



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.

The 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 on this form and evaluated at the completion of the internship on the evaluation form. Field instructors and students are referred to the attached list of suggested learning activities to utilize as they develop the field 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 and should always be developed in collaboration with the student’s 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 foundation practice behaviors, the field instructor is asked to provide an overall summary of the student’s performance during this 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. In addition, field instructors should refer to the JMSW Foundation Internship Task Plan as they complete the evaluation on a student at the end of each semester.

Rating Scale for 41 Foundation Practice Behaviors

4=Superior performance of the practice behavior

3=Satisfactory performance of the practice behavior

2=Marginal performance of the practice behavior

1=Failing performance of the 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

	Competency #1: Intern identifies as a professional social worker and conducts himself/herself accordingly.	Tasks to Address Practice Behaviors
1(a)	Advocates for client access to the services of social work.	
1(b)	Practices personal reflection and self-correction to assure continual professional development.	
1(c)	Attends to professional roles and boundaries.	
1(d)	Demonstrates professional demeanor in behavior, appearance, and communication.	
1(e)	Uses supervision and consultation effectively	

	Competency #2: Intern applies social work ethical principles to guide his or her professional practice.	Tasks to Address Practice Behaviors
2(a)	Recognizes and manages personal values in a way that allows professional values to guide practice	
2(b)	Is knowledgeable of, and abides by, the ethical standards of the profession	
2(c)	Tolerates ambiguity in resolving ethical conflicts	
2(d)	Applies strategies of ethical reasoning to arrive at principled decisions	
	Competency #3: Intern applies critical thinking to inform and communicate professional judgments.	
3(a)	Distinguishes, appraises, and integrates multiple sources of knowledge; including research-based knowledge and practice wisdom	
3(b)	Is skilled at analyzing models of assessment, prevention, intervention, and evaluation	
3(c).1	Demonstrates effective oral communication in working with individuals, families, groups, organizations, communities, and colleagues	

	Competency #3: Intern applies critical thinking to inform and communicate professional judgments. (cont'd)	Tasks to Address Practice Behaviors
3(c).2	Demonstrates effective written communication in working with individuals, families, groups, organizations, communities, and colleagues	
	Competency #4: Intern engages diversity and difference in practice.	
4(a)	Recognizes the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	
4(b)	Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	
4(c)	Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences	
4(d)	Views herself or himself as a learner and engages those he or she works with as informants	

	Competency #5: Intern advances human rights and social and economic justice.	Tasks to Address Practice Behaviors
5(a)	Understands the forms and mechanisms of oppression and discrimination.	
5(b)	Advocates for human rights and social and economic justice.	
5(c)	Engages in practices that advance social and economic justice.	
	Competency #6: Intern engages in research-informed practice and practice-informed research.	
6(a)	Uses practice experience to inform scientific inquiry	
6(b)	Uses research evidence to inform practice	

	Competency #7: Intern applies knowledge of human behavior and the social environment.	Tasks to Address Practice Behaviors
7(a)	Utilizes conceptual frameworks to guide the process of assessment, intervention, and evaluation.	
7(b)	Critiques and applies knowledge to understand person and environment	
	Competency #8: Intern engages in policy practice to advance social and economic well-being and to deliver effective social work services.	
8(a)	Analyzes, formulates, and advocates for policies that advance social-well-being	
8(b)	Collaborates with colleagues and clients for effective policy action	

	Competency #9: Intern responds to contexts that shape practice.	Tasks to Address Practice Behaviors
9(a)	Continuously discovers, appraises, and attends to changing locales, populations, scientific and technological developments, and emerging societal trends in order to provide relevant services	
9(b)	Provides leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	
	Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities	
10(a)	Engagement	
10(a).1	Substantively & affectively prepares for action with individuals, families, groups, organizations, & communities	
10(a).2	Uses empathy and other interpersonal skills	
10(a).3	Develops a mutually agreed-on focus of work and desired outcomes	

	Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities (cont'd)	Tasks to Address Practice Behaviors
10(b)	Assessment	
10(b).1	Collects, organizes, and interprets client data.	
10(b).2	Assesses client strengths and limitations	
10(b).3	Develops mutually agreed-on intervention goals and objectives	
10(b).4	Selects appropriate intervention strategies	
10(c)	Intervention	
10(c).1	Initiates actions to achieve organizational goals	
10(c).2	Implements prevention interventions that enhance client capacities	

	Competency #10: Intern engages, assesses, intervenes and evaluates with individuals, families, groups, organizations, and communities (cont'd)	Tasks to Address Practice Behaviors
10(c)	Intervention (cont'd)	
10(c).3	Helps clients resolve problems	
10(c).4	Negotiates, mediates, and advocates for clients	
10(c).5	Facilitates transitions and endings	
10(d)	Evaluation	
10(d)	Critically analyzes, monitors, and evaluates 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 encourages field instructors and students to be creative in providing and taking advantage of learning opportunities in the field setting.

