



**Master of Social Work Program
Internship Manual
2023-2024**

	1
Welcome!	4
SECTION I: OVERVIEW OF THE MSW INTERNSHIP PROGRAM	5
MSW Program Mission	5
MSW Program Goals	5
Introduction to the Internship Experience	5
MSW 2 Year Program (Online)	6
Academic Planning Guide	6
MSW Advanced Standing Program (Online)	8
Academic Planning Guide	8
MSW Curriculum and Purpose of Internship	9
SECTION II: INTERNSHIP PROGRAM STANDARDS, COMPETENCIES, AND OBJECTIVES	10
Standards of the MSW Internship Program	10
Competencies of the MSW Program	17
Competency 1: Demonstrate Ethical and Professional Behavior	17
Competency 2: Engage Diversity and Difference in Practice	17
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	18
Competency 4: Engage In Practice-informed Research and Research-informed Practice	18
Competency 5: Engage in Policy Practice	18
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	18
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	18
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	19
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	19
Internship Objectives	19
SECTION III: INTERNSHIP PERSONNEL, ROLES, AND RESPONSIBILITIES	21
Internship Director	21
Internship Liaisons	21
Internship Supervisor	21
Site/Task Supervisor	22
(If Applicable)	22
Faculty MSW Supervisor	23
(If Applicable)	23
MSW Student in Internship	23
SECTION IV: INTERNSHIP PLACEMENT PROCESS	25
Internship Process and Timeline	25
Phase I: Applying to Internship	25
Phase II: Beginning Internship	26
Phase III: The Middle Phase	26
Phase IV: Monitoring and Evaluation	27
Employment-Based Internships	28
SECTION V: INTERNSHIP POLICIES AND PROCEDURES	29
Internship Agency Selection	29

	2
Orientation to Internship Process	31
Grades, Incompletes, and Appeals	31
Grade Point Average	31
Course Repeat Policy	31
Incomplete Grade Policy	31
Grade/Evaluation Action Appeals Process	32
Academic Appeals and Grievances	33
Academic Petitions (Request for Exception to Policy)	33
Dismissal of an Enrolled Student	34
Appeal of Dismissal	34
Withdraw from Internship/ Practicum Courses: Leave of Absence	34
Readmission Policies	34
Safety in Internship	35
Supporting Student Safety at the Agency	35
Policies Supporting Student Safety in Internship	35
Internship Hours	36
Inclement Weather, Breaks, Vacations, and Holidays	36
Liability Insurance	37
Student Resources	37
Accommodations for Students with Disabilities Policy	37
Counseling Support	37
Student Standards of Conduct	37
Ethical Practice	37
Technology Guidelines	37
Academic Integrity Policy and Procedure	38
Expectations for Faculty	38
Expectations for Students	39
Tiers of Academic Dishonesty	39
Academic Penalties for Academic Dishonesty	40
Process for Adjudicating Academic Dishonesty	40
Appeals Procedure	40
SECTION VI: INTERNSHIP DOCUMENTATION	41
Learning Contract	41
Procedures	41
Supervision Agenda	42
Social Work Internship Journals	42
Process Recordings	43
Faculty Internship Liaison Conference	43
Student Response to the Generalist and Specialized Evaluations	43
MSW End of Internship Agency Evaluation by Student Intern and Internship Liaison:	43

SECTION VII: POLICIES AND PROCEDURES RESOLVING CHALLENGES IN INTERNSHIP

	3
Internship Selection Process	44
Student Refusal to Accept an Internship	44
Students Not Accepted After an Interview	45
Internship is Terminated by the Agency	45
Professional Performance Criteria	45
SECTION VIII: HELPFUL INTERNSHIP RELATED RESOURCES	46
Internship FAQ	46
Appendix A	47
Appendix B	52
Appendix C	57
Appendix D	60
Appendix E	70
Employment-Based Internship Proposal	70
Appendix F	74
MSW Online Internship Visit Evaluation	74
Appendix G	77
Personal Safety Incident Report	77
Appendix H	78
GENERALIST MID-INTERNSHIP REFLECTION (SOWK 571 a/b)	78
Appendix I	87
GENERALIST INTERNSHIP FINAL EVALUATION (SOWK 571-572)	87
Appendix J	98
SPECIALIZED MID-INTERNSHIP REFLECTION (SOWK 671a/b)	98
Appendix K	107
SPECIALIZED INTERNSHIP FINAL EVALUATION (SOWK 671-672)	108
Appendix L	118
MSW Internship Calendar	118
Appendix M	122
SUPERVISION AGENDA	122
Appendix N	125
MSW Internship Liaison End of Internship Agency Evaluation	125
Appendix O	129
MSW End of Internship Agency Evaluation	129
Appendix P	132
Internship Process Recording	132
Appendix Q	134
Social Work Internship Journal	135

Welcome!

The *Internship Manual* is intended to assist internship agency personnel in understanding Eastern University, the Master of Social Work (MSW) Program, and, in particular, how internship agencies and the Social Work Department collaborate. The internship is an integral part of Eastern's Social Work Program. Internship agency personnel play vital roles by offering expertise to the student and thus expanding the resources of Eastern's Social Work Department.

The Internship manual is divided into eight sections. They are intended to introduce internship personnel to

- Overview of the MSW Internship Program
- Internship Program Standards, Competencies and Objectives
- Internship Personnel, Roles, and Responsibilities
- Internship Placement Process
- Internship Policies and Procedures
- Internship Documentation
- Policies and Procedures Resolving Challenges in Internship
- Helpful Internship Related Resources

There are also a number of appendices at the end that provide further information and sample forms.

The social work faculty welcomes your questions and assistance in continuously improving the quality and effectiveness of social work education at Eastern University.

Joy Elvin, MSW, Ed. D.
MSW Internship Director

SECTION I: OVERVIEW OF THE MSW INTERNSHIP PROGRAM

MSW Program Mission

The MSW program at Eastern prepares students to be competent advanced social work practitioners who are knowledgeable, skilled, and compassionate representatives of God's mercy and justice in meeting common human needs with particular attention to vulnerable and oppressed populations and communities in a globally interconnected world.

MSW Program Goals

1. **Foundational Knowledge:** To prepare competent, advanced social workers for practice with diverse individuals, families, groups, organizations, and communities.
 - a. Utilize conceptual frameworks to guide assessment, intervention, and evaluation in practice (EPAS 2.1.7).
 - b. Apply knowledge of social work practice and methods to engage, assess, intervene with, and evaluate diverse individuals, families, groups, organizations, and communities (EPAS 2.1.9 and 2.1.10).
2. **Ethics and Justice from a Christian Perspective:** To educate students about the values and ethics of the profession and to ethically integrate a Christian perspective embodying empathy, justice, and the dignity and worth of each person.
 - a. Demonstrate a thorough understanding of the NASW Code of Ethics and its implications for the life of a professional social worker (EPAS 2.1.2)
 - b. Demonstrate a thorough understanding of the identity, values, and professional conduct of the Social Work Profession (EPAS 2.1.1). Integrate a Christian perspective of empathy, justice, and the dignity and worth of every person in all practice areas: micro, mezzo, and macro (EPAS 2.1.4 and 2.1.5).
3. **Critical Analysis and Scientific Inquiry:** To educate students to use critical analysis and scientific inquiry to develop a social work knowledge base and skills.
 - a. Evaluate practice models using evidence and research findings to improve practice, policy, and service delivery (EPAS 2.1.3 and 2.1.8).
 - b. Use scientific inquiry to engage in research-informed practice and practice-informed research (EPAS 2.1.6).
4. **Lifelong Learning, Professional Leadership, Commitment to Service:** To prepare competent advanced social workers to pursue lifelong learning and professional leadership and a life of service.
 - a. Demonstrate an understanding of the importance of lifelong learning (EPAS 2.1.6)
 - b. Synthesize knowledge gained in the classroom and internship into professional leadership and commitment to service that advances human rights and social/economic justice (EPAS 2.1.5).

Introduction to the Internship Experience

Eastern's online MSW Program is centered on a concurrent model of the internship and courses.

- For the Generalist Year Internship, students are in the internship approximately for two agency days per week (14.5 clock hours) throughout the four terms (28 weeks), for a total of at least 400 hours.
- For the Specialist Year Internship, students are in the internship for the equivalent of three agency days per week (18 clock hours) over four terms (28 weeks), for a total of at least 500 hours.
- This totals the minimum of 900 clock hours required for the MSW internship experience.

Students are in internship concurrently with courses relevant to practice (SOWK 561, 540, 562, 581 and 640, 661, 662, and 663) and are placed in a diverse range of agency settings with diverse client populations. This

promotes student learning regarding practice across the lifespan and with a range of social problems and different-sized entities (individuals, families, groups, organizations, and communities). This concurrent model provides continuous interaction and integration between internship and classroom learning.

**MSW 2 Year Program (Online)
Academic Planning Guide**

Term 1		Term 2	
Course(s)		Course(s)	
SOWK 501: Generalist Social Work Practice	3	SOWK 510: Human Diversity & Social Justice	3
Orientation to Internship	0		
Total Credits	3	Total Credits	3

Term 3		Term 4	
Course(s)		Course(s)	
SOWK 520: Human Behavior in the Social Environment	3	SOWK 560: Social Welfare Policy	3
Total Credits	3	Total Credits	3

Term 5		Term 6	
Course(s)		Course(s)	
SOWK 561: Generalist Practice with Individuals & Families	3	SOWK 540: Generalist Social Work in Organizations	3
SOWK 571a: Generalist Field Practicum I	1.5	SOWK 571b: Generalist Field Practicum I Continued	1.5
Total Credits	4.5	Total Credits	4.5

Term 7		Term 8	
Course(s)		Course(s)	
SOWK 562: Generalist Practice with Groups &	3	SOWK 581: Social Work Research	3

Communities			
SOWK 572a: Generalist Field Practicum II	1.5	SOWK 572b: Generalist Field Practicum II Continued	1.5
Total Credits	4.5	Total Credits	4.5

Term 9		Term 10	
Course(s)		Course(s)	
SOWK 640: Trauma, Resilience, & Spirituality	3	SOWK 663: Advanced Practice with Families	3
SOWK 661: Advanced Practice with Individuals	3	SOWK 641: Trauma Informed Policy	3
SOWK 671a: Advanced Field Practicum I	1.5	SOWK 671b: Advanced Field Practicum I Continued	1.5
Total Credits	7.5	Total Credits	7.5

Term 11		Term 12	
Course(s)		Course(s)	
SOWK 642: Trauma Informed Research	3	SOWK 632: Social Work Licensure*	3
SOWK 662: Advanced Practice with Groups, Communities, & Organizations	3	SOWK 630: Differential Assessment	3
SOWK 672a: Advanced Field Practicum II	1.5	SOWK 672b: Advanced Field Practicum II Continued	1.5
Total Credits	7.5	Total Credits	7.5

Total Credits: 60 Credits

*Elective

**MSW Advanced Standing Program (Online)
Academic Planning Guide**

Term 1		Term 2	
Course(s)		Course(s)	
Orientation to Internship	0	SOWK 600: Social Work Bridging Course	3
Total Credits	0	Total Credits	3

Term 3		Term 4	
Course(s)		Course(s)	
SOWK 640: Trauma, Resilience, & Spirituality	3	SOWK 663: Advanced Practice with Families	3
SOWK 661: Advanced Practice with Individuals	3	SOWK 641: Trauma Informed Policy	3
SOWK 671a: Advanced Field Practicum I	1.5	SOWK 671b: Advanced Field Practicum I Continued	1.5
Total Credits	7.5	Total Credits	7.5

Term 5		Term 6	
Course(s)		Course(s)	
SOWK 642: Trauma Informed Research	3	SOWK 630: Differential Assessment	3
SOWK 662: Advanced Practice with Groups, Communities, & Organizations	3		1.5
SOWK 672a: Advanced Field Practicum II	1.5	SOWK 672b: Advanced Field Practicum II Continued	
Total Credits	7.5	Total Credits	4.5

Total Credits: 30 Credits

MSW Curriculum and Purpose of Internship

The MSW curriculum is designed to provide students with a foundation of values, knowledge, and skills to become competent specialized social work practitioners. The MSW curriculum is guided by an understanding of the values and ethics of the profession as well as the mission to respect human diversity, and social and economic justice that informs practice and the acquisition of knowledge. The Eastern University MSW curriculum is centered on a progression of courses that help students developmentally master the competencies for specialized practice with an internship experience throughout their tenure.

