie. online articles, self-help, agency trainings, etc.) 	<input type="text"/>	
c. Identify and use knowledge of relationship dynamics, including power differentials	<ul style="list-style-type: none"> ✓ empower clients to make their own decisions ✓ write clinical case reflections focused on the relationship dynamics and power differentials with one client-therapist relationship in your practice 	<input type="text"/>	
d. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being	<ul style="list-style-type: none"> ✓ demonstrate unconditional positive regard ✓ seek commonalities to build the therapeutic relationship 	<input type="text"/>	
Core Competency #2 Sub-score 0/12 = 0.0%			

Once you have completed the self assessment, you will click to sign at the top of the yellow box.

Evaluation: Part 2

Evaluation:

Total Clock Hours Completed This Block:

Grade Recommended by Field Instructor (Pass or Fail):

Total Evaluation Score: 0.120 = 0.0%

Field Director Final Grade (Pass or Fail):

Student Signature:

(*Student - name*):

In-Agency Field Instructor Signature:

(*Field Instructor - name*): [Click to sign Completed Document](#)

Field Director Signature:

(*Field Director - name*):

The following evaluation of the student's learning and performance includes variables from a minimal competency list established by professional educators and field practice faculty. The response scales provide for the student's evaluation of self as well as the field instructor's ratings. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in practicum.

Each item is seen as representing a continuum running from "not yet competent" performance to "highly competent" performance on a three-point scale as follows:

Competency Assessment, Narrative Description:

- Not Yet Competent (1)
- Required
 - Specifies identifying what the student needs to do to improve their practice behaviors and meet competency requirements of an MSW student.
- Competent (2)
- None Required
- Highly Competent (3)
- Required
 - Specifies identifying ways in which the student surpasses the competency expected of an MSW Student

The 'competent (2)' rating is the minimal expected rating for MSW students during any given semester. This rating implies adequate performance and competency; no narrative description of the student's performance is required. A rating of 'not yet competent (1)' or 'highly competent (3)' requires a narrative description with specifics as outlined above. After rating the student's practice behaviors in a core competency, and saving your work, a comment box will appear for each rating. This requires additional narrative descriptions. Please provide the specifics required, save your work, and then proceed to evaluate the next Core Competency.

Grading:

After completing the evaluation form and discussing it with the student, the Agency Field Instructor will record a recommended grade for the semester or term, along with a total evaluation score, and forward the practicum evaluation to the Fieldwork Director. Any disparate perceptions along the way will be discussed with the field instructor before the final grade is recorded.

The student is involved in the evaluation process by the field instructor. It should be noted that the evaluation scales provide for a self-evaluation by the student. The student and the field instructor are expected to discuss their respective evaluations of the student's learning and performance. If the differences in their perceptions cannot be resolved to the student's satisfaction, the student is invited to exercise the option of writing a letter which will be permanently attached to the evaluation form, and which will be taken into consideration in the final grading process.

After you have signed, the form goes to your Agency Supervisor. He/She will use the drop down menu to evaluate you on each of the core competencies as (1) not competent, (2) competent, or (3) highly competent.

Core Competency #1: Identify as a professional social worker and conduct oneself accordingly. This student demonstrates the ability to:	Learning Activities	Student Self Assessment	Field Instructor Assessment
a. Readily identify as a social work professional	<ul style="list-style-type: none"> collaborate with other agency social workers. attend and proactively participate in staff meetings understand and follow agency policies and guidelines stay up to date on client paperwork and complete according to agency guidelines and standards transfer or discharge all clients in a timely manner before terminating the internship 	2	<input type="text"/>
b. Demonstrate professional use of self with client(s)	<ul style="list-style-type: none"> educate client on the therapeutic relationship. use appropriate language communicate role to clients through attitude, ethic, boundaries, compassion 	1 Comment Required	<input type="text"/>
c. Understand and identify professional strengths, limitations and challenges	<ul style="list-style-type: none"> openly identify strengths, limitations, and challenges (with supervisor and by writing clinical case reflections) 	2	<input type="text"/>
d. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives	<ul style="list-style-type: none"> help families recognize strengths and utilize them use person-in-environment and strengths perspective in assessments, case plans, treatment goals, and interventions. 	2 Comment Required	<input type="text"/>
(SAVE WORK)			
Core Competency #2: Apply social work ethical principles to guide professional practice. This student demonstrates the ability to:	Learning Activities	Student Self Assessment	Field Instructor Assessment
a. Apply ethical decision-making skills to issues specific to clinical social work	<ul style="list-style-type: none"> prioritize ethics within the NASW code 	2	<input type="text"/>
b. Employ strategies of ethical reasoning to address the use of technology in clinical practice and its effect on client rights	<ul style="list-style-type: none"> respect client rights and confidentiality when utilizing all forms of technology limit client identification information in emails, facebook, blogs, faxes, phone calls, etc. participate in trainings on the appropriate behaviors and uses of a variety of technology mediums. (ie. online articles, self help, agency trainings, etc.) 	2 Comment Required	<input type="text"/>
c. Identify and use knowledge of relationship dynamics, including power differentials	<ul style="list-style-type: none"> empower clients to make their own decisions write clinical case reflections focused on the relationship dynamics and power differentials with one client-therapist relationship in your practice 	2	<input type="text"/>
d. Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being	<ul style="list-style-type: none"> demonstrate unconditional positive regard seek commonalities to build the therapeutic relationship 	2	<input type="text"/>
Core Competency #2 Sub-score 0.12 = 0.0%			

Once he/she is done, he/she clicks to sign the form in the yellow box.

