



VIRGINIA
WESLEYAN
UNIVERSITY

Baccalaureate Social Work Program
Internship Handbook

Updated September 2024

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I. INTRODUCTION

The Goals of the Social Work Program at Virginia Wesleyan University are:

1. To prepare generalist practitioners with a strong social work identity, as critical thinkers, who can use their knowledge and skills to effect change in client systems at the micro, mezzo and macro levels.
2. To prepare students through the study of the liberal arts with the knowledge of how history, diversity, oppression, injustice and difference are applied to develop evidence-informed interventions in the pursuit of social work goals.
3. To prepare generalist social workers to understand how human behavior is impacted by and impacts physical and mental health in the context of the social and physical environment.
4. To prepare generalist social workers with the skills to shape policy, planning, legislation and access as they strive for equality for all people.
5. To prepare students with a commitment to personal and professional growth and development, as a component of competent social work practice.
6. To prepare students for ethical and value directed practice guided by the *National Association of Social Workers Code of Ethics* using self-reflection and self-correction. Students' educational experience will be guided by the Virginia Wesleyan University Honor Code and departmental policies.

This handbook was developed as a guide for social work interns, Agency Field Instructors, Agency representatives/administrators, and University faculty and administrators. The handbook outlines specific requirements as well as broad guidelines for a social work student's internship experience. The handbook is organized so that it identifies unwavering field education standards and expectations as well as field education concerns that may be specific to a particular agency or learning situation.

II. RATIONALE AND OBJECTIVES OF THE INTERNSHIP PROGRAM

The confluence of the liberal arts curriculum and the study of social work theory is the strength of the Virginia Wesleyan program. While the social work professional is taught to work with the person in the context of the environment using a bio-psychosocial-cultural-spiritual approach, the liberal arts background provides an understanding of individuals, their biology, history, culture, heritage, politics and influential systems which richly enhances our students understanding of the human condition.

The training of social workers has traditionally involved an extensive period of study during an internship in the field. This experience involves working under the weekly supervision of an Agency Field Instructor and performing functions typically performed by professionals in the agency. To support our student interns individual learning needs, the Field Education Coordinator participates in periodic conferences with the student and the Agency Field Instructor to review the student's learning and progress.

The student intern spends time during the internship focusing on the integration of theory learned in the classroom with experiential learning in the agency. In the Virginia Wesleyan program, students also spend four hours per week on campus in a Seminar course (SW 475) which focuses on their integration of theory and practice, ethical practice, and professional behavior. Using a peer group learning model, students must grapple with the application of skills learned in theory in the real-world agency situation. In the peer group, students have the opportunity to learn from others' experiences, which may be different from their own. In addition, students learn the importance of the development of a professional resource network as they often share information about resources with one another or facilitate referrals between and among their agency programs.

A strong supervisory relationship supported by regular contact with the Field Education Coordinator maximizes the learning process for the student. The integration of theoretical and experiential learning is solidified in the Seminar course where assignments are geared to the development of the student's professional identity and professional ethic.

All these experiences are structured to prepare students to enter the field at the generalist level or enter graduate study conversant in theory and with well-developed skills and competence in ethical practice.

III. APPLICATION, SELECTION AND ADVISING SYSTEM

Social Work students are accepted into internship following their successful completion of prerequisite coursework (listed below) and the endorsement by professors in the department, and other professors as appropriate. When students apply to the major, they sign the permission to share information document which allows the Social Work Program Chair and the Field Education Coordinator to discuss each students' readiness for internship with current and previous professors and agency personnel. During the spring semester of their junior year, students complete the internship application available on the BSW program website. Completion of this task is the first step in approval of their readiness for the internship experience which they complete during the second semester of their senior year. All students apply for internships during the fall semester of their senior year.

To qualify for the internship experience, the student must have a minimum 2.5 overall grade point average and successfully complete prerequisite courses with a grade point average of 2.5 or better in social work courses. Professional liability insurance is required and is purchased for a nominal fee in conjunction with enrollment in the SW 401 during the fall semester of their senior year.

Successful completion of coursework does not automatically guarantee placement in the internship. The Social Work Program Chair, the Field Education Coordinator, the student's faculty advisor and other professors as appropriate will ascertain the student's readiness for internship. The final determination of appropriateness will be made by the Social Work Program Chair and Field Education Coordinator.

Students must continue to uphold all of the requirements outlined in the BSW Program Student Handbook (see Section II *Requirements for Admission to the Program*). In addition, should the student's strengths suggest better opportunity for success in another academic program; students will be counseled by their faculty advisor to determine the best course of action. Students' rights to appeal these decisions follow can also be found in the BSW Program Student Handbook (see part e, *Rights to Appeal* under Section II).

Social Work Major Required Courses Prerequisite to Internship

201 Introduction to Social Work (4)

Acquaints the beginning student with the history, philosophy, values, concepts, language, directions, problems and broad scope of Social Work. Offers exposure to various agencies and agency policies. Prerequisite: sophomore/junior/senior status. Offered each fall.