Internship experiences are the signature pedagogy of social work education. Each internship provides students with practical experiences and the opportunity to apply knowledge and skills gleaned from their concurrent coursework. Internships provide students the opportunity to learn about the nuances of the different roles social workers fill under the guidance of seasoned social work professionals. Students should expect to be provided with hands-on learning opportunities and the chance to employ their classroom learning in clinical interactions with diverse members of their community.

Many graduate social work students have identified their passions, and seek related internships, while other students are open to learning about areas of social work that are new to them. Internships provide valuable exposure to new aspects of social work, which can help students find their desired area of specialization.

Two-year students will complete two internships during the program. The generalist or first-year internship provides students the opportunity to develop their generalist social work skills. The specialized year or second-year internship is more clinically focused and will allow students to develop their advanced practice skills.

Advanced standing students will complete one internship at the specialized level which is more clinically focused and will allow students to develop their advanced practice skills.

SECTION II: INTERNSHIP PROGRAM STANDARDS, COMPETENCIES, AND OBJECTIVES

Standards of the MSW Internship Program

Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards 2015 (EPAS)

Purpose: Social Work Practice, Education, and Educational Policy and Accreditation Standards

The purpose of the social work profession is to promote human and community well-being. Guided by a person-in-environment framework, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally.

Social work educators serve the profession through their teaching, scholarship, and service. Social work education at the baccalaureate, master's, and doctoral levels shapes the profession's future through the education of competent professionals, the generation of knowledge, the promotion of evidence-informed practice through scientific inquiry, and the exercise of leadership within the professional community. Social work education is advanced by the scholarship of teaching and learning and scientific inquiry into its multifaceted dimensions, processes, and outcomes.

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate and master's-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. It permits programs to use traditional and emerging models and methods of curriculum design by balancing requirements that promote comparable outcomes across programs with a level of flexibility that encourages programs to differentiate.

EPAS describes four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked to each other. Educational Policy describes each curriculum feature. Accreditation Standards (*in italics*) are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program at the baccalaureate (B) or master's (M) level.

1. Program Mission and Goals

- a. **Educational Policy 1.0—Program Mission and Goals:** The mission and goals of each social work program address the profession's purpose, are grounded in core professional values and are informed by context.
- b. **Educational Policy 1.1—Values:** Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.
- c. **Educational Policy 1.2—Program Context:** Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting and program options. Programs are further influenced by their practice communities, which are informed by their historical, political, economic, environment, social, cultural, demographic, local, regional, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education, practice, and research.
 - i. **Accreditation Standard 1.0—Mission and Goals**
 1. **1.0.1** *The program submits its mission statement and explains how it is consistent with the profession's purpose and values.*

2. **1.0.2** The program explains how its mission is consistent with the institutional mission and the program's context across all program options.
3. **1.0.3** The program identifies its goals and demonstrates how they are derived from the program's mission.

2. Explicit Curriculum

- a. **Educational Policy 2.0—Generalist Practice:** Generalist practice is grounded in the liberal arts and the person-in-environment framework. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with diverse individuals, families, groups, organizations, and communities based on scientific inquiry and best practices. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice at the micro, mezzo, and macro levels. Generalist practitioners engage diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. The baccalaureate program in social work prepares students for generalist practice. The descriptions of the nine Social Work Competencies presented in the EPAS identify the knowledge, values, skills, cognitive and affective processes, and behaviors associated with competence at the generalist level of practice
 - i. **Accreditation Standard M2.0—Generalist Practice**
 1. **M2.0.1** *The program explains how its mission and goals are consistent with generalist practice as defined in EP 2.0*
 2. **M2.0.2** *The program provides a rationale for its formal curriculum designed for generalist practice demonstrating how it is used to develop a coherent and integrated curriculum for both classrooms and internship.*
 3. **M2.0.3** *The program provides a matrix that illustrates how its generalist practice content implements the nine required social work competencies and any additional competencies added by the program.*
- b. **Educational Policy M2.1—Specialized Practice:** Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. The ten core competencies are listed below [EP 2.1.1–EP 2.1.10(d)], followed by a description of characteristic knowledge, values, skills, and the resulting practice behaviors that may be used to operationalize the curriculum and assessment methods. Programs may add competencies consistent with their missions and goals.
 - i. **Accreditation Standard M2.1—Specialized Practice**
 1. **M2.1.1** *The program identifies its area(s) of specialized practice (EP M2.1), and demonstrates how it builds on generalist practice*
 2. **M2.1.2** *The program provides a rationale for its formal curriculum design for specialized practice demonstrating how the design is used to develop a coherent and integrated curriculum for both classroom and internship.*
 3. **M2.1.3** *The program describes how its area(s) of specialized practice extend and enhance the nine Social Work Competencies (and any additional competencies developed by the program) to prepare students for practice in the area(s) of specialization.*
 4. **M2.1.4** *For each area of specialized practice, the program provides a matrix that illustrates how its curriculum content implements the nine required social work competencies and any additional competencies added by the program.*
- c. **Educational Policy 2.2—Signature Pedagogy: Internship:** 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.

Internship is the signature pedagogy for social work. The intent of the internship 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 internship—are of equal importance within the curriculum, and each contributes to the development of the requisite competencies of professional practice. Internship is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Internship may integrate forms of technology as a component of the program.

i. Accreditation Standard 2.2—Internship Education (Internship)

1. **2.2.1** *The program explains how an internship connects the theoretical and conceptual contributions of the classroom and internship settings.*
2. **M2.2.2** *The program explains how its internship program provides generalist practice opportunities for students to demonstrate social work competencies with individuals, families, groups, organizations, and communities and illustrates how this is accomplished in internship settings.*
3. **M2.2.3** *The program explains how its internship program provides specialized practice opportunities for students to demonstrate social work competencies within an area of specialized practice and illustrates how this is accomplished in internship settings.*
4. **2.2.4** *The program explains how students across all program options in its internship program demonstrate social work competencies through in-person contact with clients and constituencies.*
5. **2.2.5** *The program describes how its internship program provides a minimum of 400 hours of internship for baccalaureate programs and a minimum of 900 hours for master's programs.*
6. **2.2.6** *The program provides its criteria for admission into internship and explains how its internship program admits only those students who have met the program's specified criteria.*
7. **2.2.7** *The program describes how its internship program specifies policies, criteria, and procedures for selecting internship settings; placing and monitoring students; supporting student safety; and evaluating student learning and internship setting effectiveness congruent with the social work competencies.*
8. **2.2.8** *The program describes how its internship program maintains contact with internship settings across all program options. The program explains how on-site contact or other methods are used to monitor student learning and internship setting effectiveness.*
9. **M2.2.9** *The program describes how its internship program specifies the credentials and practice experience of its internship Supervisors necessary to design internship learning opportunities for students to demonstrate program social work competencies. Internship Supervisors for master's students hold a master's degree in social work from a CSWE-accredited program and have 2 years post-master's social work practice experience. For cases in which an internship Supervisor does not hold a CSWE-accredited social work degree or does not have the required experience, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.*
10. **2.2.10** *The program describes how its internship program provides orientation, internship instruction training, and continuing dialog with internship settings and internship Supervisors.*
11. **2.2.11** *The program describes how its internship program develops policies regarding internship in an organization in which the student is also employed. To*

ensure the role of students as learners, student assignments and internship supervision are not the same as those of the student's employment.

3. Implicit Curriculum

- a. Educational Policy 3.0—Diversity:** The program's expectation for diversity is reflected in its learning environment, which provides the context through which students learn about differences, to value and respect diversity, and develop a commitment to cultural humility. 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. The learning environment consists of the program's institutional setting; selection of internship settings and their clientele; composition of program advisory or internship committees; educational and social resources; resource allocation; program leadership; speaker series, seminars, and special programs; support groups; research and other initiatives; and the demographic make-up of its faculty, staff, and student body.
- i.** *Accreditation Standard 3.0—Diversity*
 - ii.** *3.0.1 The program describes the specific and continuous efforts it makes to provide a learning environment that models affirmation and respect for diversity and difference*
 - iii.** *3.0.2 The program explains how these efforts provide a supportive and inclusive learning environment.*
 - iv.** *3.0.3 The program describes specific plans to continually improve the learning environment to affirm and support persons with diverse identities*
- b. Educational Policy 3.1—Student Development:** Educational preparation and commitment to the profession are essential qualities in the admission and development of students for professional practice. Student participation in formulating and modifying policies affecting academic and student affairs are important for students' professional development. To promote the social work education continuum, graduates of baccalaureate social work programs admitted to master's social work programs are presented with an articulated pathway toward specialized practice.
- i.** *Accreditation Standard 3.2—Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation*
 - 1. Admissions**
 - a.** *M3.1.1 The program identifies the criteria it uses for admission to the social work programs. The criteria for admission to the master's program must include an earned Master's degree from a college or university accredited by a recognized regional accrediting association. Baccalaureate social work graduates entering masters social work programs are not to repeat what has been achieved in their baccalaureate social work programs.*
 - b.** *M3.1.2 The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.*
 - c.** *M3.1.3 The program describes the policies and procedures used for awarding advanced standing. The program indicates that advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, recognized through its International Social Work Degree Recognition and Evaluation Services,* or covered under a memorandum of understanding with international social work accreditors.*
 - d.** *M3.1.4 The program describes its policies and procedures concerning the transfer of credits.*

