



VIRGINIA
WESLEYAN
UNIVERSITY

Baccalaureate Social Work Program
Internship Handbook

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SOCIAL WORK PROGRAM INTERNSHIP HANDBOOK

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I. INTRODUCTION

This manual was developed as a guide for interns, Agency Field Instructors, administrators and university faculty. The manual defines specific requirements as well as broad guidelines. The manual is structured this way to reflect areas in which there are unwavering standards and expectations and areas which may be specific to a particular agency or learning situation.

The aims of the Social Work program at Virginia Wesleyan University are: to provide a liberal arts education for those persons who wish to study the theory underlying social work generalist practice; to prepare those who will enter graduate programs in the social work profession and to offer appropriate training for those who will be employed in generalist positions in social work settings.

II. RATIONALE AND OBJECTIVES OF THE PROGRAM

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. The Internship Director is involved in periodic conferences with the student and the Agency Field Instructor to review the student's learning and progress.

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 understanding.

The student 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 spend four hours per week on campus in a Seminar which focuses on the integration of theory and practice, ethical considerations, professional behavior and peer group learning. 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 Internship Director maximizes the learning process for the student. The integration of theoretical and experiential learning is solidified in the Seminar while assignments are geared to the development of a 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, 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 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 Internship Director to discuss each students' readiness for internship with current and previous professors and agency personnel. During the spring semester of their junior year, students apply for internship, completing the internship application available on the BSW program website. Completion of this task is the first step in approval of his/her readiness for the internship experience during the second semester of the senior year. All students apply for internships during the fall semester of their senior year.

To qualify for internship, 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. Professional liability insurance is required and is purchased for a nominal fee in conjunction with enrollment in the SW 401 during the fall of the senior year.

Successful completion of coursework does not automatically guarantee placement in the internship. The Social Work Program Chair, the Internship Director, 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 Internship Director.

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 Core 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 Planning, Administration, and Legislation (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 Human Growth and Development: Life Course Approach (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) (W) Writing Course

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)

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 thirty on-site 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, Internship Director, 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) (I) Senior Integrative Experience

This course is designed to provide the vehicle for the formal integration of theory and practice as a companion to the Social Work internship. 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. BACALAUREATE OF SOCIAL WORK (BSW) COMPETENCIES, INTERNSHIP ASSIGNMENTS AND THE LEARNING CONTRACT

The Council on Social Work Education (CSWE) identifies internship or field education experience as the “signature pedagogy” in social work education. As defined in **Educational Policy 2.2 – 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 ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution 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. Field education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program.

Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. Competence-based education rests upon a shared view of the nature of competence in professional practice. The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) which recognizes a holistic view of competence. 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 judgment in regard to unique practice situations. A competency based approach refers to identifying and assessing what students demonstrate in practice. In social work this approach involves assessing students’ ability to demonstrate the nine Social Work Competencies that are listed below.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in 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: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experience may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

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

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiples ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement 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 value the importance of human relationships. Social workers understand theories of human behavior and the social environment,

and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professional as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention 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 are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human

behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Internship Assignments

Internship 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 assignments 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 program. It must be equally clear, however, that the University, the student, and the agency should look upon the field instruction as an opportunity to have needed tasks accomplished, and in some instances, to provide for expansion of services.

For the Agency Field Instructor this will indicate a careful selection of cases and experiences which will help the student achieve the goals set forth in the practice behaviors of the core competencies. Should the student complete an internship in an agency in which she is 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 employment.

A planned program of orientation and a schedule of tasks and assignments beginning with the simple and increasing in complexity as the student proceeds through internship is also indicated. 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 an expectation of student performance early on.

With the basic foundation of knowledge, she has received through both her liberal arts foundation and her 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, she 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 Internship Director/Professor, identifiable results can be measured through the student evaluation. By the end of the field experience, the student should be familiar with the agency's function and purpose and know how to use the agency for the benefit of her client. 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 him to seek help. The student should also be aware of the limitations of both herself and her 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 she plays 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, she should complete her internship reasonably confident in her abilities yet aware of her limitations.