251 Diversity and Social Problems in Social Work (4)

An overview of how diversity influences social work practice and the social problems practitioners try to address. Topics include the history, philosophy, values, ethics, concepts, language, directions, problems, and broad scope of diversity and social problems and how they impact social work practice. Offered each fall.

302 Legislation, Policy, and Administration (4)

Build skills in community organization, administrative and legislative process as intervention techniques. Each student is expected to design, develop and present a project using the method taught. Offered each spring.

336 Lifespan Development and Behavior (4)

Designed for students to help them acquire a strong foundation of knowledge about human growth and development. Biological, social and psychological theories of growth and development are examined from a multi-disciplinary perspective. Students learn about normal development from conception to aged death as well as certain pathological processes. Students who have previously taken a development course, or will as part of their intended major, may not take the class for additional credit. Prerequisite: junior status or consent. Offered each spring.

400 Social Work Methods with Groups and Communities (4)

Build skills in group and community intervention techniques in social work. Prerequisites: junior/senior status and consent. Offered each spring.

401 Social Work with Individuals and Families (4)

This course provides an overview of the direct methods used in the bachelor's level social work practice. The focus will be on learning appropriate intervention skills for helping individuals, couples and families. Understanding the theory on which these interventions are based is prerequisite to developing skills. The course provides opportunities to practice beginning level methods through role playing, observation and feedback, written and oral assignments, and in an experiential learning situation. Prerequisites: ENG 105 with a grade of C or higher, senior status, and consent. Offered each fall.

450 Research Methods in Social Work (4)

Offers an overview of data collection methods and analysis procedures within the context of Social Work. Both positivistic and naturalistic paradigms are examined. Students learn how to pose research questions, design studies, collect data and analyze, interpret and report their findings. Prerequisites: junior/senior status, and consent. Offered fall of even numbered years, or as needed.

Internship and Seminar Courses**472 Social Work Internship (12) (Capstone)**

The training of social work professionals involves an extensive period of study in the field, known as internship. At Virginia Wesleyan, internship refers to the assignment of students to an agency for a full semester, for a minimum of thirty-two hours a week. This experience involves working under the weekly supervision of a qualified Agency Field Instructor and performing functions typically performed by generalist social work professionals in the agency. The academic faculty supervisor, Field Education Coordinator, schedules periodic conferences with the student and the Agency Field Instructor to review the student's learning and progress. Prerequisites: senior status; C or higher in all required social work courses; completion of application and consent of all full time social work faculty. Co-requisite: SW 475. Offered each spring.

475 Social Work Seminar (4) (Capstone)

This course is designed to provide the vehicle for the formal integration of theory and practice as a companion to Social Work Internship (SW 472). The Seminar is also designed to provide professional and peer support and supervision as a complement to the supervision provided by the Agency Field Instructor. Students will be expected to share their learning in addition to their questions. Emphasis will also be placed on student growth as it relates to the use of self as a helping professional. Ethical questions from the internship experience will be discussed in addition to the theoretical study of ethics as they relate to practice situations. Prerequisites: senior status; same as SW 472. Co-requisite: SW 472. Offered each spring.

IV. BACCALAUREATE OF SOCIAL WORK (BSW) COMPETENCIES, INTERNSHIP ASSIGNMENTS AND THE LEARNING PLAN

The Council on Social Work Education (CSWE) identifies internship or field education as the “signature pedagogy” in social work education. As defined in **Educational Policy 3.3 – Signature Pedagogy: Field Education:**

Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline: to think, to perform, and to act intentionally, ethically and with integrity.

The Council on Social Work Education (CSWE) has adopted a competence-based education framework for its Educational Policy and Accreditation Standards (EPAS). Accordingly, competence-based education rests on a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker’s competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base (p.7).

The field setting is where students apply human rights principles from global and national social work ethical codes to advance social, racial, economic, and environmental justice. It fosters a learning environment where anti-racism, diversity, equity, and inclusion are valued. The intent of field education is to integrate the theoretical and conceptual contributions of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum—classroom and field—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice (p.20). A student’s performance in the field setting is evaluated based on their demonstration of the nine social work competencies that are defined and discussed in this section of the *Internship Handbook*.

Commission on Educational Policy. (2022). *2022 Educational policy and accreditation standards*. Council on Social Work Education. <https://www.cswe.org>

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.

Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist

practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social

workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client in self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Internship Assignments

Assigned tasks, activities, and relevant assignments should be those which can be clearly understood and successfully accomplished by the student. Students should be involved as early as possible in the delivery of social work services. Internship activities and tasks should be worthwhile and necessary, and helpful to the client as well as of value in the education of the student. The agency needs to know that the student wants to and can make a real contribution to helping people if the assignments are chosen with this as an objective.

It is clear that educational values must remain foremost as the internship is primarily an educational experience. It must be equally clear, however, that the University, the student, and the agency should consider the field instruction as an opportunity to have needed agency tasks accomplished, and in some instances, to provide for expansion of the agency's services.

Ideally, the Agency Field Instructor carefully selects cases and experiences which will help the student achieve the goals set forth in the practice behaviors associated with the nine social work core competencies. Should the student complete an internship in an agency in which they are employed, the employment supervisor and the internship Field Instructor may not be the same person and the internship experiences should be different from those completed during their employment hours.