- e. **M3.1.5** *The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.*
2. **Advisement, retention, and termination**
3. **M3.1.6** *The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both*
4. **M3.1.7** *The program submits its policies and procedures for evaluating student's academic and professional performance, including grievance policies and procedures. The program describes how it informs students of its criteria for evaluating their academic and professional performance and its policies and procedures for grievance.*
5. **M3.1.8** *The program submits its policies and procedures for terminating a student's enrollment in the social work program for reasons of academic and professional performance. The program describes how it informs students of these policies and procedures.*
- ii. **Student participation**
 1. **M3.1.9** *The program submits its policies and procedures specifying students' rights and opportunities to participate in formulating and modifying policies affecting academic and student affairs.*
 2. **M3.1.10** *The program describes how it provides opportunities and encourages students to organize in their interests.*
- c. **Educational Policy 3.2—Faculty:** Faculty qualifications, including experience related to the Social Work Competencies, an appropriate student-faculty ratio, and sufficient faculty to carry out a program's mission and goals, are essential for developing an educational environment that promotes, emulates, and teaches students the knowledge, values, and skills expected of professional social workers. Through their teaching, research, scholarship, and service—as well as their interactions with one another, administration, students, and community—the program's faculty models the behavior and values expected of professional social workers. Programs demonstrate that faculty is qualified to teach the courses to which they are assigned.
 - i. **Accreditation Standard 3.3—Faculty**
 1. **M3.2.1** *The program identifies each full- and part-time social work faculty member and discusses his or her qualifications, competence, expertise in social work education and practice, and years of service to the program.*
 2. **M3.2.2** *The program documents that faculty who teach social work practice courses have a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.*
 3. **M3.2.3** *The program documents a full-time equivalent faculty-to-student ratio not greater than 1:25 for baccalaureate programs and not greater than 1:12 for master's programs and explains how this ratio is calculated. In addition, the program explains how faculty size is commensurate with the number and type of curricular offerings in class and internship; number of program options; class size; number of students; advising; and the faculty's teaching, scholarly, and service responsibilities.*
 4. **M3.2.4** *The master's social work program identifies no fewer than six full-time faculty with master's degrees in social work from a CSWE-accredited program and whose principal assignment is to the master's program. The majority of the full-time master's social work program faculty has a master's degree in social work and a doctoral degree, preferably in social work.*

5. *M3.2.5 The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program's mission and goals*
 6. *M3.2.6 Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship, exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program's mission and goals.*
 7. *M3.2.7 The program demonstrates how its faculty models the behavior and values of the profession in the program's educational environment*
- d. Educational Policy 3.3—Administrative and Governance Structure:** Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. Faculty and administrators exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers. The administrative structure is sufficient to carry out the program's mission and goals. In recognition of the importance of internship as the signature pedagogy, programs must provide an administrative structure and adequate resources for systematically designing, supervising, coordinating, and evaluating internship across all program options
- i. Accreditation Standard 3.3—Administrative Structure**
 1. *M3.3.1 The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program's mission and goals.*
 2. *M3.3.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution's policies.*
 3. *M3.3.3 The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion, and tenure of program personnel.*
 4. *M3.3.4 The program identifies the social work program director. Institutions with accredited baccalaureate and master's programs appoint a separate director for each.*
 5. *M3.3.4(a) The program describes the master's program director's leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master's degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.*
 6. *M3.3.5 The program identifies the internship director*
 7. *M3.3.5(a) The program describes the internship director's ability to provide leadership in the internship program through practice experience, internship instruction experience, and administrative and other relevant academic and professional activities in social work.*
 8. *M3.3.5(b) The program documents that the internship director has a master's degree in social work from a CSWE-accredited program and at least 2 years of post-master's social work degree practice experience.*
 9. *M3.3.5(c) The program describes the procedures for calculating the internship director's assigned time to provide educational and administrative leadership for the internship. To carry out the administrative functions of the internship program at least 50% assigned time is required for master's programs. The program demonstrates this time is sufficient.*

10. **M3.3.6** *The program describes its administrative structure for internship and explains how its resources (personnel, time and technological support) are sufficient to administer its internship program to meet its mission and goals.*

e. **Educational Policy 3.4—Resources:** Adequate resources are fundamental to creating, maintaining, and improving an educational environment that supports the development of competent social work practitioners. Social work programs have the necessary resources to carry out the program’s mission and goals and to support learning and professionalization of students and program improvement.

i. **Accreditation Standard 3.4—Resources**

1. **M3.4.1** *The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits a completed budget form and to explain how its financial resources are sufficient and stable to achieve its mission and goals.*

2. **M3.4.2** *The program describes how it uses resources to address challenges and continuously improve the program*

3. **M3.4.3** *The program demonstrates that it has sufficient support staff, other personnel, and technological resources to support all its educational activities, missions and goals.*

4. **M3.4.4** *The program submits a library report that demonstrates access to social work and other informational and educational resources necessary for achieving its mission and goals*

5. **M3.4.5** *The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals*

6. **M3.4.6** *The program describes, for each program option, the availability of and access to assistive technology, including materials in alternative formats*

f. **Educational Policy 4.0—Assessment of Student Learning Outcomes:** Assessment is an integral component of competency-based education. Assessment involves the systematic gathering of data about student performance of Social Work Competencies at both the generalist and specialized levels of practice.

Competence is perceived as holistic, involving both performance and the knowledge, values, critical thinking, affective reactions, and exercise of judgment that inform performance. Assessment therefore must be multidimensional and integrated to capture the demonstration of the competencies and the quality of internal processing informing the performance of the competencies. Assessment is best done while students are engaged in practice tasks or activities that approximate social work practice as closely as possible. Practice often requires the performance of multiple competencies simultaneously; therefore, assessment of those competencies may optimally be carried out at the same time.

Programs assess students’ demonstration of the Social Work Competencies through the use of multi-dimensional assessment methods. Assessment methods are developed to gather data that serve as evidence of student learning outcomes and the demonstration of competence. Understanding social work practice is complex and multidimensional, the assessment methods used and the data collected may vary by context.

Assessment information is used to guide student learning, assess student outcomes, assess and improve the effectiveness of the curriculum, and strengthen the assessment methods used. –Assessment also involves gathering data regarding the implicit curriculum, which may include but is not limited to an assessment of diversity, student development, faculty, administrative and governance structure, and resources. Data from assessment continuously inform and promote change in the explicit curriculum and the implicit curriculum to enhance the attainment of Social Work Competencies

i. Accreditation Standard 4.0—Assessment

1. **M4.0.1** *The program presents its plan for ongoing assessment of student outcomes for all identified competencies in the generalist level of practice (baccalaureate social work programs) and the generalist and specialized levels of practice (master’s social work programs). Assessment of competence is done by program designated faculty or internship personnel. The plan includes:*
 - a. *A description of the assessment procedures that detail when, where, and how each competency is assessed for each program option.*
 - b. *At least two measures assess each competency. One of the assessment measures is based on demonstration of the competency in real or simulated practice situations.*
 - c. *An explanation of how the assessment plan measures multiple dimensions of each competency, as described in EP 4.0.*
 - d. *Benchmarks for each competency, a rationale for each benchmark, and a description of how it is determined that students’ performance meets the benchmark.*
 - e. *An explanation of how the program determines the percentage of students achieving the benchmark.*
 - f. *Copies of all assessment measures used to assess all identified competencies.*
2. **M4.0.2** *The program provides its most recent year of summary data and outcomes for the assessment of each of the identified competencies, specifying the percentage of students achieving program benchmarks for each program option.*
3. **M4.0.3** *The program uses Form AS 4(B) and/or Form AS 4(M) to report its most recent assessment outcomes for each program option to constituents and the public on its website and routinely up-dates (minimally every 2 years) its findings.*
4. **M4.0.4** *The program describes the process used to evaluate outcomes and their implications for program renewal across program options. It discusses specific changes it has made in the program based on these assessment outcomes with clear links to the data.*
5. **M4.0.5** *For each program option, the program provides its plan and summary data for the assessment of the implicit curriculum as defined in EP 4.0 from program defined stakeholders. The program discusses implications for program renewal and specific changes it has made based on these assessment outcomes.*

Competencies of the MSW Program

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. 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. (CSWE, 2015, p. 7)

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 experiences 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 (CSWE, 2015, p. 7).

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. (CSWE, 2015, p. 7)

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 the 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 multiple ways of knowing. They also understand the processes for translating research findings into effective practice (CSWE, 2015, p. 8).

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 and they actively engage in policy practice to effect change. 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 (CSWE, 2015, p. 8)

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 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 professionals as appropriate (CSWE, 2015, p. 8)

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 interprofessional

collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making (CSWE, 2015, p. 9).

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 intervene effectively 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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration (CSWE, 2015, p. 9).

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 (CSWE, 2015, p. 9)

[NASW Code of Ethics](#)

[NACSW Statement of Faith](#)

Internship Objectives

Student Learning Objectives in Internship:

In accordance with the CSWE, EPAS (2015) Accreditation standards, upon completion of this course, students will demonstrate progress toward the nine CSWE Competencies as evidenced by the student's ability to:

1. 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
2. use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
3. demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
4. use supervision and consultation to guide professional judgment and behavior
5. apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
6. apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
7. apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
8. engage in practices that advance social, economic, and environmental justice.
9. identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
10. assess how social welfare and economic policies impact the delivery of and access to social services

11. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
12. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
13. use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies effectively.
14. develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
15. select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
16. critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
17. apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

SECTION III: INTERNSHIP PERSONNEL, ROLES, AND RESPONSIBILITIES

Internship Director

The Director of Internship's responsibilities include but are not limited to

- Maintain and administer the MSW Internship Program for students in the MSW program.
- Coordinate the student placement process, including
 - Interviewing students and exploring and selecting internships.
 - Matching students with internships appropriate to the student's learning needs
 - Maintaining active collaboration with agencies in the selection of qualified internship supervisors
- Providing consultation and training for internship liaisons regarding the student's overall learning process. If a serious problem arises with a student's learning and/or placement must be terminated, the Internship Director will coordinate the process.
- Provide consultation and training for internship supervisors, site/task supervisors, and Faculty MSW supervisors related to supervision and the support of students in internships.
- Coordinate all internship activities, including developing an internship calendar.
- Provide on-site and web-based orientation to students, internship supervisors, and site/task supervisors prior to the first term of the internship.
- Update the Internship Policies and Procedures annually.
- Update the Brightspace Internship Master Course templates annually.

Internship Liaisons

The Internship Liaison's responsibilities include but are not limited to:

- Fulfill the role of bridge between the social work faculty and the internship agency. Representing the University as the primary contact for the Agency and the Student once the placement begins.
- Monitors and maintains with the internship agency the EU MSW program's internship expectations for internship supervisors and site/task supervisors (as applicable), monitors the organization's implementation of the learning contract, and provides information with regard to the MSW curriculum as it relates to students' internships.
- Teach the internship courses (SOWK 571, 572, 671, 672)
- Host the required weekly synchronous Zoom meetings with students to facilitate internship discussions on internship-related issues and concerns.
- Monitors internship hours earned
- Evaluate Learning Contracts, Process Recordings, and any other assignments associated with the MSW practicum coursework for completion, evidence of learning, and challenges.
- Conduct meetings with the students and the Internship Supervision during weeks 5-7 of the first term and additionally as needed.
- Communicate pertinent information about the student's learning needs, problems, and progress to the Internship Director.
- Award the student a "pass" or "fail" grade for each term of internship. In case of a "fail" grade or an Incomplete, the internship liaison must alert the Internship Director and arrange a joint review and planning meeting with the student, student advisor, internship liaison, and Internship Director.
- At the end of the internship: review and submit final evaluation and learning contracts to the department file via Google Docs to be utilized for outcomes measure assessments.
- Participate in the " Internship Supervisor Orientation" at the opening of each internship and any other internship-related events throughout the year.

