



### **JMSW Foundation Internship Learning Agreement**

This document is a learning agreement between the student, field instructor, and the JMSW Program. This agreement can be amended if the field instructor, student, and faculty field liaison agree that such changes are in the best educational interests of the student.

Agency/Program: \_\_\_\_\_

Student: \_\_\_\_\_ Field Instructor: \_\_\_\_\_ Faculty Field Liaison: \_\_\_\_\_

Contract Period: From: \_\_\_\_\_ to \_\_\_\_\_ (dates)

Semester: Spring 20\_\_\_\_ or Summer 20\_\_\_\_

This foundation internship is the first internship in the JMSW Program. JMSW field instruction is part of the program's competency-based curriculum that has been designed to comply with the Council on Social Work Education (CSWE)'s Educational Policy and Accreditation Standards (EPAS) as revised in 2008. CSWE has delineated ten core competencies that must be adequately addressed in an MSW curriculum as listed below.

#### **List of Ten Core Competencies Identified by CSWE**

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform & communicate professional judgments.
4. Engage diversity and difference in practice.

5. Advance human rights and social & economic justice.
6. Engage in research-informed practice and practice-informed research.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene and evaluate with individuals, families, groups, organizations and communities.

Further, CSWE has operationalized these competencies by identifying 41 foundation year practice behaviors. CSWE defines each competency as “a set of measurable practice behaviors that are comprised of knowledge, values, and skills.” The JMSW field instruction program is considered the signature pedagogy in this new competency based curriculum. The signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. As a result of this key role in the instruction of JMSW students, this foundation internship addresses all 41 practice behaviors that, when combined, reflect the essential social work capacities in the ten core competency areas identified by CSWE.

Both this JMSW Foundation Internship Learning Agreement and the JMSW Foundation Internship Evaluation contain the list of the 41 practice behaviors (organized under the ten core competencies) that are to be addressed through planned tasks delineated on this form and evaluated at the completion of the internship. Field instructors and students are referred to the attached list of possible learning activities to utilize as they develop the foundation internship task plan for the attainment of these 41 practice behaviors. This information can be used to guide the development of an individual student’s learning experiences in a specific agency setting and should always be completed by the student in collaboration with his/her field instructor.

The field instructor is requested to use the rating scale on the next page to evaluate a student’s performance of each practice behavior. This evaluation is completed by circling the corresponding number on the JMSW Foundation Internship Evaluation form that is listed to the right of each practice behavior. In the far right hand column of this internship evaluation form the field instructor can enter any additional comments including “no opportunity was provided for a student to address a particular practice behavior.” After evaluating all 41 practice behaviors, the field instructor is asked to provide an overall summary of the student’s performance during this foundation internship and review the entire evaluation report with the student. The overall summary section is on the first page of the internship evaluation form. The field instructor and the student should always consult the faculty field liaison for any questions that arise in regard to either this internship agreement or the internship evaluation.

### Rating Scale for 41 Foundation Practice Behaviors

4=Excellent performance of the practice behavior

3=Satisfactory performance of the practice behavior

2=Marginal performance of the practice behavior

1=Poor performance of the practice behavior\*

0=Not demonstrated or no opportunity to perform practice behavior

\*As soon as a field instructor identifies that a student is performing at a failing level for one and/or more practice behaviors, he/she should first address this issue in supervision with the student. However, if this latter discussion, along with other supportive/instructive strategies, does not result in any apparent changes in the student's performance then the faculty field liaison should be contacted immediately so a review meeting can be set up. This review meeting should include the student, field instructor, and faculty field liaison. Typically, such a meeting will result in the delineation of a correction plan where the student will be given specific written directions as to how to improve his/her performance in the internship with a re-evaluation date. Students who are concerned about their performance in terms of any one of these 41 practice behaviors are strongly encouraged at any point during their internship to ask their field instructor for feedback during their weekly supervision sessions.

Signature of Student: \_\_\_\_\_

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

Signature of Field Instructor: \_\_\_\_\_

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

Signature of Field Liaison: \_\_\_\_\_

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

## JMSW Foundation Internship Task Plan

Competencies	Practice Behaviors	Tasks to address Practice Behaviors
1. Identify as a professional social worker and conduct oneself accordingly.	<p>Advocate for client access to the services of social work</p> <p>Practice personal reflection and self correction to assure continual professional development.</p> <p>Attend to professional roles &amp; boundaries.</p> <p>Demonstrate professional demeanor in behavior, appearance, and</p> <p>Engage in career-long learning.</p> <p>Use supervision and consultation.</p>	