Field instruction begins with a planned program of orientation and proceeds with a schedule of tasks and assignments beginning with the simple and increasing in complexity as the student progresses through their internship semester. The student will likely begin by shadowing the Agency Field Instructor or other agency personnel as assigned by the Agency Field Instructor and gradually begin to function with greater autonomy as the experience progresses. It is hoped that the student will function autonomously as a beginning worker, near the completion of the internship experience. While initial assignments will be determined based on the individual student's capability, the agency should have expectations of student's performance early on.

With the basic foundation of knowledge, they have received through both their liberal arts foundation and the social work curriculum, the student is ready to be involved in direct service contacts with the agency's clients. Subsequent to the orientation to the agency that any new employee would receive, the student intern is ready to begin giving service at a basic level through a process of selection on the part of the Agency Field Instructor.

Through the articulation of classroom theory and internship, guided by both the Agency Field Instructor and the Field Education Coordinator/Professor, identifiable results can be measured through the student evaluation. By the end of their internship semester, the student should be familiar with the agency's function and purpose and know how to use the agency for the benefit of their clients. The student should be able to establish a trusting relationship with the client that leaves the client free to select appropriately from the services offered and use those services toward a solution of the problems which caused the client to seek help. The student should also be aware of their own professional limitations and the agency and know when referrals are indicated, how to make them and to whom they should be made. The student should develop a sense of professional identity and an awareness of the role they play in the helping process. The

student should understand the use of both administrative and professional supervision and be able to use them both to develop productive work habits and to move toward professional independence. Finally, the student should complete their internship reasonably confident in their abilities yet aware of their limitations.

The Student's Learning Plan

As outlined in the internship syllabus (SW 472), the student must develop a Learning Plan which outlines their learning goals based on possible learning opportunities available in the internship. The learning goals should move on a continuum from basic learning about the agency's services and objectives to the more sophisticated, all of which address the Bachelor of Social Work nine (9) Social Work Core Competencies. The student should develop their Learning Plan based on their learning interests and needs, in conjunction with the Agency Field Instructor who will provide information about learning opportunities in the agency.

The format for the Learning Plan must reference each CSWE competency addressed and dates for completion of related task. It may incorporate a service plan for the agency which might list the ultimate goal and then steps to attain goal with a target date for completion. However, it must reference the competency addressed, the identified learning outcomes, and the tasks/activities. The student will present the first draft of the Learning Plan at the first meeting with the Field Education Coordinator at the agency or no later than the third week of the semester. The student will continuously update and amend the contract until the end of the semester, at which time the successful completion of the contract will reflect competency in the core competencies.

The Agency Field Instructor use of the student's progress on the Learning Plan in their mid-term and final evaluation of the student's learning is recommended.

V. INTERNSHIP TIME

The student will keep the same office hours as other staff in the agency with the exception of one afternoon a week which is devoted to the Seminar class at the University. For example, if the agency is open from 9-5, five days a week, these are the student's hours also. If the agency is open on Saturday, then the student can work on Saturday. If the agency hours are 1-9 pm then these are also the student's hours. Students may negotiate work hours with their Agency Field Instructor with the understanding that their availability must meet the agency and their clients' needs.

The program emphasizes the development of good work habits regarding attendance, timeliness, reliability, and responsibility. The internship should be considered as employment. The following are some guidelines to address questions around the issue of time for the field instructor:

1. Time commuting to and from the agency is NOT included in the hours worked.
2. Time spent at professional conferences attended in conjunction with the internship is included as internship time. A conference is defined as any professional activity conducted away from the agency or virtually which is assigned or recommended as part of the student's work at the agency. Participation in conferences is encouraged as part of the learning experience but may not interfere with the student's agency work or responsibilities to clients.
3. Time taken for lunch or breaks is NOT included in hours worked. The program expects that students will develop healthy work habits and regularly take lunch breaks, in spite of the informal agency practice. US fair labor laws require a minimum ½ hour lunch break every four hours.
4. Time used at home to read agency materials or prepare reports is NOT included, unless the Agency Field Instructor requires the material to be prepared in this way because of the urgency of a case. Professional reading is expected and encouraged but is to be done on the student's own time. Because of the nature of student assignments in the agency, students may have occasional "down time." Students are encouraged to always have professional reading material available to utilize during this time.
5. Participation in social work professional meetings is considered a part of professional development and will count as internship time.
6. A student is expected to work a minimum of 32 hours on-site weekly for a minimum of 448 hours on-site over the course of the semester. However, students are strongly encouraged to complete 36 hours on-site weekly for a total of 504 hours on-site over the course of the semester. Note: Students may be allowed to complete off-site internship hours, with the approval of their Field Instructor and the Field Education Coordinator. Under no circumstances may a student accelerate a program by working extra hours in order to finish early, unless there are special circumstances, and only if this plan is approved by both the Agency Field Instructor and the Field Education Coordinator of the BSW Program.