Internship Supervisor

The Internship Supervisor's responsibilities include but are not limited to:

- Possess a Master's Degree in Social work from a CSWE-accredited program and have two years of post-graduate social work experience.

- Submit a copy of their resume to the EU MSW Department Office.
- Submit a completed Internship Personnel form to the EU MSW Department Office
- Attend and participate in Internship Supervisor Orientation before the start of the internship.
- Review and sign the Affiliation Agreement to be returned to the EU MSW Department Office
- Orient the student to the agency.
- Provide regular supervision (approximately one hour weekly)
 - In supervision, the Internship supervisor will ensure the student is:
 - oriented to the organization
 - guide the student's learning activities as outlined in the learning contract,
 - review caseload questions, agency-related questions, and issues;
 - verify the student's hours.
- Support student progress toward the mastery of the social work competencies.
- Evaluate the student and collaborate with the student in the creation of the Learning Contract.
- Attend and participate in the Internship Liaison visit to the agency.
- Review, contribute to, and sign the weekly supervision agendas.
- Will over and guide the student's learning activities as outlined in the learning contract, addressing caseload questions, agency-related questions, and issues.
- Will verify the student's hours.
- Will pay particular attention to the student's application of course content, growth, and learning related to social work skills and the implementation of those skills as related to the 9 Social Work competencies
- Will evaluate the student's growth toward mastery of social work values, knowledge, and skills and reflect on the evaluation in the mid-internship and final evaluations.
- Model professional roles and ethics and evaluate the student's competency.
- Will provide the required documents to the student and university, completed and in a timely manner.

**Site/Task Supervisor
(If Applicable)**

The Task Supervisors responsibilities include but are not limited to:

- A Site Supervisor is not required to have a social work degree but must at least have a Master's degree or higher and expertise (related discipline or experience) to enhance the learning for a student.
- Submit a copy of their resume to the EU MSW Department Office.
- Submit a completed Internship Personnel form to the EU MSW Department Office
- Review and sign the Affiliation Agreement to be returned to the EU MSW Department Office
- Attend and participate in Internship Supervisor, Site/Task Supervisor Orientation before the start of the internship.
- Orient the student to the agency.
- Responsible for a specific assignment or day-to-day guidance at an agency site.
- Collaborates with the Faculty MSW Supervisor and the student in creating the Learning Contract
- Collaborates with the student, Faculty MSW Supervisor, and the Internship Liaison in the Internship Liaison visit
- Collaborates with the student and faculty MSW Supervisor in completing the mid-internship and final evaluation.
- Both the Site/Task supervisor and the Faculty MSW Supervisor will contribute to, review, and sign the weekly supervision agendas.
- In weekly supervision, the site/task supervisor will ensure the student is:
 - oriented to the organization (including all needed training)
 - guide the student's learning activities as outlined in the learning contract,
 - review caseload questions, agency-related questions, and issues;
 - verify the student's hours.
- Will provide the required documents to the student and university, completed and in a timely manner.

Faculty MSW Supervisor (If Applicable)

When an agency is identified that can provide a valuable learning experience, and there is an appropriate Site or Task Supervisor, but if no on-site Internship Supervisor is available (a person in possession of an MSW and a minimum of 2 years post-MSW experience), a student may still be placed in this agency. A Site/Task Supervisor may be utilized. The Site/Task Supervisor must be available to meet weekly with the student, ensure the student receives an orientation, and guide the student's learning activities (as described above). The student will be assigned a Faculty MSW Supervisor to provide weekly social work supervision.

- The Faculty MSW Supervisor will support student progress toward the mastery of the social work competencies.
- Evaluate the student in collaboration with the Site/task Supervisor in creating the Learning Contract. Both the Faculty MSW Supervisor and the Site/task Supervisor will sign the learning contract.
- Attend and participate in the Internship Liaison agency visit.
- Both the Site/Task supervisor and the Faculty MSW Supervisor will sign the weekly supervision agendas.
 - The site/task supervisor will ensure the student is oriented to the organization, guide the student's learning activities as outlined in the learning contract, review caseload questions, agency-related questions, and issues, and verify the student's hours.
 - The Faculty MSW supervisor will pay particular attention to the student's application of course content, growth, and learning related to social work skills and the implementation of those skills as related to the 9 Social Work competencies.
- The Faculty MSW Supervisor will provide feedback on process recordings.
- The Faculty MSW Supervisor will spearhead the completion of the learning contract and internship evaluations with input and collaboration from the Site/task supervisor and the student.
- Model professional roles and ethics and evaluate the student's competency.
- Will provide the required documents to the student and university, completed and in a timely manner.
- The Faculty MSW Supervisor is an adjunct or full-time member of the Eastern University Social Work Faculty (possessing an MSW and at least two years post-MSW internship experience) and thereby is qualified to provide internship instruction.

MSW Student in Internship

The Task Supervisors' responsibilities include but are not limited to

- Students enrolled in the Eastern University Masters of Social Work program will complete two internship experiences as part of the two-year program. Advanced standing students will complete one internship experience
- MSW students in an internship are expected to conduct themselves as social work professionals adhering to Social work's ethical guidelines as they apply knowledge gleaned from the classroom in providing clinical services to diverse populations within the community. Abiding by the NASW Code of Ethics during coursework and in all aspects of the internship. This includes behavior associated with the use of technology (including social media) in an internship.
- During the student's 4th term in the MSW program, two-year students who meet the minimum GPA requirements will be invited to attend and participate in an orientation to the internship process offered by the University.
- Advanced-standing students will be invited to attend and participate in an orientation to the internship process during their first term in the MSW program.
- All students will complete and submit either an Internship Application and an updated resume or complete an Employment-based internship proposal for submission to the Internship Director.
- Meet 1:1 with the Internship Director to discuss the nuances of their internship interests and needs.
- Arrange and participate in an interview with the organization before accepting the internship.

- Attend and participate in the required weekly Zoom meetings for one hour as scheduled by the Internship liaison. Failure to attend will negatively impact your internship grade. Students will log in on time and remain until the session is closed by the internship liaison.
- Will transport clients utilizing an Agency vehicle if stipulated by the University and the Agency as a requirement of the internship. The Student will provide the University and the Agency with proof of a valid driver's license. If an Agency vehicle is not available, and the Student consents to the use of the Student's personal vehicle for Agency purposes (e.g., home visits, transporting clients, etc.), the Student will provide the University and Agency proof of automobile insurance for the vehicle being used.
- Provide personal transportation to and from the internship and any required training or other learning activities at the Student's expense.
- Complete requirements as requested by the Organization, including, but not limited to, background clearances, health assessments/immunizations, or attendance at an orientation/training prior to the start of the placement. These may need to be completed at the Student's expense if there are costs associated and not covered by the Agency.
- Follow the procedures and policies of the University as stated in the Social Work Student Handbook.
- Attend orientation sessions at the Organization as assigned by the Internship Supervisor.
- Negotiate a Learning Contract with the Agency Internship Supervisor (reflecting each of the 9 CSWE Competencies) and submit a copy to the Internship Liaison on the assigned due date.
- Arrive on time and stay for the full required hours at the agency on internship days (as described in the Learning Contract and noted on the Internship Calendar).
- Immediately notify the agency Internship Supervisor and Internship Liaison of any absences or late arrivals/early departures and of the plan to make up missed hours/days and be familiar with the Agency's Inclement Weather Policy.
- Practice in a manner that is consistent with the NASW Code of Ethics (including professional standards of confidentiality), CSWE Competencies, and the policies and procedures of the Agency. If a violation occurs, the Agency Internship Supervisor should immediately notify the Internship Liaison.
- Participate in all weekly supervisory sessions associated with the internship. Students will complete and submit Internship supervision agendas to their Internship Supervisor/Task Supervisor to be used as a tool during supervision. Utilizing this form will enable students to document their client contacts as well as the growth and challenges encountered in the internship. At the end of supervision sessions, the Internship supervisor/Task Supervisor will sign the completed agenda form, and the document will be submitted to the Internship Liaison by the student via the Brightspace LMS. Students will also complete process records and submit them to the Internship Supervisor.
- Participate in meetings with the Internship Liaison at the Agency and provide input into the completion of the evaluations, meeting with the Internship Supervisor or Site/task supervisor and Faculty MSW Supervisor to review the evaluations before submission to their Internship Liaison.
- Maintain confidentiality of client contact, case records, and other social work setting material. Material/content used for class purposes must protect the client's identity, ensuring all identifying aspects have been altered or deleted. Students must adhere to all agency policies related to confidentiality.
- Maintain ongoing communication with the Internship Supervisor, or Site/task supervisor & Faculty MSW Supervisor, and Internship liaison about any concerns or problems interfering with successful internship performance.
- Complete the minimum required internship hours over 4 consecutive terms (Generalist 400 hours, Specialized 500 hours).
- Upload the internship documentation into the Learning Management System (Brightspace or other LMS) according to the schedule established by the internship liaison for review.