Competencies	Practice Behaviors	Skill Building Tasks to address Practice Behaviors
<p>2. Apply social work ethical principles to guide professional practice.</p>	<p>Recognize and manage personal values in a way that allows professional values to guide practice.</p> <p>Make ethical decisions by applying standards of the NASW Code of Ethics &amp;, as applicable, of the International Federation of Social Workers/ International Association of Schools of Social Work Ethics.</p> <p>Tolerate ambiguity in resolving ethical conflicts.</p> <p>Apply strategies of ethical reasoning to arrive at principled decisions.</p>	

Competencies	Practice Behaviors	Tasks to address Practice Behaviors
<p>3. Apply critical thinking to inform &amp; communicate professional judgments.</p>	<p>Distinguish, appraise, &amp; integrate multiple sources of knowledge, including research-based knowledge and practice wisdom. Analyze models of assessment, prevention, intervention, and evaluation.</p>	
<p>4. Engage diversity &amp; difference in practice.</p>	<p>Recognize the extent to which a culture's structures &amp; values may oppress, marginalize, alienate, or create/enhance privilege &amp; power.</p> <p>Gain sufficient self-awareness to eliminate the influence of personal biases &amp; values in working with diverse groups.</p>	

Competencies	Practice Behaviors	Skill Building Tasks to address Practice Behaviors
4. Engage diversity and difference in practice.	Recognize & communicate their understanding of the importance of difference in shaping life experiences.	
	View themselves as learners & engage those with whom they work as informants.	
5. Advance human rights and social and economic justice.	Understand the forms & mechanisms of oppression & discrimination.	

Competencies	Practice Behaviors	Tasks to address Practice Behaviors
5. Advance human rights & social justice.	<p>Advocate for human rights &amp; social and economic justice.</p> <p>Engage in practices that advance social &amp; economic justice.</p>	
. 6. Engage in research informed practice and practice informed research	<p>Use practice experience to inform scientific inquiry.</p> <p>Use research evidence to inform practice.</p>	
7. Apply knowledge of human behavior & the social environment.	<p>Utilize conceptual frameworks to guide the processes of assessment.</p> <p>Critique &amp; apply knowledge to understand person &amp; environment.</p>	

Competencies	Practice Behaviors	Tasks to address Practice Behaviors
<p>8. Engage in policy practice to advance social and economic well-being &amp; to deliver effective social services.</p>	<p>Analyze, formulate, and advocate for policies that advance social well-being.</p> <p>Collaborate with colleagues &amp; clients for effective policy action.</p>	
<p>9. Respond to contexts that shape practice.</p>	<p>Continuously discover, appraise, &amp; attend to changing locales, populations, scientific &amp; technological developments &amp; emerging societal trends to provide relevant services.</p> <p>Provide leadership in promoting sustainable changes in service delivery &amp; practice to improve the quality of social services.</p>	

Competencies	Practice Behaviors	Tasks to address Practice Behaviors
<p>10. Engage, assess, intervene, and evaluate with individuals, groups, organizations, and communities.</p>	<p><i>Engagement</i></p> <p>a) Substantively and effectively prepare for actions with individuals, families, groups, organizations, and communities.</p> <p>b) Use empathy &amp; other interpersonal skills.</p>	
	<p><i>Assessment</i></p> <p>a) Develop a mutually agreed-on focus of work &amp; desired outcomes.</p> <p>b) Collect, organize, &amp; interpret client data.</p> <p>c) Assess client strengths.</p>	

Competencies	Practice Behaviors	Skill Building Tasks to address Practice Behaviors
<p>10. Engage, assess, intervene, &amp; evaluate with individuals, families, groups, organizations, &amp; communities.</p>	<p><i>Intervention</i></p> <p>a) Develop mutually agreed on intervention goals &amp; objectives.</p> <p>b) Select appropriate interventions strategies.</p> <p>c) Initiate actions to achieve organizational goals.</p> <p>d) Implement prevention interventions that enhance client well being.</p> <p>e) Help clients resolve problems.</p> <p>f) Negotiate, mediate, and advocate for clients.</p> <p>g) Facilitate transitions &amp; endings.</p>	

Competencies	Practice Behaviors	Skill Building Tasks to address Practice Behaviors
10. Engage, assess, intervene, & evaluate with individuals, families, groups, organizations, & communities	<i>Evaluation</i>  Critically analyze, monitor, and evaluate interventions.	

## **SUGGESTED LEARNING ACTIVITIES FOR COMPETENCY DEVELOPMENT IN FIELD INTERNSHIPS**

The following list of experiences serve as suggestions for field instructors to assign student interns and are found to be appropriate learning opportunities for students in developing the 10 core social work competencies at the foundation and advanced levels. This list is intended as suggestions only, and the JMSW faculty encourage field instructors and students to be creative in providing and taking advantage of learning opportunities in the field setting.