7. A student will observe the agency's holiday schedule. The issue of working during Spring break should be negotiated with the Agency Field Instructor. Students must plan to work a minimum of 32 hours weekly** over the course of the semester. With permission from the BSW Program Field Education Coordinator and their Agency Field Instructor, the student can begin their internship earlier than the first day of classes of the spring semester. This may assure that any unforeseen illness or other crisis that might occur will not interfere with the completion of the required total internship hours – a minimum of 448.
8. When calculating hours worked, students must be aware that professionalism requires working the number of hours required to provide the service for the consumer – even in the event it extends beyond the minimum of 32 hours per week.

VI. FIELD EDUCATION PROGRAM PERSONAL SAFETY GUIDELINES AND POLICIES

The Field Education Program has established the following guidelines and policies to address students' personal safety and well-being during their internship semester. The Field Education Coordinator reserves the right to amend these guidelines and policies as warranted.

1. Social work seniors must complete the BSW Program's *Personal Safety Protocol Part I* prior to the start of their internship semester. These activities address various personal safety concerns students might experience across agency settings. The completion of these activities must be documented and approved by the BSW Field Education Coordinator.
2. All interns must complete on-boarding activities at their agencies, preferably during their orientation or before the end of the first week of their internship, which includes a review of the agency's personal safety policies and procedures. The completion of these activities must be documented on the student's Learning Plan.
3. If adherence to an agency's personal safety guidelines and policies are in conflict with a student's personal values and beliefs then a review of the student's internship placement is warranted. Note: The BSW Field Education Program cannot guarantee internship placements for students who do not comply with reasonable (e.g. best practice) agency personal safety guidelines and policies.
4. If an agency's personal safety guidelines and policies are in conflict with the *NASW Code of Ethics* then a review of the student's internship placement is warranted. If such a situation arises, the Field Education Coordinator and the Agency Field Instructor would convene to determine if the agency can provide a placement opportunity aligned with professional standards described in the *NASW Code of Ethics*.
5. Interns can drive agency vehicles to conduct official agency business, only if the agency's insurance covers the intern's use of those vehicles. The Field Education Coordinator must be informed of this arrangement in writing by the Agency Field Instructor *before* the student intern uses agency vehicles to conduct official agency business.
6. Interns cannot transport clients in their own cars or agency vehicles under any circumstance. However, interns can escort other workers who are transporting clients if efforts are made by the agency worker to mitigate the risks to both the student intern and the client.

VII. ROLES AND RESPONSIBILITIES OF THE STUDENTS

The opportunity to deliver social work services under the authority of an agency or organization involves a commitment on the student's part. Ideally, the intern is to be accepted as a fellow worker and legitimate representative of the interests of the agency or organization which co-sponsors the field placement. The student will not find this an easy task at times, especially when their own feelings, attitudes and values are tested. The student will find it necessary to be flexible in their thinking and discreet in their behavior.

Virginia Wesleyan University and the internship setting unite to provide the student with an appropriate educational and practical social work experience. In doing so, they arrive at some basic expectations of the student in the performance of their duties, not unlike those of others working in the agency. The student's responsibilities to the agency, individual or community organization to which the student is assigned are the following:

1. To complete the BSW Program's *Personal Safety Protocol Part I* prior to the start of their internship semester. These activities address various personal safety concerns students might experience across agency settings. The completion of these activities must be documented and approved by the BSW Field Education Coordinator.
2. To observe and comply with the procedures, policies, and regulations established by the agency.
3. To report to the assigned agency and Agency Field Instructor and establish a schedule for their internship.
4. To cooperate with other student interns.
5. To develop an increasing ability to work with members of other professions and demonstrate confidence in their own role as a professional.
6. To seek the assistance of appropriate agency staff members to address problems and concerns.
7. To refrain from criticism of agency personnel and policies.
8. To call, and email, the agency and the Field Education Coordinator immediately if unable to report for work. The student must make up hours missed.
9. To begin to show evidence of their capacity to accept individuals who come to the agency for help (and/or program services) and to create a sufficiently comfortable emotional climate so that the client can begin to utilize agency services.
10. To begin to have an understanding of the motivations of human behavior, and recognition of feelings underlying defensive or otherwise inappropriate behaviors.

11. To develop the ability to work constructively within the limits of an agency setting.
12. To develop an awareness of the importance that the environment plays in practice.
13. To dress professionally, appropriately, and according to agency standards. The intern should keep in mind that he or she is in the role of a professional and not the role of a University student.
14. To develop capabilities for using initiative and developing alternatives in problem solving.
15. To become involved in community activities over and above that required in individual cases, these may include educational, awareness or advocacy activities.
16. To participate fully in activities planned for the student intern, including conferences, seminars, staff meetings, and other activities.
17. To become familiar with office routines and learn how to use office equipment.
18. To become aware of the nature of confidentiality, the student is expected to use information secured by and/or about the client only as prescribed by the policy of the agency.
19. To complete class assignments, weekly logs as assigned, and process recordings in an effort to increase the student's self-understanding and the development of their own "helping identity."
20. To gain knowledge and understanding of the philosophy and methods of operation within the agency and to comply with the rules of practice within that agency while in field instruction.
21. To read literature which will enhance their learning experience.
22. To share concerns and problems about the field experience and agency structure with their Agency Field Instructor during regularly scheduled supervision sessions, which are to be held for a minimum of 1 hour per week.
23. To observe, test, integrate, and apply the theoretical concepts and principles presented in the classroom in direct service situations.
24. To take the initiative to interact with coworkers and draw from their experiences.
25. To utilize the Field Instructor's evaluations for maximum learning.
26. To seek awareness and understanding of one's own value system so that one can ascertain what effect one's personal values have on their relationships with other people, and to explore their own emotional and intellectual readiness for a career as a social work professional.