SECTION IV: INTERNSHIP PLACEMENT PROCESS

Internship Process and Timeline

Phase I: Applying to Internship

- **Grade Evaluation:** Before entering the internship, the Internship Director will complete an informal grade evaluation to ensure all two-year students preparing for the internship have at least a 3.0 G.P.A. in their first 2 courses. Two-year students who have achieved a 3.0 GPA will be invited to participate in an orientation to the internship program. In preparation for this meeting, students will update their resume and complete the internship application outlining their interests or complete the employment-based internship proposal and submit these documents to the Internship Director before the orientation meeting. Two-year students must maintain a 3.0 GPA in their 3rd and 4th term courses to begin their internship in the 5th term in the program. The Internship Director will again complete an informal grade evaluation at the end of the 4th term to ensure all two-year students entering the internship have the required GPA to begin the internship. Two-year students who do not meet the minimum G.P.A. for acceptance to the internship will not be allowed to progress until such time as their G.P.A. reflects the minimum requirement. No Provisional Admission to Internships are permitted. A two-year student not accepted for admission to an internship will be notified of their right to appeal the decision.
- **Course Repeat Policy:** Graduate students may repeat courses in which they earned grades of “B -” or lower. Only two courses in the graduate program may be repeated. The same course may be repeated only once, including withdrawn courses. A student who has received a grade of “F” in a required course cannot graduate unless this deficiency is corrected. The course must be repeated at Eastern. When a student repeats a course, only the higher grade is used in calculating the grade-point average, but both grades appear on the transcript. Credit is granted once for a repeated course.
- **Acceptance to Internship:** After submitting a resume and Internship Application or Employment-Based Internship Proposal, Advanced standing students will be notified in writing of their acceptance to the internship program by the Internship Director. Advanced standing students will be invited to participate in an Internship Orientation meeting in their first term.
- **Internship Orientation:** All students invited to participate in the internship orientation will become familiar with the general process of matching students with suitable internships, be familiarized with the related documentation, and be given the general internship timeline. Students are also encouraged to ask any questions they may have related to the internships.
- **1:1 Meetings with the Internship Director:** After the orientation, students will schedule one-on-one meetings with the Internship Director to discuss the nuances of their internship needs. The process of identifying an appropriate internship is a collaboration between the Internship Director and the student.
- **Identifying Appropriate Internships:** The Internship Director will research appropriate organizations and contact potential supervisors within the agency to determine their ability and willingness to host an MSW student(s). The Internship Director will outline the responsibilities of being an internship supervisor and discuss if the organization is able to provide appropriate supervision, opportunities for direct client contact, and a variety of learning opportunities for potential MSW student interns.
- **Student Interview with the organization:** Once an appropriate internship setting has been identified, the Internship Director will provide contact information to the students so they can initiate and complete an interview with the organization to determine if it matches their skills and interests.
- **Affiliation Agreement:** After the interview, the student and the organization will share their impressions with the Internship Director. If both parties agree to proceed, the organization will be asked to sign the Eastern University Affiliation Agreement. After the organization has signed the Affiliation Agreement, students will be asked also to sign the document. The Affiliation Agreement outlines the roles and responsibilities of each party involved in the internship (i.e., the University, the student, and the agency).
- **Clearances:** After accepting an internship with an organization, the student will complete requirements as requested by the organization, including, but not limited to, background clearances, health assessments/immunizations, or attendance at an orientation/training prior to the start of the placement. These may need to be completed at the Student’s expense if there are costs associated and not covered

by the Agency.

- **Training:** Prior to the start of the internship, each internship supervisor and site/task supervisor will be invited to participate in training with the Internship Director to prepare them for supervising an Eastern University MSW student.
- **Confirmation of Internship:** Both the students and the organization will receive a written confirmation of the internship from the EU MSW Department Office not less than two weeks prior to the start of the internship.
- **Start Date:** Before the first week of the new term, students are expected to contact their internship supervisor to establish a date and time to begin the internship during the first week of the term.

Phase II: Beginning Internship

- **Start Date:** Students are expected to attend their internship starting the day identified with their supervisor in the weeks prior to the beginning of the new term. Students may need to attend orientation sessions as assigned by the Internship Supervisor.
- **Schedule:** As Social Work Professionals, students are expected to arrive at the designated time and stay for the entire time scheduled for the day. Students are expected to maintain the schedule established prior to the onset of the internship and documented in the learning contract. Students in employment-based internships are expected to identify days when internship tasks will be carried out. Ideally, these days should remain consistent throughout the length of the internship.
- **Absences:** As Social Work Professionals, students are expected to notify their internship supervisor or site/task supervisor of any absences(planned or unplanned), late arrivals, and early departures from the internship. Students and the Internship Supervisor or Site/task supervisors will need to identify a plan to address any missing hours. Students should make themselves aware of their internship agency's inclement weather policies and procedures. Under no circumstances should students not attend or “no show” internship without communicating with their Internship Supervisor or Site/task supervisor.
- **Learning Contract:** During the first days of the internship, students should be oriented to their organization and begin preparing their learning contract for submission at the end of week 2 in term 1 of their internship. Students are expected to collaborate with their internship supervisor, or site/task supervisor, and Faculty MSW supervisor to create a robust and detailed learning contract with measurable, dated tasks. Students should have at least 2-3 internship tasks related to each of the 9 Social work Competencies. Students completing an employment-based internship may transfer the information identified in an approved employment-based proposal into the learning contract to be signed by the student, internship supervisor, or site/task supervisor, and Faculty MSW supervisor..

Phase III: The Middle Phase

- **Application of Course Content:** While in internship, students are expected to apply learning gleaned from coursework with the goal of mastering social work skills related to each of the 9 Social Work Competencies. This learning should be reflected in the weekly supervision agenda, process records, journal entries, and related internship and course assignments/tasks.
- **Weekly Zoom Meetings:** For each of the 28 weeks students are in internship, they are required to attend and participate in the synchronous Zoom meetings as scheduled by their internship liaison within the practicum course. Attendance and participation in these required live Zoom sessions factor into the student's pass or fail grade for the practicum course. Even if a student was absent from internship, their attendance and participation in the weekly Zoom meeting is expected.
- **Internship Documentation:** Students in internship are also expected to complete and submit the following documents in the practicum course within Brightspace in a timely manner. The complete and timely submission of these documents will factor into the student's pass or fail grade for the practicum course that is tied to their internship. The specific dates for submission will be established and posted by the Internship Liaison within the practicum courses in Brightspace.
 - Completed and signed Learning Contract - end of week 2 (term 1)
 - Complete and submit weekly journals in Brightspace

- Complete and submit signed weekly supervision agendas in Brightspace
- Complete and submit 6 process recordings with supervisor feedback in Brightspace (submission dates will be outlined in Brightspace.)
- Students will prepare and deliver a case presentation (2 over the 28 weeks of the Internship (assignment overview and submission dates will be outlined in Brightspace)
- Participate in the creation of and sign the mid-internship evaluation (week 14)
- Participate in the creation of and sign the final evaluation (weeks 27-28)
- Complete and submit the End of Placement Agency Evaluation for Students (week 28)

Internship Liaison meetings: During each internship, students will be expected to participate in a live Zoom or face-to-face meeting with their internship liaison, internship supervisor, or site/task supervisor, and faculty MSW supervisor. This meeting typically takes place between weeks 5-7 of the first term. It is used to review features of the learning contract, address any questions, and ensure the students acclimate to their organization appropriately.

- **Communication:** Students in an internship are expected to communicate with their Internship Liaison, Internship Supervisor or Site/task Supervisor, and Faculty MSW supervisor, and Internship Director about questions, challenges, or changes that must be addressed in their internship settings. Students are expected to share their needs and or concerns in a timely manner to allow for resolutions to be formulated. Students should use their Internship Liaison as the first point of contact. Should the challenge require more support or intervention, the Internship liaison will involve the Internship Director.
- **Ethical Expectations:** All MSW students are expected to practice in a manner that is consistent with the NASW Code of Ethics (including professional standards of confidentiality), CSWE Competencies, and the policies and procedures of the Agency. The Internship Supervisor will notify the Internship Liaison if a violation occurs. The Internship Liaison will notify the Internship Director of any violations that occur. Please see the Ethical Practice policy for further information about how ethical expectations and how violations will be managed within the EU MSW program.
- **Mid-Placement Changes in Internship Personnel:** When an internship is in progress, and there is a change in agency personnel or programs. The student will report the changes to the Internship Liaison, who will report it to the Internship Director. The Internship Director will contact the agency to ensure the student is receiving the appropriate level of supervision and to ascertain the contact information for the new internship supervisor. If the agency no longer employs a person who qualifies as an Internship Supervisor, an on-site Task Supervisor is utilized with an off-site MSW Faculty Internship Supervisor (as described above). The Internship Director will:
 - Contact the new internship personnel to orient them to the internship program, including the core competencies.
 - Instruct the Internship Liaison to contact the new internship personnel to review the student's learning goals as outlined in the learning contract; conduct an additional site visit if needed; and initiate contact to discuss the evaluation process.

Phase IV: Monitoring and Evaluation

The process of evaluating a student's development and learning in the internship begins with the development of the Learning Contract based on the student's educational needs in relation to the MSW Program's nine core competencies. The process continues during weekly supervision and throughout the internship. Midway through each internship experience (at 14 weeks), there is a Mid-Internship Reflection that is completed. Then, at the end of the 28-week internship experience, the evaluation culminates when the student, Internship Supervisor or, Site/Task Supervisor, and Faculty MSW Supervisor completes the Internship Evaluation instrument.

Approximately one to two weeks before the end of the internship, the Internship Supervisor or, Site/Task Supervisor & Faculty MSW Supervisor will receive (electronically) the Final Internship Evaluation to complete. One of the regularly scheduled supervisory sessions is designated the Internship Evaluation session (Internship Calendar).

- **Learning Contract:** At the beginning of the internship and by the deadline assigned each term, the

student, in collaboration with their Internship Supervisor or Site/Task Supervisor & Faculty MSW Supervisor, will create the Learning Contract outlining the student's learning tasks and behaviors in relation to the nine core Social Work competencies.

- **Supervision:** Internship Supervision Agenda: Students will complete and submit Internship supervision agendas to their Internship supervisor or, Site/Task Supervisor & Faculty MSW supervisor to be used as a tool during supervision. Utilizing this form will enable students to document their client contacts as well as the growth and challenges encountered in the internship. At the end of the weekly 60-minute supervision sessions, the Internship Supervisor or, Site/Task Supervisor & Faculty MSW Supervisor will add any notes, then sign the completed agenda form, and the student will submit the document to the Internship Liaison. The Internship Liaison will review the forms for content and completion and ensure students are meeting with clients, working on tasks as identified in the Learning Contract, and using supervision productively. The Internship Liaison will also use the forms to monitor for hours completion, potential challenges, and areas in need of additional attention in class.
- **Internship visits:** The Internship Visit evaluation form serves as documentation for the Internship Visit that takes place in the first term (between Week 5-7) of the internship. The evaluation reflects initial student progress, as observed by the Internship Liaison, the Internship Supervisor or, Site/Task Supervisor, & Faculty MSW Supervisor, and the student. It provides an opportunity to review how the internship is developing and offers an opportunity for the Internship Liaison to support the student and internship agency in the initial stages of the internship.
- **Evaluation of Students in Placement:**
 - Utilizing content from the completed Learning Contract, the Internship Supervisor or Site/Task Supervisor & Faculty MSW Supervisor will complete a mid-internship evaluation (at week 14 – Internship calendar)
 - Utilizing content from the completed Learning Contract, the Internship Supervisor or , Site/Task Supervisor & Faculty MSW Supervisor will complete a Final evaluation (at week 28 – Internship internship calendar).
- **Student Review of the Internship Evaluations**
 - Whereas the student is an active participant in the evaluation, the Internship Supervisor or Site/Task Supervisor & Faculty MSW Supervisor are ultimately responsible for the content of the evaluation reports. The final evaluation is to be signed by both Internship Supervisor or , Site/Task Supervisor & Faculty MSW supervisor and the student and sent to Eastern University by the due date. A student has the right to submit a written addendum to the Internship Evaluation if they believe the report does not accurately reflect their professional development and/or performance during the internship. The addendum must refer to specific competencies cited in the evaluation. It must be submitted to the Internship Director by the due date listed on the internship calendar, with a copy to the Internship Liaison. The Internship Liaison has an opportunity to reflect on progress as well, add comments, and determine the grade of P/F for the internship experience.