### **Competency #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.**

- Advocate for client access to needed resources.
- Practice self-reflection to make changes that assure continual professional development.
- Attend to professional roles, responsibilities, relationships, and boundaries.
- Demonstrate respect for clients and colleagues through appropriate professional behavior, appearance, and communication.
- Identify resources or engaging in career-long learning.
- Use supervision and consultation.

### **Competency #2: Intern applies social work ethical principles to guide his or her professional practice.**

- Recognize and manage personal values in a way that allows professional values to guide practice.
- Make ethical decisions by applying standards of the NASW Code of Ethics, IFSE/IASSE ethical principles, and or other social work ethical codes.
- Recognize and manage ambiguity in resolving ethical conflicts
- Apply strategies of ethical reasoning to arrive at principled decisions.

### **Competency #3: Intern applies critical thinking to inform and communicate professional judgments.**

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, practice wisdom, and clients' lived experience.
- Analyze models of assessment, prevention, intervention, and evaluation.
- Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

### **Competency #4: Intern engages diversity and difference in practice.**

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
- Gain self-awareness to minimize the influence of personal biases and values in working with diverse groups
- Recognize and communicate their understanding of the importance of difference and "intersectionality" in shaping life experiences.
- View themselves as learners and engage those with whom they work as resources for information.

**Competency #5: Intern advances human rights and social and economic justice.**

- Understand the forms and mechanisms of oppression and discrimination.
- Advocate for human rights and social, environmental, and economic justice.
- Engage in practices that advance social, environmental, and economic justice.

**Competency #6: Intern engages in research-informed practice and practice-informed research.**

- Use practice experiences to inform scientific inquiry.
- Use research evidence to inform practice.

**Competency #7: Intern applies knowledge of human behavior and the social environment.**

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
- Critique and apply knowledge to understand persons and environments.

**Competency #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.**

- Analyze, formulate, and advocate for policies that advance social well-being, human rights and social, environmental, and economic justice.
- Collaborate with clients and colleagues for effective policy action.

**Competency #9: Intern responds to contexts that shape practice.**

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

**Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities**

- Substantively and effectively prepare for action with individuals, families, groups, organizations, and communities.
- Use empathy and other interpersonal skills.
- Develop a mutually agreed-on focus of work and desired outcomes.
- Collect, organize, and interpret pertinent information at multiple system levels.
- Assess client strengths and challenges.
- Develop mutually agreed-on intervention goals and objectives.
- Select appropriate intervention strategies with individuals, families, organizations, and communities.
- Initial actions to achieve organizational goals while attending to professional values and ethics.
- Implement prevention interventions that enhance client capacities
- Partner with clients in the process of finding solutions.
- Negotiate, mediate, and advocate for clients from an empowerment perspective
- Facilitate transitions and endings
- Critically analyze, monitor, and evaluate interventions in partnership with clients

## **Direct Practice with Individuals, Families, and Groups**

- Observe the field instructor or others conducting an interview.
- Establish supervision session time and prepare an agenda.
- Read and be familiar with agency policy and procedure manual.
- Read NASW Code of Ethics and agency ethical standards.
- Outreach to clients by telephone or in writing to schedule appointments for interviews.
- Listen to a tape-recorded interview or lecture or watch an audiovisual presentation.
- Read old case records or agency reports.
- Role-play with the field instructor or others to try new skills and techniques.
- Participate in a one-way mirror observation, either as an observer or as the “subject.”
- Write a diagnostic summary on a specific case. Include an ecomap.
- Conduct intake interviews and assessments with clients and provide case management services.
- Participate in contracting and developing a service plan.
- Develop and implement interventions.
- Complete documentation.
- Carry a caseload.
- Analyses of communication skills and complete process recording.
- Attend a court hearing pertaining to mental competency and guardianship, a client’s criminal activity, a divorce proceeding, or a client’s effort to obtain custody of minor children.
- Assist with planning and co-leading a support group.

## **Indirect Practice with Organizations and Communities**

- Participate on a committee, within the agency and when possible in the community.
- Conduct needs assessment; participate in a community action/coalition group/task force.
- Participate in fundraising activities, engage in grant writing, and explore/participate in program evaluation.
- Engage in research activities to support activities of the organization, assist in agency’s annual report and auditing.
- Assist in public hearings of a proposed law or regulation or prepare public information releases which explain changes in policy or which advocate a point of view.
- Engage in policy development research legislative history of an existing or proposed program
- Engage in advocacy at the legislative/ bureaucratic level.
- Assist with the preparation for a public information program to prepare the general public, related professionals, client groups and other organizations for a new program.
- Participate in meetings of bodies or groups that are organized to assess, plan, and advocate specific community services.
- Participate in voter registration, campaign and organize/disseminate information regarding an important issue.
- Attend a meeting and take notes for supervisory discussion.
- Participate in group or peer supervision.