The Learning Contract

As outlined in the internship syllabus (SW 472), the student must develop a learning contract which outlines his or her 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 its services and objectives to the more sophisticated, all of which address the Bachelor of Social Work nine (9) Social Work competencies. The student should develop his or her learning contract based on his or her 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 contract 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 that 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 contract at the first meeting with the Internship Director 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 may use the student's progress on the learning contract in his or her mid-term and final evaluation of the student's learning.

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 will be expected to work on Saturday. If the agency hours are 1-9 pm then these shall be the student's hours also. Students may negotiate work hours with their Agency Field Instructors with the understanding that their availability must meet the agency and clients' need.

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 which is assigned or recommended as part of the student's work at the agency. Attendance at conferences away from the agency 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.
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. Attendance at professional meetings is also considered a part of professional development but does not count as internship time if those meetings are outside of internship time, in the evening or on weekends. Because of the nature of student assignments in the agency, students may have occasional "down time." Students are urged to always have professional reading material available to utilize during this time.
5. A student is expected to work a minimum of 32 hours on-site weekly and dedicate 4 hours off-site weekly for the completion of internship-related activities/assignments per the direction of the Internship Director. In combination, the on-site (448 total) and estimated off-site hours account for the 504 total internship hours required of students in our program. 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 Internship Director of the BSW Program.

6. 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 to ensure that he/she accumulates a total of 448 on-site hours over the course of the semester. With permission from the BSW Program Internship Director and Agency Field Instructor, the student can begin his/her 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 required hours.

7. When calculating hours worked, students must be aware that professionalism requires working the number of hours required to provide the service for the consumer. Workers cannot work on a time clock. If extra hours are required to complete the service, no compensatory time is to be expected nor can these hours be used to shorten the internship placement time. In other words, working 6 extra hours a week for six weeks will NOT allow a student to complete the internship a week early. The expectation is that students will be working in the internship each week for no more than 32 hours.

VI. ROLE AND RESPONSIBILITIES OF THE STUDENTS

The opportunity to deliver human services under the authority of an agency or organization involves a commitment on the student's part. If the intern is to be accepted as a fellow worker and legitimate representative of the interests of the agency or organization, then he or she must identify with the organization which co-sponsors the field placement. The student will not find this an easy task at times, especially when his or her own feelings, attitudes and values are tested. The student will find it necessary to be flexible in his or her thinking and discreet in his or her 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 her 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 observe and comply with the procedures, policies, and regulations established by the agency.
2. To report to the assigned agency and Agency Field Instructor and establish a schedule for his or her internship.
3. To cooperate with other student interns.
4. To develop an increasing ability to work with members of other professions and demonstrate confidence in his/her own role as a professional.
5. To seek the assistance of appropriate staff members to address problems and concerns.
6. To refrain from criticism of agency personnel and policies.
7. To call the agency and the Internship Director immediately if unable to report for work. The student must make up hours missed.
8. To begin to show evidence of his or her 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.
9. To begin to have an understanding of the motivations of human behavior, and recognition of feelings underlying defensive or otherwise inappropriate behaviors.
10. To develop the ability to work constructively within the limits of an agency setting.
11. To develop an awareness of the importance that the environment plays in practice.

12. To dress 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.
13. To develop capabilities for using initiative and developing alternatives in problem solving.
14. To become involved in community activities over and above that required in individual cases, these may include educational, awareness or advocacy activities.
15. To participate fully in activities planned for the student intern, including conferences, seminars, staff meetings, and other activities.
16. To become familiar with office routines and learn how to use office equipment.
17. 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.
18. 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 his or her own "helping identity."
19. 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.
20. To read literature which will enhance the learning experience.
21. To share concerns and problems about the field experience and agency structure with his or her Agency Field Instructor during regularly scheduled supervision sessions.
22. To observe, test, integrate, and apply the theoretical concepts and principles presented in the classroom in direct service situations.
23. To take the initiative to interact with coworkers and draw from their experiences.
24. To utilize the Field Instructor's evaluations for maximum learning.
25. To seek awareness and understanding of one's own value system so that one can ascertain what effect one's values have on the relationship with other people, and to explore one's emotional and intellectual readiness for a career in one of the helping professions.
26. To adhere to professional ethics in working with consumers or consumer groups including understanding and practice of confidentiality and accountability.
27. To develop an active and conscious role in handling relationships with consumers; sensitivity to the consumer; and awareness and control of one's feelings.