Employment-Based Internships

Careful consideration is taken for a student to be placed in an agency in which they are employed because it may compromise the educational focus of the internship. Per CSWE regulations, students may utilize their workplace, if performing social work tasks, as their internship setting. Such internships will be approved in writing by the Internship Director (ID) prior to the beginning of the internship. The policy is as follows:

- Placement in a work site setting will be evaluated and approved by the MSW Internship Director (ID) in writing. The Internship Supervisor may be the same as the normal day-to-day employment; however, the university would prefer that students have a separate supervisor for the internship to enable the student to better process internship learning separate from work tasks.
- The designated internship Supervisor needs to be approved by the ID and have an MSW with at least two (2) years of post-MSW experience. The ID reserves the right to additionally request the student meet with a Faculty MSW Supervisor, even if the supervisor meets these requirements.

- The request to complete an internship in an employment agency is to be submitted in writing using the Employment-Based Internship Proposal form outlining how the work tasks align with each of the 9 Social Work Competencies. The student will provide this documentation to the ID in the terms prior to starting the internship, not less than 30 days before the start of the internship. The Internship Director will review the request and approve or deny the application in writing.
- The Employment-Based Internship Proposal form will include, in detail, the proposed learning opportunity (program/unit, internship responsibilities, supervision-potential internship Supervisor name, contact information, and internship days/hours. Internship learning experiences must be tied directly to each of the 9 Social work Competencies and reflect the appropriate level of mastery (Generalist or Specialized).
- To be approved, the internship needs to achieve all of the internship objectives for an MSW student as outlined in the Internship Manual and Affiliation Agreement and provide for at least 2-3 measurable behaviors that are directly tied to each of the 9 Social work Competencies, provide learning opportunities appropriate for the needed level of mastery (either generalist or specialized) and the provision of a separate supervision time to focus on internship learning.
- The student's employer must be willing and able to support the internship as an educational experience and commit to providing the time and supervision to be involved in learning activities and internship objectives. The employing agency is expected to help the student and the university to create and maintain an environment for learning to take place.
- Employment Based internships are not considered approved until reviewed by the Internship Director, and an email is sent confirming approval.
- Any change to the approved work site internship, including changes in the potential supervisor, needs to be submitted to the ID and approved in advance of the change being implemented.
- The Affiliation Agreement will be reviewed and signed by the student, the prospective Internship Supervisor, the employing supervisor, the Internship Director, and the MSW Program Director during the process of confirmation of the internship.
- The agency or organization may provide a salary or stipend to cover some of the costs associated with the internship. The Internship Director ensures that a student is provided the opportunity to be a learner as well as an employee.
- To ensure the students' learning, students may be asked by the Internship Director to identify tasks in addition to or outside of their traditional scope of work related to the 9 Social work competencies. These tasks will be included in the Employment-Based Internship proposal and later reflected in the Learning Contract.

SECTION V: INTERNSHIP POLICIES AND PROCEDURES

Internship Agency Selection

In order to achieve the objectives listed above, students are placed in agencies that are able to meet the following requirements:

- Provision of Social Work Services: The agency must deliver social work services, some of which are appropriate to be offered directly by a graduate student, with a focus on generalist social work practice for the two-year students in their generalist (first year) internship and specialized practice for advanced standing or 2nd-year internship, serving individuals, families, groups, organizations, and communities.
 - Out-of-State or International Internship Settings: Only agencies or organizations that are currently accredited or licensed by their state or country (meeting appropriate international standards) may be used as an internship setting. When placing students out of state or internationally, the ID will request documentation of the agency's current accreditation/licensure from the appropriate granting bodies. Documentation in the form of a resume will be obtained for any potential internship or task supervisors to ensure the possession of a master's degree in social work from a graduate program that is accredited by the Council on Social Work Education (CSWE), plus two years of professional experience (post-MSW). Supervisors will also be asked to complete the Internship Personnel Information Form. (CASWE-accredited degree (from the Canadian social work accreditor, recognized through an MOU with CSWE and CASWE), or an internationally earned ISWDRES evaluated degree; and 2 years post-social work degree practice experience in social work. (EPAS 2015).
- Appropriate Supervisory Qualifications:
 - A qualified Internship supervisor, who is identified with the social work profession, must be available and assigned to supervise the student. The appropriate level of competence and identification with the profession is indicated by:
 - the possession of a master's degree in social work from a graduate program that is accredited by the Council on Social Work Education (CSWE), plus two years of professional experience (post-MSW).
 - This will be verified by requesting a copy of their resume and the completion of the Internship Personnel Information Form. If there is no Internship supervisor with the required level of competence and two years of professional experience, a Site Supervisor can be identified. This individual must have a minimum of a Master's degree in a related discipline, and ideally, Human Services in nature. In this situation, a Faculty MSW Supervisor (typically an adjunct or full-time faculty member with the required degree and experience competence) is assigned and will meet weekly with the student for supervision. If there is no one that can be identified with a Masters degree as the Site Supervisor, the internship site can not be approved
 - Out-of-State or International Internship Settings: When placing students out of state or internationally, the Internship Director will request documentation in the form of a resume for any potential internship or task supervisors to ensure the possession of a master's degree in social work from a graduate program that is accredited by the Council On Social Work Education (CSWE), plus two years of professional experience (post-MSW). Supervisors will also be asked to complete the Internship Personnel Information Form. (CASWE-accredited degree (from the Canadian social work accreditor, recognized through an Memorandum of Understanding (MOU) with CSWE and CASWE), or an internationally earned ISWDRES evaluated degree; and two years post-social work degree practice experience in social work. (EPAS 2015). It is expected that the time necessary for effective instruction, including not only supervision but also planning internship tasks, providing orientation to internship, process record analysis/feedback, university meetings, etc., will be built into the internship Supervisor's workload.
- Ability to Provide Supervision: Supervision of approximately an hour is to be held with the student and focused, at least in part, on process records of the student's own practice. "Regular" is defined here to

mean weekly while taking into consideration the fact that flexibility in scheduling will, at times, be necessary. Students benefit from uninterrupted face-to-face supervision (in person or through virtual means) in order to create an environment where they can fully process their learning and explore questions.

- **MSW End of Internship Agency Evaluation by Student Intern and Internship Liaison:** At the end of each internship, both the student and the Internship Liaison will be asked to complete their own evaluations of the Internship agency. These End of Placement Agency Evaluations serve as documentation of the evaluation of the host agency at the completion of the internship. This evaluation will take place after the completion of the internship placement. The evaluation reflects the agency's performance as observed by the internship liaison and the student in the internship over the course of the 28 weeks as the host agency. It provides an opportunity to review how the internship developed, offered opportunities for learning, and how the agency supported the student over the course of the internship. This evaluation will also reflect the agency's participation in pre-placement preparation tasks, follow-through with documentation, availability, and regular supervision. This evaluation will impact the potential for an agency to continue being a host agency for the EU MSW program. The evaluations will be reviewed by the Internship Director at the close of each internship.

Orientation to Internship Process

Internship Orientation: (see also IM Internship Timeline - Phase I): Following their acceptance to the program, students will be invited by the Internship Director to participate in the internship orientation. During this orientation, students will become familiar with the general process, be familiarized with the related documentation, and be given the general internship timeline. Students are also encouraged to ask any questions they may have related to the internships. An invitation to the Internship Orientation will be sent to Advanced standing students in their first term within the program. Two-year students will be sent an invitation to orientation after the Internship Director has completed an informal grade evaluation at the completion of their 2nd term with the program.

Following the Internship Orientation, both advanced standing and two-year students will be invited to meet 1:1 with the Internship Director Following the orientation meeting. The focus of this interview is on the needs and interests of the student in relation to the internship (based in part on the material submitted as part of the application for admission) and the availability of appropriate internships. Particular attention is given to unique student needs, including possible transportation problems, remote internships, etc. This interview usually ends with the mutual identification of several possible internships in accordance with the student's understanding of their needs and interests and deemed appropriate by the Internship Director.

Grades, Incompletes, and Appeals

Grade Point Average

If a student falls below a 3.0 average, they will be placed on probation. Failure to raise the grade point average to a minimum of 3.0 during the next two courses will result in dismissal from the MSW Program. A graduate student earning an F grade in any course will be dismissed from the MSW Program. Students who are academically dismissed will be notified in writing by the Registrar's Office. Procedures for appealing a grade or program dismissal are described below.

Course Repeat Policy

Graduate students may repeat courses in which they earned grades of "B -" or lower. Only two courses in the graduate program may be repeated. The same course may be repeated only once, including withdrawn courses. A student who has received a grade of "F" in a required course cannot graduate unless this deficiency is corrected. The course must be repeated at Eastern. When a student repeats a course, only the higher grade is used in calculating the grade-point average, but both grades appear on the transcript. Credit is granted once for a repeated course.

Incomplete Grade Policy

The grade “I” is given when a student fails to complete course requirements because of extreme and unforeseen extenuating circumstances that may have affected academic performance. The “I” must be approved by the professor teaching the course. In an effort to provide interim assessment during the incomplete period, the professor will provide a completion outline with a timeline of deliverables during the makeup period. This form must be signed by the professor and student before the end of the term. The incomplete is recorded at the end of the term and must be removed within 180 days. The “I” grade automatically becomes an “F” if the student does not complete course requirements and a change of grade is not submitted within the time frame stipulated above. In the case of persistent or additional extreme and unforeseen extenuating circumstances, an extension of the incomplete or a “W” (Withdrawn) grade may be authorized. An “Exception to Policy” form, available from the Office of the Registrar Web page, www.eastern.edu/registrar, should be completed and submitted to the Dean of the College of Health and Sciences (CHS Dean), along with documentation of the persistent or additional extreme and unforeseen extenuating circumstances. “W” grades will be awarded only for the course the student was passing at the time he/she became incapacitated. Courses carrying a grade of “W” receive no credit and are not counted as hours attempted.

Internships can be a special situation with extended time required to fulfill the work. Therefore, extensions for incompletes in field practicum courses will be considered on a case-by-case basis.

At the time of review of academic progress and before the start of the next session (see Academic Standing section), graduate students having more than one Incomplete in a term will have their records reviewed. This review may include contacting the professors of record who granted the Incompletes. The CHS Dean is authorized to place students with more than one Incomplete on academic probation.

Grade/Evaluation Action Appeals Process

The Grade Appeals Policy applies only to questions of faculty evaluation of student performance. Since evaluation involves issues of judgment, action to revise a grade in the student’s favor will not be recommended unless there is clear evidence that the original grade was based on prejudiced or capricious judgment.