27. To adhere to professional ethics in working with consumers or consumer groups including understanding and practice of confidentiality and accountability.
28. To develop an active and conscious role in handling relationships with consumers; sensitivity to the consumer; and awareness and control of one's feelings.
29. To develop the ability to identify both long range goals and the steps by which the consumer or group member is helped.
30. To develop the ability to organize their work and achieve satisfactory work habits by the final phase of internship.
31. To develop the ability to candidly record the process of personal interaction which takes place in during their interviews and sessions with clients and others within the agency setting.

VIII. ROLES AND RESPONSIBILITIES OF THE FIELD EDUCATION COORDINATOR TO THE AGENCY

The Field Education Coordinator of the Social Work Program is a full-time faculty member who will meet virtually, by phone, or in person with each internship Agency Field Instructor ideally before the start of the internship semester to help plan and coordinate student assignments. The Field Education Coordinator will supply the Agency Field Instructor with the appropriate course syllabi, the Internship Handbook, the University catalog (if requested) and pertinent background material about the student. Additionally, the Field Education Coordinator teaches the practice methods course (SW 401) and the Social Work Seminar (SW 475) which form the basis for integrating the student's knowledge and the experience of the internship.

There are four principal responsibilities that the Field Education Coordinator has to the agency:

1. Advise the agency of the needs of the individual student so that field instruction can be constructed in line with University's objectives for the student and agency goals.
2. Determine, with the Agency Field Instructor, what classroom learning experiences should be included to benefit the student in the agency.
3. Determine the student's grade for this internship following consultation with the Agency Field Instructor.
4. Hold a pre-internship training session for and consult with Agency Field Instructors, as needed, in support of aligning students' internship experiences with the BSW Field Education Program's objectives. After the initial contacts, agency visits will be scheduled at various times during the semester to meet with the Agency Field Instructor and student to support the student's professional identity development and their attainment of realistic learning goals.

IX. RESPONSIBILITIES OF THE UNIVERSITY TO AGENCIES

The Field Education Coordinator will meet with each Agency Field Instructor and the appropriate agency administrator to initiate, plan, and coordinate student assignments. After the initial coordination phase, the Field Education Coordinator will work closely with the Agency Field Instructor as the nature of the placement warrants. The responsibilities of the BSW Program to the Agency Field Instructor which shall be carried out through the Field Education Coordinator are as follows:

1. To inform the agency and appropriate staff of the educational objectives of the University curriculum and internship.
2. To provide materials to the agency and Field Instructor which will assist in their understanding of the academic program.
3. To assign students to appropriate internships whereby student and agency can derive optimum benefits.
4. To assist the Agency Field Instructor in carrying out the educational responsibilities to the student.
5. To advise the agency of the needs of the individual students so that the field experience can be constructed in line with University objectives for the student and agency goals.
6. To coordinate training for Agency Field Instructors to assist them in fulfilling their responsibilities to interns.
7. To review student performance and reports with the Agency Field Instructors.
8. To receive evaluations from the Agency Field Instructor and determine the student's final grade.

X. ADMINISTRATIVE RESPONSIBILITIES OF UNIVERSITY PERSONNEL

The Social Work faculty and the Field Education Coordinator are responsible for expanding and strengthening the program and for locating new placement sites appropriate to programmatic and student needs.

Specific responsibilities of the Field Education Coordinator are as follows:

1. Inform and orient agency participants concerning the operations of the internship program and the curriculum of the University. This may be done through campus meetings, email correspondence, letters, phone calls and/or visits to the agency sites.
2. Publicize the internship program to the student body, providing information to interested individuals.
3. Screen the applications of prospective interns and determine which individuals can satisfactorily complete internship.
4. Educate students about personal safety precautions prior to their placement in an agency.
5. Ensure that each approved intern is assigned an internship Field Instructor and is satisfactorily placed with an agency.
6. Provide each agency with background information on students who desire placement with that agency i.e. skills, work experience, academic achievements.
7. Ensure that each Agency Field Instructor and student intern complete all general program requirements including evaluation forms and time sheets.

University Responsibilities: Suggested Guidelines

In recognition of the fact that the internship setting will be different in terms of students' placements, the BSW Program has established a list of general guidelines. These guidelines are the framework in which the internship operates.

1. To choose agencies that will offer adequate space, time and personnel for student training and that can provide comprehensive learning experiences that will fulfill the educational objectives of internship.
2. To have a pre-conference with all students, evaluating their educational attainments and placing only those completing all requirements.
3. To provide students with the academic base and theoretical knowledge necessary prior to their internship semester.