Evaluation: Part 3

Evaluation:

Total Clock Hours Completed This Block:

Grade Recommended by Field Instructor (Pass or Fail): Pass

Total Evaluation Score: 16/120 = 13.3%

Field Director Final Grade (Pass or Fail):

Student Signature:

In-Agency Field Instructor Signature:

Field Director Signature:

(((Field Director - name)))

(((Field Director - name)))

(((Field Director - name))) Click to sign Completed Document

The following evaluation of the student's learning and performance includes variables from a minimal competency list established by professional educators and field practice faculty. The response scales provide for the student's evaluation of self as well as the field instructor's ratings. Items on the scales are intended to give comprehensive coverage of the practice behaviors expected of students in practicum.

Each item is seen as representing a continuum running from "not yet competent" performance to "highly competent" performance on a three-point scale as follows:

Competency Assessment: Narrative Description:

- Not Yet Competent (1)
- Required
 - Specifics identifying what the student needs to do/is doing to improve their practice behaviors and meet competency requirements of an MSW student.
- Competent (2)
- None Required
- Highly Competent (3)
- Required
 - Specifics identifying ways in which the student surpasses the competency expected of an MSW Student

The "competent (2)" rating is the minimal expected rating for MSW students during any given semester. This rating implies adequate performance and competency; no narrative description of the student's performance is required. A rating of "not yet competent (1)" or "highly competent (3)" requires a narrative description with specifics as outlined above. After rating the student's practice behaviors in a core competency, and saving your work, a comment box will appear for each rating that requires additional narrative descriptions. Please provide the specifics required, save your work, and then proceed to evaluate the next Core Competency.

Grading:

After completing the evaluation form and discussing it with the student, the Agency Field Instructor will record a recommended grade for the semester or term, along with a total evaluation score, and forward the practicum evaluation to the Fieldwork Director. Any disparate perceptions along the way will be discussed with the field instructor before the final grade is recorded.

The student is involved in the evaluation process by the field instructor. It should be noted that the evaluation scales provide for a self-evaluation by the student. The student and the field instructor are expected to discuss their respective evaluations of the student's learning and performance. If the differences in their perceptions cannot be resolved to the student's satisfaction, the student is invited to exercise the option of writing a letter which will be permanently attached to the evaluation form, and which will be taken into consideration in the final grading process.

Core Competency #1: Identify as a professional social worker and conduct oneself accordingly. This student demonstrates the ability to:	Learning Activities	Student Self Assessment	Field Instructor Assessment
a. Readily identify as a social work professional	<ul style="list-style-type: none"> collaborate with other agency social workers. attend and proactively participate in staff meetings understand and follow agency policies and guidelines stay up to date on client paperwork and complete according to agency guidelines and standards transfer or discharge all clients in a timely manner before terminating the internship 	2	2
b. Demonstrate professional use of self with client(s)	<ul style="list-style-type: none"> educate client on the therapeutic relationship, use appropriate language communicate role to clients through attitude, ethic, boundaries, compassion 	1 Comment Required	2
c. Understand and identify professional strengths, limitations and challenges	<ul style="list-style-type: none"> openly identify strengths, limitations, and challenges (with supervisor and by writing clinical case reflections) 	2	2
d. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives	<ul style="list-style-type: none"> help families recognize strengths and utilize them use person-in-environment and strengths perspective in assessments, case plans, treatment goals, and interventions. 	2 Comment Required	2

Core Competency #1 Sub-score 8/12 = 66.7%

The final step is for the Field Director to review both the Student Assessment and the Agency Supervisor Assessment, assign the grade, and then sign the form.

Agency List

BYU
BRIGHAM YOUNG UNIVERSITY

BYU Social Work
Logged in: Rachel Romney
Student
Account: Student Group: Rachel Romney

View Uncompleted Forms (3)
Logout | Help

[Home](#) [Student Detail](#) [Agency List](#)

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Agency List

A-Z **AAB** CDE FGH IJK LMN OPQ RST UUV XYZ

(AAB)

- 1. Preplacement
- AAA Unassigned
- Administration for Children and Families
- Adoption Center of Choice
- Adult Probation and Parole Services
- Alpine Home Care & Hospice
- American Heritage School
- ARCH Counseling (Addiction Resource Center for Healing)
- Aspiro
- Bethany Christian Services
- BYU Clinic/Research
- BYU Research
- BYU Womens Services and Resources

Intern Placement Tracking (c) 2000 - 2011 by Alcea Software (010110)

Agency Detail: ARCH Counseling (Addiction Resource Center for Healing)

Agency MSW BSW

Street Address

City, State Zip

Phone

Fax

Location Code

[Agency Web Site](#)

[Internship Information](#)

[View in printable form](#)

[Add Submission](#)

www.archcounseling.com

The Agency Detail contains all the information you need to complete your IRAMS except for the agency email.

Important Things to Remember

- Once a form has been signed, if changes need to be made, you need to email Charlene at charlene_clark@byu.edu to request the signature be cleared.
- Form due dates signify the date they are due to the Field Director or Charlene. Keep that in mind as you prepare to sign these forms and send them off to your supervisor. Make sure to plan enough time for both of you to fill out and sign the forms.
- If you can't access the MSW Internship Evaluation, check to make sure that the Learning Agreement has all the necessary signatures.
- All info needed to complete IRAMs except for the agency email is available in the Agency list.
- **Most important: IPT is an important resource for communication between you, your agency supervisor, and the School of Social Work. Thus, it is extremely important to maintain correct contact information for yourself and help us to do the same for your agency supervisor.**