All students are expected to engage in the activities that are denoted with an asterisk ().*

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

- Attend interdisciplinary conferences and case presentations as an observer or participant.
- Attend professional workshops, seminars, and lectures in the community using field placement time.
- Participate with field instructor in developing and writing up the learning agreement. *
- Join and participate in local/national professional organizations (e.g., NASW, NABSW, Federation of Student Social Workers).

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

- Ask student to discuss ethical or value issues in relation to specific cases.
- Encourage student to attend the NASW-NC annual Ethics Conference.
- Keep a daily log of experiences in field and reactions to them.

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

- Ask student to discuss complex case in supervision
- Ask student to discuss policy issue related to case
- Have student present complex case at team meeting & respond to questions

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

- Take a walk through a specific kind of neighborhood.
- Make home visits.

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

- Ask student to do presentation either in or outside agency on how services can advance human rights and social/economic justice for targeted clients.
- Ask student to research how agency services could be more responsive to social and economic justice issues for clients.

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

- Keep statistical reports as required of regular agency staff.

- Assist in the design or organization of an information system to collect program information data.
- Assist on the design or execution of an experiment or demonstration project to aid in policy formation.

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

- Read about the psychodynamics of human behavior, specific casework skills, organizational theory, presenting problems of clients served by the field placement setting, or other related subjects.

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

- Collect material or data through information or structured means, and analyze and organize the material in support of some point of view or to aid in a policy decision.
- Analyze program operations data and prepare reports on the analysis that reveals the consequences of a specific law or regulation.
- Analyze the consequences and feasibility of a proposed law or regulation.
- Develop a bill (in cooperation with appropriate others) for presentation to a local, state, or national lawmaking body and perhaps even be present to lobby for its passage.
- Assist in writing the program's policy and procedure manual.
- Prepare a written regulation on a new or revised administration policy or procedure.

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

- Visit other agencies and service delivery systems in the local community. *
- Sit quietly in an intake or waiting room area and observe the atmosphere, conversation, and behaviors of persons entering the service delivery system as well as of those who serve them.
- Have the student go through the service delivery system as if he/she were a client.
- Interview upper-level administrators and supervisors to acquire specific information about the program and their roles.

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

Direct Practice with Individuals, Families, and Groups

- Observe the field instructor or others conducting an interview.
- Listen to a tape-recorded interview or lecture or watch an audiovisual presentation.
- Read old case records or agency reports.
- Do role-playing with the field instructor or others to try out 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.
- Conduct interviews with clients and provide direct counseling services.
- Carry a caseload.
- 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.
- Set up and lead or co-lead a group.

Indirect Practice with Organizations and Communities

- Serve as a member or observer of the system's peer review, quality control, or audit process.
- Plan, lead, and conduct a fund-raising activity.
- Participate (or assume a leadership role) on a committee to plan a major workshop.
- Participate in orienting new students or staff to the agency.
- Write a report for the administrator of the program.
- Act as a consultant to an individual, a group, or a program.
- 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.
- Prepare administrative regulations that implement legislation.
- Assist in the formulation of legislation.
- Assist in collection and analysis of data to make decisions about specific program alternatives to deal with a defined problem.
- For a service program, assist in the definition of service units, preparation of budget and determination of unit costs, and plan for personnel requirements.
- Participate in negotiations for establishment of a new program or major modification of existing programs.
- Assist in the preparation of a grant proposal.
- Assist in the evaluation of program proposals.
- Carry responsibility for a public information program to prepare the general public, related professionals, client groups and other organizations for a new program.
- Organize operations data from agencies in a community to show a pattern of service, such as area services and kinds of clients served, and analyze the consequences of the pattern of service for the community.
- Collect, organize and interpret administrative data that clarify what an organization is doing, the effect of its programs, and the changes of its operations over time.
- Evaluate the costs and effectiveness of specific administrative policies or procedures.
- Assist in budget formulation and presentation.
- Plan and carry out sessions to instruct employees in new procedures or policies.
- Assist in a community survey to analyze community needs or opinions for service planning.
- Participate in inter-organizational planning, such as negotiating interagency agreements or changes in procedure or policy; or compiling and presenting information and data to effect changes in relationships between agencies.
- Participate in meetings of bodies or groups that are organized to assess, plan, and advocate specific community services.
- Assist in obtaining financial support for a community service.
- Assist in the application of accounting and program evaluation techniques for the purpose of more rational community decision-making in the allocation of available resources.
- Assist in the organization of a community in response to a vote referendum on service expansion or to prepare a community for a change in the pattern of organization of services among agencies.
- Attend a meeting and take notes for supervisory discussion.
- Participate in group or peer supervision.
- Answer the phone and act as receptionist for several days to get a feel for the role of these staff members and the demands placed upon the agency.