4. To provide faculty time necessary for interaction with agency personnel regarding student placement.
5. To provide materials to the agency and Agency Field Instructor which will assist in their understanding of the internship program and the student's educational needs.
6. Assume the final responsibility for evaluating and grading of the student's performance in the field.

Specific responsibilities of the Social Work Faculty Advisors are as follows:

1. Provide information to students preparing for internships, including details about suggested elective courses, departmental prerequisites, personal safety practices, and general education requirements.
2. Advise students to maximize their academic experience through selection of community service activities, engagement in relevant campus clubs and organizations, to promote the development of leadership skills and self-care activities as prerequisites to their internship experience.

XI. AGENCY FIELD INSTRUCTOR'S RESPONSIBILITIES TO THE STUDENT

The Agency Field Instructor's responsibilities to students include the expectation to perform the following functions:

A. Planning, Supervision, and Administration

1. To provide formal and informal supervisory sessions where agency policies, goals, procedures, and activities can be examined that total to a minimum of one hour per week.
2. To see that the student actually performs meaningful tasks and has direct contact with consumers (contact with consumers should start reasonably soon after placement has started).
3. To introduce the student to the appropriate staff persons including the director, if possible, shortly after the student's arrival in the setting.
4. To arrange for the student to attend staff and board meetings whenever possible.
5. To provide personally, or in cooperation with other key persons, an orientation to the setting, in which the student learns about:
 - a) the purpose, function, policies and goals of the organization
 - b) the agency's personal safety policies and procedures
 - c) the source of funds
 - d) the clientele served
 - e) the geographic area served and its needs
 - f) the specific activities carried out
 - g) the relation of the agency to the community and other agencies
 - h) the expectation of the student and agency representative
 - i) what the student can expect from their Field Instructor and/or daily Task Coordinator in the way of guidance and support
 - j) human resource regulations
6. To set aside time and prepare for student supervision conferences.

7. To afford the student the opportunity to observe other staff members at work in specific situations (such as interviewing) that inform the student's learning about generalist social work practice. Opportunities to process what the student has observed is vital to their learning and professional identity development.
8. To make material about the agency available for the student to read. If specific agency procedures are written, to ensure that the student is provided a copy and understands how and why procedures must be adhered to in the specified manner.
9. To give the student the opportunity to practice more than one intervention method when possible.
10. To assign tasks with clarity so that the student knows the purpose of the job and appreciates the need for it being done.
11. To increase the extent and complexity of the student's assignments as the student learns and grows.
12. To supervise the student individually and, if appropriate, in groups or to combine the methods in keeping with the needs of the student and the convenience of the agency.
13. To receive reports from the student and review the student's work with the student.
14. To select the work load of the student so that it is in harmony with the rest of the setting, taking into consideration the student's capacity, interests, past experiences, life patterns and goals of the University whenever possible. Clerical work is not appropriate for the student. The student must feel that the job the student is assigned is a meaningful one through which the student makes a contribution to the agency while learning.
15. To assign the student a problem to handle as early as possible after placement this involves a single client, group or other agency. The assignment should be selected carefully so the student can gain some immediate satisfaction from their work and be encouraged in their ability and not be frustrated in their good intentions. Care must be taken, however, not to make the student feel they are doing well if they are not.

B. Cognitive and Affective Development of the Student

1. To teach the student how to prepare for and participate in both individual and group supervision.
2. To teach the student to communicate effectively both through verbal and written experiences as well as listening and acting as the student carries out the processes of collecting information, organizing it, assessing, planning and intervening.

3. To reinforce basic social work concepts and values in the internship. While these are taught in the classroom, the student can begin to see their importance and their effect on consumers and practitioners.
4. To help the student become aware of agency problems including gaps in service, unmet needs, and internal problems.
5. To help the student recognize the steps he or she took in performing each task, the attitude and feelings she possessed at the time she performed her role as well as afterward.
6. To help the student in the planning, organization and implementation of their duties.
7. To teach the student the purpose of and procedure for recording.
8. To determine with the student firsthand what their interests, goals, and aspirations are as well as their learning style so that they may develop more personal and professional self-awareness.

C. Evaluation

1. To have regularly scheduled weekly supervision meetings, a minimum of one hour per week, with the student at which time the student's Learning Plan is reviewed and updated.
2. To evaluate each task the student performs, discuss it with the student and relate it to the theory so that the student may learn from each interaction. Positive feedback as well as constructive feedback is important.
3. To inform the student of what steps he or she must take to develop professionally.
4. To review the internship experience with the student and the BSW Field Education Coordinator and respond to the evaluation of the Social Work Competencies at the midterm and final meeting of those three individuals.
5. If, at any time the student is found to be performing at a substandard level, the Agency Field Instructor is responsible for preparing an outline of steps for the student to follow in order to bring their work up to standard. The BSW Field Education Coordinator should be notified immediately by telephone and email so that immediate remedial efforts may be initiated collaboratively.