Procedure

The main concern in any grievance or appeal procedure is to bring reconciliation and growth in ways that enhance the community. The first approach to any appeal should be non-adversarial and open, undertaken with careful attention to fostering understanding and problem-solving. The expectation is that the majority of appeals can be resolved through a flexible process at the first or second steps outlined here. Students shall have protection against prejudiced or capricious academic evaluation through the publication of clear course objectives, grading procedures, and evaluation methods. In accordance with Matthew 18, the process of appealing a grade or evaluative action is as follows:

- Step 1: As stated above, the student should communicate with the Supervisor for an explanation of the grade or evaluative action. (This communication may be satisfied by the use of the eastern.edu email account and becomes a part of the appeals documentation.) On rare occasions, a student and Supervisor fail to resolve the grade or evaluative action appeal through these informal measures, and in these cases, the student may then proceed to step 2. However, the formal appeal in Step 2 must begin within four weeks of the end of the term (term refers to the period of time in which the course is instructed and evaluated).
- Step 2: A student may initiate a formal appeal by completing the Grade/Evaluative Action Appeals Form (Appeals Form) and submitting it to the course Supervisor. The Appeals Form must be submitted within four weeks of the conclusion of the term in which the grade/evaluative action was received. The Appeals Form must include all necessary documentation and evidence to support the grade/evaluative action appeal (Note: no additional documentation may be submitted beyond this step). The student should keep a copy of the form and attachments in the event that the student chooses to proceed to Step 3. The Supervisor will respond to the Appeal Form and accompanying documentation in writing within

two weeks of receiving the Appeal Form. *If the faculty member involved in the appeal is the departmental chair/program director, the student should go immediately to Step 4.

- Step 3: If the student is still not satisfied with the resolution, the student must make a written request to the Supervisor involved to submit the Appeal Form and accompanying documentation to the departmental chairperson/program director. The Supervisor will then forward the Appeal Form and all accompanying documentation to the chairperson/ program director of the program. This written request must be forwarded to the chairperson/program director within one (1) week following the due date of the Supervisor's decision. The departmental chairperson/ program director will submit a written response to the student within two (2) weeks following the student's written request for an appeal. A copy of the response will be provided to the student, Supervisor, and the CHS Dean. If the faculty member involved in the appeal is the CHS Dean, the student should go directly to Step 5.
- Step 4: If, after receiving a reply from the departmental chairperson/program director, the student is still not satisfied with the resolution, the student must make a written request to the departmental chairperson/program director to submit the Appeals Form and accompanying documentation to the CHS Dean. The written request must occur within one (1) week of receiving the departmental chairperson's/program director's decision. Upon receipt of the written request from the student, the departmental chairperson/program director will inform the CHS Dean that the Appeals Form and accompanying documentation will be forwarded. The student's written request will be attached as a cover page and then forwarded with the Appeals Form and all accompanying documentation to the CHS dean. The CHS Dean will submit a written response to the student within two (2) weeks following the student's written request for an appeal. A copy of the response will be provided to the student, Supervisor, and program chairperson/program director.
- Step 5: If, after receiving a reply form from the CHS Dean, the student is still not satisfied with the resolution, the student must make a written request to the CHS Dean to submit the Appeals Form and accompanying documentation to the Academic Appeals Committee. This written request must occur within one (1) week of receiving the CHS dean's decision. The CHS Dean will then forward the Appeal Form and all accompanying documentation to the Academic Appeals Committee. The student's written request will be reviewed at the next scheduled Academic Appeals Committee meeting. The Academic Appeals Committee will hear a presentation by the student of his/her case and will consider the recommendations from Steps 2, 3, and 4. The Academic Appeals Committee will then decide the merits of the case. The decision of the Academic Appeals Committee will be final.

Academic Appeals and Grievances

An appeal is defined as a request to a higher authority to change a decision that was made, typically a decision that the student believes adversely affects her/his academic career. A grievance is a complaint or concern of a student regarding a faculty or staff member at the university. For any academic appeal or grievance, if a student is enrolled in class(es) while the case is being heard, the student is responsible for the policies and procedures associated with the class(es).

If a student wishes to appeal an academic decision other than a grade/evaluative action, the student shall make a written appeal to the CHS Dean in which the student is enrolled. The letter of appeal should include the date of the letter, the student's full name, the Eastern University student identification number, the action requested, and detailed reasons for the request, including all supporting documentation. The appeal should be complete since, once submitted, the student will not be able to submit further evidence or request reconsideration by the CHS Dean. The CHS Dean may, at his/her discretion, limit his/her review to the written record provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. Within fifteen (15) business days of receipt during the academic year, the CHS Dean will notify the student in writing of the CHS Dean's decision with respect to the student's appeal.

Academic Petitions (Request for Exception to Policy)

If a student wishes to petition for an exception to an academic policy, the student shall petition the CHS Dean of

the College in writing. The Exception to College Policy form can be found on the Registrar's Web page at [eastern.edu](http://www.eastern.edu). The request should include detailed reasons for the request, including all supporting documentation. The petition should be complete since, once submitted, the student will not be able to submit further evidence or request reconsideration by the CHS Dean. The CHS Dean may, at his/her discretion, limit his/her review to the written items provided, seek a meeting (in person or telephonically) with the student, and/or draw on a faculty group to review and advise. Within fifteen (15) business days of receipt during the academic year, the CHS Dean will notify the student in writing of the CHS Dean's decision with respect to the student's petition.

Dismissal of an Enrolled Student

Students may be dismissed from Eastern for failure to maintain the required cumulative grade-point averages, for ethical misconduct, or for failure to complete graduate degree requirements within the allowed period of seven years. There is no provision for re-admission following dismissal for ethical or academic reasons once the appeal process has been exhausted. The CHS Dean makes dismissal decisions when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation. The CHS Dean will consider more stringent standards for satisfactory academic progress announced in the handbook of a student's academic program, especially as they apply to program accreditation. Students receiving a failing grade in a term will have their cases reviewed. Also, a violation of integrity and honesty is a serious offense, considered sufficient basis to terminate enrollment. Students who receive VA benefits will be dismissed because of any of the circumstances listed above.

Appeal of Dismissal

A student may appeal a dismissal decision to the Academic Appeals Subcommittee (convened for such appeals, as needed) by submitting an Academic Dismissal Appeal letter. This letter should:

1. explain and document perceived irregularities in the application of the academic dismissal policies and procedures, which had the effect of rendering the dismissal decision arbitrary or capricious,
2. present new information that was not available at the time of the dismissal, and/or
3. explain extreme and unforeseen extenuating circumstances that may have affected academic performance.

In the letter, the student should propose plans to address previous difficulties to ensure future success. All supporting documentation should be included or attached to the letter. Appeal letters must be received within two weeks of receipt of notification of dismissal. Letters should be sent to the University Registrar, who will forward them to the chairperson of the Academic Appeals Subcommittee. The decision of the Subcommittee following the appeal will be final.

Withdraw from Internship/ Practicum Courses: Leave of Absence

If a student is requesting a leave of absence from the program, the student must communicate this request to their academic advisor and the Program Director. Students must complete the Exit Interview Form (on the Registrar's web page www.eastern.edu/registrar).

Readmission Policies

Readmission after an absence of less than five years:

Students who withdrew from Eastern University and plan to resume their studies within the five-year period following the exit date must apply for readmission through the Registrar's Office. The Application for Readmission form with instructions is provided on the Registrar's web page www.eastern.edu/registrar. A completed application form must be submitted to the Registrar's Office (registrar@eastern.edu) at least four weeks prior to the beginning of the readmission session. All official transcripts from other schools attended during the period of absence must be sent to the Office of the Registrar for evaluation. Academic credit for courses and grades earned at other academic institutions may be granted up to the maximum permitted by the specific Eastern University program. Qualified applicants are accepted in good standing or on academic probation once they have paid all past due balances to Eastern University and other schools attended since

leaving Eastern. Notification of the readmission decision is communicated by the Registrar's Office to the applicant by electronic mail.

Readmission after an absence of more than five years or a request to change programs of study:

Students who have not returned to Eastern within the period of five years or who plan to make significant changes in their programs of study, such as a change of degree objective or major, must apply through the Admissions Office. The online application is provided on Eastern's website admissions.eastern.edu. The applicant must have paid all past due balances to Eastern University and other schools attended since leaving Eastern and complete all steps in the current admissions process. Official transcripts from other schools attended during the period of absence must be sent to the Admissions Office for evaluation. (Credentials received for past periods of enrollment do not need to be submitted again.) Academic credit for courses completed at other academic institutions may be granted up to the maximum permitted by Eastern University policy. The accepted student must fulfill all graduation requirements in effect at the time of admission to the new degree or major.

Safety in Internship

Supporting Student Safety at the Agency

During the first days of the internship, Eastern University asks that the Internship Supervisor or Site/task supervisor familiarize students with safety protocols as early as possible. Eastern University MSW program recognizes that each agency has unique safety needs, policies, and processes. Safety Orientation at the Internship Agency should include but is not limited to the following:

- Discussion of policies and procedures related to:
 - COVID-19 protocols
 - Equal Opportunity and Affirmative Action (EOAA) policies and procedures
 - Title IX grievance processes
 - Mandated reporting
 - Training necessary to protect the student in the case of client agitation or violence, and other safety needs specific to the function of the agency
 - Fire Emergency Procedures - Clear route to emergency exits and fire alarms
 - Review of Active Shooter procedures
 - Identify medical dangers, if applicable - risks of exposure to infectious disease or infections and safety precautions to minimize those risks
 - Identification of high-risk neighborhood areas and trouble spots
 - Home visit and outreach procedures
 - Safety procedures regarding home visits and outreach
 - Call-in
 - Buddy system
 - Escorts
 - Logs

Policies Supporting Student Safety in Internship

- The agency should discuss safety with the student and share any known elements of safety concern at the agency (including any relevant wardrobe-specific issue related to location/clients).
- If a student's concerns about safety begin to affect the student's learning process, the Internship Liaison should be notified about the concerns.
- Transport clients, utilizing an Agency vehicle, if stipulated by the University and the Agency as a requirement of the internship. The Student will provide the University and the Agency with proof of a valid driver's license. If an Agency vehicle is not available, and the Student consents to the use of the Student's personal vehicle for Agency purposes (e.g., home visits, transporting clients, etc.), the Student will provide the University and Agency proof of automobile insurance for the vehicle being used. Students are not allowed to transport clients who have a history of violence in any vehicle without an agency staff member present.

- Students shall not be asked to physically restrain clients, nor to distribute medications.
- If an incident occurs in which a student is personally threatened or hurt, the internship Supervisor or task supervisor should contact the student's internship liaison immediately. The Internship Director should be notified by the Internship Liaison. The incident will be recorded by the Internship Liaison via the Personal Safety and Incident Report. The Internship liaison will meet with the student and the internship Supervisor or Site/task supervisor to assess the situation and the student's physical and emotional well-being. The Internship Liaison, the Internship Director, and the student will meet to determine if a replacement at a different site is needed.
- No student shall be solely clinically responsible for an at-risk client (violent, suicidal, homicidal, etc.) without the required skill, experience, and support.