28. To develop the ability to identify both long range goals and the steps by which the consumer or group member is helped.
29. To develop the ability to organize his or her work and achieve satisfactory work habits by the final phase of internship.
30. To develop the ability to candidly record the process of personal interaction which takes place in his or her interviews.

VII. ROLE AND RESPONSIBILITIES OF THE SOCIAL WORK INTERNSHIP DIRECTOR TO THE AGENCY

The Internship Director of the Social Work Program is a full-time faculty member who will meet with each internship Agency Field Instructor initially to help plan and coordinate student assignments. The Internship Director will supply the Agency Field Instructor with the appropriate course syllabi, the Internship Handbook, the University catalog and pertinent background material about the student. Additionally, the Internship Director 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 Internship Director 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 objectives for the student and agency goals.
2. Determine, with the Agency Field Instructor, what classroom learning experience must 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 training sessions for Agency Field Instructors as needed in relation to the school's program 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 ensure the student's development and adherence to realistic learning goals.

VIII. RESPONSIBILITIES OF THE UNIVERSITY TO AGENCIES

The Internship Director 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 Internship Director 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 Internship Director 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 understanding 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 Seminars and consultations for Agency Field Instructors to assist them in their responsibilities to interns.
7. To review student performance and reports with the agency supervised.
8. To receive evaluations from the Agency Field Instructor and determine the student's final grade.

IX. ADMINISTRATIVE RESPONSIBILITIES OF INTERNSHIP DIRECTOR AND UNIVERSITY PERSONNEL

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

Specific responsibilities of the Internship Director 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, 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. Insure that each approved intern is assigned an internship Field Instructor and is satisfactorily placed with an agency.
5. Provide each agency with background information on students who desire placement with that agency i.e. skills, work experience, academic achievements.
6. 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 Social Work 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 internship.

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 understanding the internship.
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 and general requirements.
2. Advise students to maximize their academic experience through selection of community service activities, engagement in relevant campus clubs and organizations, development of leadership skills and self-care activities as prerequisite to an internship experience.

X. THE AGENCY FIELD INSTRUCTOR'S RESPONSIBILITY 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.
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 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 to the community and other agencies
 - h) the expectation of the student and agency representative
 - i) what the student can expect from his or her Field Instructor in the way of guidance and support
 - j) human resource regulations
6. To set aside time and prepare for student conferences.

7. To afford the student the opportunity to observe other staff members at work in specific situations (such as interviewing) that will afford learning experiences. Processing of what has been observed is vital.
8. To make material about the agency available for the student to read. If procedures are written, to see that the student gets a copy and understands how and why procedures must be carried out.
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 his or her work and be encouraged in his or her ability and not be frustrated in his or her good intentions. Care must be taken, however, not to make the student feel she is doing well if she is 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 his or her duties.
7. To teach the student the purpose of and procedure for recording.
8. To determine with the student firsthand what his or her interests, goals, and aspirations are as well as their learning style so that they may begin to be more aware of his or herself as a person.

C. Evaluation

1. To have regularly scheduled weekly meetings with the student at which time the student's learning contract 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 Internship Director 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 his or her work up to standard. The BSW Internship Director should be notified immediately by telephone so that immediate remedial efforts may be initiated collaboratively.

XI. 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 Internship syllabus, the Internship Handbook, and the syllabus for the methods course(s), as supplied by the Internship Director.
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 attend Seminars with other Agency Field Instructors at the University as appropriate.
4. To meet with the Internship Director at appropriate intervals in relation to the student's development – on average 1-3 times over the course of the semester in the agency.
5. To evaluate the student's work and learning contract 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 Social Work program and the objectives of internship. (Read this Handbook.)
8. To respond to the Internship Director or another BSW Faculty Supervisor'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.

XII. 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 Internship Director at the beginning of each semester.

Because the student has developed his or her Learning Contract 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 can craft student learning assignments, guided by their progress on the competencies. This progress, and student learning assignment will be discussed with the Internship 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 parts 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 its development.