XII. RESPONSIBILITIES OF THE AGENCY FIELD INSTRUCTOR TO THE UNIVERSITY

1. To read and be familiar with the BSW Program's objectives for the internship, the curriculum, the SW 472 Internship syllabus, the Internship Handbook, and upon request the syllabi for the methods course(s), as supplied by the Field Education Coordinator.
2. To read and be familiar with the information provided by the University on the student, in advance of the student's arrival at the organization.
3. To participate in Field Instructor training sessions with other Agency Field Instructors sponsored by the BSW Field Education Program.
4. To meet with the Field Education Coordinator at appropriate intervals in relation to the student's development – on average 2-3 times over the course of the semester in the agency or virtually.
5. To evaluate the student's work and Learning Plan on an ongoing basis and to communicate with the University as required.
6. To prepare other appropriate staff members in advance of the student's arrival and involve them in whatever way they can contribute most to the learning process so that they, too, can understand and appreciate the undergraduate program.
7. To become well informed of the objectives of the VWU Baccalaureate Social Work Program and the objectives of the internship experience as outlined in the Internship Handbook and SW 472 Internship course syllabus.
8. To respond to the Field Education Coordinator or another BSW Faculty Liaison's requests for evaluation of the student both formally and informally and respond to the Agency Field Instructor's evaluation at the midterm and at the end of the experience.
9. To provide the University with agency materials which pertain to the delivery of service, objectives, policies, and philosophy of the agency.

XIII. REQUIREMENTS OF THE EVALUATION PROCESS

At the midterm and the end of the internship, the Agency Field Instructor will rate the student's progress using an assessment tool that is based on the nine Social Work Competencies as outlined in Section IV and as appended in Appendix D. Exact instructions will be provided to the Agency Field Instructor by the Field Education Coordinator at the beginning of each semester.

Because the student has developed their Learning Plan based on these nine competencies, and because they then become the focus of student learning through supervision, the process should be relatively clear. Agency Field Instructors introduce student learning assignments, guided by the student's progress on the competencies. Their progress overall, and student's learning assignments will be discussed with the Agency Field Instructor at each visit to the agency to assure compliance and to optimize the learning experience of the student.

Depending on the nature of the agency's work, the student may have little direct experience with some of the competencies. This fact, however, will provide fertile ground for discussion of these competencies in supervision. This discussion may lead to suggestions of reading assignments, an arrangement to spend time in other departments of the agency or to spend a day at the state legislature for advocacy purposes. Other possible vehicles through which these competencies may be addressed might be through a research project or through the required agency - based project which the student accomplishes to leave with the agency for the agency's development or sustainment of important goals.

Evaluation, as in our work with clients, requires ongoing weekly feedback to the student so that their acquisition of skills related to the nine competencies may be continuously monitored. This feedback, provided by the Agency Field Instructor is reinforced by the Field Education Coordinator who is in constant communication with the Agency Field Instructor and always available for consultation.

XIV. THE SEMINAR

The Seminar (SW 475) is offered concurrently with the internship and is designed to help the student relate theory, methodology, concepts and the social work values to practice, and to evaluate and interpret the agency's policies and requirements as they relate to specific assignments. Seminar sessions afford the student the opportunity to process their reactions to assignments, adjustments to the agency, and the supervision process. Seminar sessions also provide an opportunity for the student to explore alternative methods of dealing with real or perceived problem-solving situations. Information regarding professional activities, graduate schools, and career opportunities including application processes, interviews, and resume writing will be explored.

The course will be informally structured and the following pedagogical methods will be used:

1. Students will complete assigned reading and assignments which provides them with additional opportunities to increase their social work knowledge base. Lectures on the topics covered will be used to help students relate theory, practice methods, concepts and the social work values to their practice experiences.
2. Each week students will engage in group discussions which provide them with the opportunity to report their observations, share their experiences, and to raise questions or discuss problems they have encountered.
3. When possible students will have opportunities to role play or simulate practice skills and demonstrate specific problem-solving methods used by social workers. Students may use illustration or current case material if they are careful to alter identifying data to avoid breaching confidentiality.
4. Reports on selected readings will be made. Each student will do an adequate amount of reading from materials which relate to her field experience.
5. Each student (or group of students if in the same agency) will be asked to share their expertise about the agency's services during Seminar sessions.
6. During most Seminar sessions, ethics cases will be prepared for discussion.
7. Reports will be made on visits to other agencies, conferences, workshops, and professional meetings.

XV. PARTIAL LISTING OF INTERNSHIP SITES

Intern experiences available to Virginia Wesleyan students include:

Samaritan House	Navy Marine Relief Corps Society
Lake Taylor Hospital	Healthy Families, Inc.
Virginia Beach Department of Human Services	ForKids, Inc.
Virginia Beach Community Development Corporation	Norfolk Department of Human Services
Lake Prince Woods	Norfolk Community Services Board
Virginia Beach Youth Services	Senior Services of Southeastern Virginia
Seton Youth Shelters	The Up Center
Friends of the Juvenile Courts CASA	Tidewater Youth Services Commission
Westminster Canterbury	Bon Secours Hospice
Virginia Supportive Housing	Suffolk Human Services
YWCA of South Hampton Roads	Hampton Newport News Community Services Board
Chesapeake Human Services	HER Shelter
United Methodist Family Services	Endeppence Center
Healthy Families Virginia Beach	Family Therapeutic Services, Inc.
Chesapeake Bay Academy	

This is not an exhaustive list and new experiences are developed as student and agency needs change or expand.

ATTACHMENT A

**VIRGINIA WESLEYAN UNIVERSITY
BACHELOR OF SOCIAL WORK PROGRAM
INTERNSHIP APPLICATION**

NAME: _____

HOME ADDRESS: _____

PHONE: (____) _____ EMAIL: _____

SUMMER ADDRESS IF DIFFERENT: _____

PHONE: (____) _____ EMAIL: _____

CAMPUS ADDRESS (if applicable for fall): _____

Ideas I am considering for a practicum experience in SW 401: _____

Age groups with whom I would like to work (1st, 2nd, 3rd choice) FOR INTERNSHIP:

Types of agencies in which I would like to work for an internship:

You must provide your own transportation to and from the internship, per departmental policy.

You must be available to work in the agency 36 hours a week during times which the agency requires.

You will meet on campus in Seminar class 4 hours per week, one afternoon per week.

If there are specific needs or challenges that you may face of which the faculty should be aware, what are they?

In 500 words, please discuss how you see your classroom learning as preparing you for internship—think about how your knowledge of theory and research will inform your practice experience. In addition, discuss the strengths that you bring to the experience, for example, your ability to persist in the face of adversity or scarce resources; your ability to tolerate a “less than hoped for” outcome; or your tolerance for ambiguity, would be strengths you might consider.

Note: Please attach a copy of your **Program Evaluation** (available via Web Advisor) which documents the academic course work you have completed thus far and your academic standing.

Your electronic signature on this document indicates that you have read, understood, and will accept the policies of the internship experience in Virginia Wesleyan’s Bachelor of Social Work program.

Signature: _____

Date: _____

ATTACHMENT B

Week # _____

Dates _____

BSW FIELD EDUCATION PROGRAM
VIRGINIA WESLEYAN UNIVERSITY
INTERNSHIP TIME SHEET

Name _____

Agency Name _____

Agency Schedule _____

DAY **DATE** **TIME IN –TIME OUT** **#TOTAL HOURS/NOTES**

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY

TOTAL HOURS FOR WEEK _____

Field Instructor's Signature _____ **Date** _____

END OF SEMESTER /TOTAL INTERNSHIP HOURS _____

ATTACHMENT C

INSTRUCTIONS FOR AGENCY SEMINAR PRESENTATIONS

Name of Agency _____

Date _____ Name of Student _____

Description of Involvement

Here you should present in detail the essential facts about your agency as a whole and your role within it during the period of your experience. Some topics are presented below to guide you in making the description. Infuse some originality into the presentation and do not allow these suggestions to limit you.

1. History of Agency: What is the agency's mission and/or vision statement? When started and how, phases of development, and how the agency has evolved?
2. Board of Directors: How is it organized and what is the function, makeup and role of its members? Is the consumer group (client population) represented on the Board? If so, what is their role?
3. Sources of Funds: United Way, publicly supported, public and private, other.
4. Location: Description of setting, neighborhood, relation to ecology of community – include map, if this seems appropriate; accessibility to consumer groups, etc.
5. Facilities: How is the building, office space etc. utilized? Include pictures if they would be helpful. Include considerations for consumer needs and/or comfort.
6. Function and Programs: What work is carried on and/or what services are rendered and to whom?
7. ADEI Assessment: How did the agency historically serve oppressed populations? How does the agency currently serve oppressed populations?
7. How structured and staffed: Functions, lines of authority, division of responsibilities – an organizational chart might be helpful.
8. Relation to the Human Service Community: How is the agency related to the United Way, Community Groups or Municipal, County, and State or Federal Government?
9. Interagency Relationships: What other agencies does the agency collaborate with? What policies or agreements govern these relationships? How are referrals to these agencies accepted and made?
10. Informal Social Structure of Agency: What are the interpersonal relationships like at the agency? Describe the agency climate, the nature and quality of staff interactions and how they affect the agency's goals and objectives.
11. Placement Policy: How was your internship secured? What is the agency policy about internships in general? Discuss how your placement opportunity supported the agency's mission.
12. Description of Agency Assignment: In what department are you placed? What is your job title? What are the functions and responsibilities you had as an intern in that department? To whom did you report, why, and how were you supervised? **List three tasks or activities from your Learning Plan and discuss how each is a demonstration of a specific EPAS – SW Core Competency and its related learning outcome.**
13. Relationship of Internship to Classroom Experiences: What practice theories and other types of the social work knowledge base did you rely on that you learned about in your social work and other academic courses.

ATTACHMENT D

EVALUATION - CSWE SOCIAL WORK COMPETENCIES

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate

knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

- apply research findings to inform and improve practice, policy, and programs; and
- identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- demonstrate respect for client in self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

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

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- select and use culturally responsive methods for evaluation of outcomes; and
- critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.