Evaluation, as in our work with clients, requires ongoing weekly feedback to the student so that her competency may be continuously developing. This feedback, provided by the Agency Field Instructor is reinforced by the Internship Director who along with the Program Director are in constant communication with the Agency Field Instructor and always available for consultation.

XIII. THE SEMINAR

The Seminar (SW 475) is offered concurrently with the internship and is designed to help the student relate theory, methodology, concepts and 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 ventilate his or her 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 methods of information dissemination used:

1. Assigned Reading. Students will be provided additional opportunities to increase their social work knowledge base.
2. Group discussion. Each week students will be given the opportunity to report observations, share experiences, and to raise questions or discuss problems they have encountered. On occasion, a lecture may present some specific information that helps students relate theory, methodology, concepts and values to practice.
3. Role playing or simulation opportunities to demonstrate specific problem-solving methods. 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 with the Seminar.
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.

XIV. PARTIAL LISTING OF INTERNSHIP SITES

Intern experiences available to Virginia Wesleyan students include:

Samaritan House	Sentara Hospitals
Lake Taylor Hospital	Pendleton Youth Service Center
Virginia Beach Department of Human Services	Sentara Nursing Center
Virginia Beach Community Development	ForKids, Inc.
Lake Prince Woods	Norfolk Department of Human Services
UP Center	Norfolk Community Services Board
Virginia Beach Youth Services	Senior Services of Southeastern Virginia
Seton Youth Shelters	Maryview Hospital
Friends of the Juvenile Courts CASA	Tidewater Youth Services Commission
Beth Shalom Village	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.

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 32 hours a week during times which the agency requires. You will also complete 4 hours (off-site) of independent internship-related activities each week.

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.

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 _____

**SOCIAL WORK
INTERNSHIP TIME SHEET
VIRGINIA WESLEYAN UNIVERSITY**

Name _____

Facility Name _____

Scheduled Hours _____

DATE	DAY	TIME	HOURS	COMMENTS
_____	MONDAY	_____	_____	_____
_____	TUESDAY	_____	_____	_____
_____	WEDNESDAY	_____	_____	_____
_____	THURSDAY	_____	_____	_____
_____	FRIDAY	_____	_____	_____
_____	SATURDAY	_____	_____	_____
_____	SUNDAY	_____	_____	_____

TOTAL HOURS FOR WEEK _____

TOTAL HOURS FROM PREVIOUS WEEK _____

TOTAL HOURS FOR INTERNSHIP _____

ATTACHMENT C

INSTRUCTIONS FOR AGENCY 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: When started and how, phases of development, and how the agency has evolved?
2. Board of Directors: Organization, function, makeup, role of consumer group, etc.
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 carried on or what services are rendered and to whom?
7. How structured and staffed: Functions, lines of authority, division of responsibilities – an organizational chart might be helpful.
8. Relation to Community: How related to United Way, Community Groups or Municipal, County, and State Government.
9. Interagency Relationships: To what other agencies is the agency most closely related? What policies govern these relationships? How are referrals accepted and made?
10. Informal Social Structure of Agency: Interpersonal relationships, their nature and quality, how they affect agency goals and objectives.
11. Placement Policy: How your experience was secured; relationship of the agency policy in general; and show relationship of your work to such a program.
12. Description of Agency Assignment: Title, functions, responsibilities; to whom responsible, and how. Include a copy of your learning contract.
13. Relationship of Experience to Classroom Theory: Analyze internship experience from the perspective of theories and knowledge received in the academic setting.

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 laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrate professional demeanor in 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: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experience may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- present themselves as learners and engage clients and constituencies as experts of their own

experiences; and

- apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engage in practices that advance social, economic, and environmental justice.

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

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiples ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- use practice experience and theory to inform scientific inquiry and research;
- apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- use and translate research evidence to inform and improve practice, policy and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
- assess how social welfare and economic policies impact the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

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

Social workers understand that engagement 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 value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professional as appropriate. Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse 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 with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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

Social workers understand that intervention 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 are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

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 recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- select and use appropriate methods for evaluation of outcomes;

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyze, monitor, and evaluate intervention and program processes and outcomes;
and
- apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.