Internship Hours

For generalist internships, students are in the internship for 14.5 hours per week over the four terms (28 weeks), for a total of at least 400 hours. For specialized internships, students are in internship for 18 hours per week over four terms (28 weeks), for a total of at least 500 hours. This totals the minimum of 900 clock hours required for the MSW internship experience. Students accrue internship hours only for the actual amount of time spent in the internship. If students miss time for any reason (sickness, weather, holiday, etc.), the hours must be made up. The minimum number of internship hours (400 for generalist/ first year and 500 for specialization/ second year) must be met by the end of the internship. Students should track their hours in internship on their weekly supervision agendas which are submitted to the Internship Supervisor or site/task and Faculty MSW supervisor. Students are permitted to count orientation, training, and/or internship-related seminars towards internship time if they are required or pre-approved by the internship liaison as well as the student's agency internship supervisor and site/task supervisor as applicable. Students should seek to achieve at least half of their time in internship as direct client contact in clinical interactions. Given the concurrent design of the EU MSW program students are required to stay in the internship until the end of the 4th term in internship even if they have acquired the minimum number of hours prior to the end of the 4th term. Any requested changes in scheduled internship hours must be approved by the Internship Supervisor or Site/Task Supervisor and the Internship Liaison.

Inclement Weather, Breaks, Vacations, and Holidays

Inclement Weather

When beginning an internship, students should determine what the closing policy and dates are of the agency in which they are placed. On internship days, students should call their Internship Supervisors or other designated personnel to determine whether the agency is open or closed due to weather. A student's main responsibility is to the people served. Regardless of whether Eastern University is closed, students should go to their agency if it is open. This also depends on how hazardous the roads are for driving and if public transportation is still operating. In the event of any missed days or hours, these must be made up and completed regardless of the reason. Students should communicate any lateness or absence with their Internship Liaison and their Internship Supervisor and/or Site Supervisor. Days missed should be made up in ways that are meaningful to the clients being served and maximize the student's learning.

Breaks

Students in internship should document in their learning contract their plan for breaks in classes, such as the break in December, April- May, and August (see the internship calendar for specific dates). Students in internships should clarify if they intend to take some time off, It may not be appropriate in all settings for students to take off the entirety of the break. Each student's plan should be discussed with their Internship Supervisor or Site/task supervisor and Faculty MSW supervisor.

Vacations

While it is advised that students make use of scheduled breaks in the classes for vacation, a minimal number of planned days off from the internship can be accommodated. Students should try to avoid planning vacations

during the term; however, if it is unavoidable, students should discuss the dates of their absence with their Internship Supervisor or Site/Task Supervisor and MSW Faculty Supervisor as soon as they are known. The dates of the absence and the plan to make up the hours should be clearly documented in the learning contract and subsequent supervision agendas. In spite of not attending their internship during vacations, students are expected to log in and participate in the weekly 1-hour Zoom session with their Internship liaison as part of the practicum course. Failure to attend and participate will negatively affect your practicum course grade.

Holidays

Students will find detailed academic calendars for the program on the Eastern University website. The student will be furnished with an internship calendar outlining the start dates, holidays, and end dates for their internship. Should students desire to observe religious or cultural holidays not outlined on the academic or internship calendars they should be in communication with their internship Supervisor or site/task supervisor to plan the absence and address making up internship hours. This information should be documented in the learning contract and supervision agenda as needed.

Liability Insurance

Liability Insurance: Eastern University maintains liability insurance coverage in the amount of \$1,000,000 per claim for its personnel and the Student participating in this internship. Students may request a certificate of insurance for their internship. Requests should be sent to the Internship Director via email. Requests typically take 2-3 days.

Student Resources

Accommodations for Students with Disabilities Policy

Note: This is an overview of disabilities policies and procedures. Students are urged to contact The Cushing Center for Counseling & Academic Support (CCAS) for more detailed information relevant to their specific situation.

Eastern University will make reasonable accommodations for students with disabilities in compliance with the ADA Amendments Act (ADAAA) of 2008 and Section 504 of the Rehabilitation Act of 1973. The purpose of accommodations is to provide equal access to educational opportunities to otherwise qualified students with disabilities. It is not intended that academic standards be lowered or essential elements of programs or courses be changed, and accommodations are not intended to ensure a satisfactory or desired grade or evaluation. In determining reasonable accommodations, consideration will be given to the student's documented needs, essential elements of the involved courses or university activities, and institutional resources. Academic accommodations may include modifications in the classroom, in assignments, and in the way tests are administered. Non-academic accommodations may include modifications and assistance relating to physical accommodations in the residence halls and mobility and access to campus buildings. Accommodations are granted in response to student requests on the basis of determined need and documentation of disability. In the event that disagreements arise between students and professors or administrators of the University over issues of accommodation, a due process procedure has been developed to settle such disagreements.

Counseling Support

Cushing Center for Counseling and Academic Support (CCAS)

CCAS is dedicated to serving Eastern University students who need academic, psychological, or disability services to realize their potential during their college experience. Services are offered at no extra charge to students currently enrolled students in degree programs, contingent on demand and staff availability. Please contact the CCAS office for further information on our offerings or how to access services. ccas@eastern.edu or 610.341.5837. Telehealth options are also available.

Student Standards of Conduct

Ethical Practice

Students are expected to behave in their internships in a manner that is in compliance with the internship requirements, National Association of Social Work (NASW) Code of Ethics, Council on Social Work Education (CSWE) Competencies, and Agency requirements outlined in the Learning Contract.

Technology Guidelines

We are living in a time of tremendous growth in the areas of technology and social media. The use of technology is changing so rapidly that the creation of policies to provide guidelines for the ethical use of technology in the social work profession is lagging behind. While the use of technology assists social workers in networking and maintaining communication, there are boundary issues to be attuned to, to ensure ethical practice, particularly around confidentiality, privacy, and dual relationships.

If the internship agency/host setting has a policy on the use of technology and social media, the student is responsible for following that policy as long as doing so would not conflict with the NASW Code of Ethics.

In the absence of an agency policy, the following guidelines should be followed:

1. A student should be given a phone number and email address through the agency if these modes of communication must be used. It should be noted that if the student uses their personal cell phone to make calls, the number should be blocked (enter *67 then the number dialed) or preferably, the student should attain a number through Google Voice.
2. While we have all become used to routinely texting and checking email on our devices, it is unprofessional to text, make/answer a phone call, or check email while with a client, during supervision, or in a professional meeting or setting, unless for tasks related to the internship.
3. To ensure developing professionalism, particularly in regard to confidentiality, the student should not refer to a client or name/discuss their agency site or internship on any social media site.
4. When posting on social media, the student should be mindful of what is being posted to ensure their privacy, safety, and professionalism as well as strive to represent themselves, Eastern University, the internship site/personnel, and the social work profession with integrity.
5. Guidelines for Telehealth as delineated by the National Association of Social Workers website should be adhered to in all virtual situations:

“Telemental health is the practice of delivering clinical health care services via technology-assisted media or other electronic means between a practitioner and a client who are located in two different locations. Treatment is considered to take place where the client is. With telemental health, social workers must make sure they are practicing legally and ethically; following state licensure regulations; and adhering to state and federal practice guidelines and payer contract agreements” (NASW, Telemental Health, 2020). See: [Telemental Health \(socialworkers.org\)](http://socialworkers.org)

Academic Integrity Policy and Procedure

Eastern University desires for members of its community to strive for original thought in all pursuits of academic inquiry. We believe that each individual has been made in the image of God and possesses a unique vantage point on aspects of faith, reason and justice. As such, assigned coursework should provide an opportunity for that individualized perspective to be expressed. To that end, the university policy on academic integrity aims to provide clear expectations for faculty and students.

Expectations for Faculty

All Eastern University instructors commit to educating students on the university standards regarding academic integrity. To that end, faculty are required to do the following:

- Affirm academic integrity as a core institutional value.

- Include the academic integrity policy in their syllabus and link to it in their course's LMS.
- Assess how well their students understand academic integrity policies and expectations.
- Define the preferred documentation style for the course (Social work requires APA.)
- Provide students with their preferred resource for documentation guidelines, along with any adaptations of those guidelines in written form.
- Communicate your role as a guide and mentor, explain how to ask questions regarding academic coursework and academic integrity proactively.
- Provide information about Eastern University's Writing Center Support
- Articulate any acceptable use of generative software (e.g. large-language model AI) for each assessment.

Expectations for Students

Eastern University students are expected to complete all academic work as individuals. To that end, students are required to do the following:

- Present words, pictures, ideas, data, and artwork that are one's own in written, audio, and/or visual form.
- When incorporating words, pictures, ideas, data, and artwork that are not one's own in written, audio, and/or visual form, document those sources appropriately, following the citation guidelines provided.
 - Direct language taken from an outside source must be enclosed in quotation marks and cited properly. To omit quotation marks for a phrase that is taken word-for-word from a source is plagiarism.
 - Ideas taken from an outside source must be paraphrased and cited properly. To paraphrase without citing is plagiarism.
- Assume that all tests, assignments, and in-class work are meant to be completed by the individual unless otherwise specified by the instructor.
 - To complete an individual test, assignment or in-class work in a group or to have someone else complete the test, assignment or in-class work on the student's behalf is plagiarism.
 - To borrow all or part of another individual's work on the same test, assignment or in-class work is also a form of academic dishonesty.
- Submit new work to one's instructor. Papers and assignments that were completed for another class are not accepted unless explicit knowledge and consent of the instructor is given.
- Ensure that one's own work is not improperly used by others, through not giving past assignments to students enrolled in different sections of the course.
- Use technology responsibly. Unless explicitly stated in the assignment guidelines, students are prohibited from using AI or AI-enabled generative tools to replace aspects of academic assessments, including but not limited to full or partial automated text generation, plagiarism detection evasion, or unauthorized data analysis. Students must not submit content generated by AI systems without proper attribution and citation. The use of AI tools to aid in content creation should be within the bounds permitted by the instructor, and must be used only to supplement, and not replace, the student's own knowledge, understanding, and effort.

Tiers of Academic Dishonesty

Eastern University situates incidents of academic dishonesty within three tiers with varying levels of intentionality and corresponding consequences.

- Tier One Offenses may include the following:
 - misuse of paraphrasing
 - citation errors
 - recycling old work
 - other non-malicious errors
 - use of AI or AI-enabled generative tool(s) to replace aspects of an assignment
 - A Tier One AI offense might be something like:
 - Using an AI chatbot to generate a paragraph used in an essay or exam.

- Using an AI chatbot to produce an anecdote or hypothetical example for use in a presentation.
- Using an AI chatbot to generate a short-answer response to a take-home exam.

This tier should be viewed as rehabilitative and educative.

- Tier Two Offenses may include the following:
 - a student's second minor offense, of the same or differing nature from the first
 - plagiarism, particularly in one or more small portions of an assignment
 - cheating on an exam; including utilizing notes, study aids, or another's work when sitting for online or in-person examinations or quizzes, unless otherwise directed by the instructor
 - assisting or contributing to academic dishonesty through helping or attempting to help others commit an act of academic dishonesty.
 - use of AI or AI-enabled generative tool(s) to replace aspects of an assignment
 - A Tier Two AI offense might be something like:
 - Using a chatbot to generate or modify >50% of an essay's wordcount.
 - Using a chatbot to generate an entire essay that the student then paraphrases themselves.

This tier should be viewed as rehabilitative and educative.

- Tier Three Offenses may include the following:
 - paying someone to write a paper
 - copying the majority of a paper from an outside source with no attribution
 - submitting a paper that was largely written by someone else
 - fabricating or falsifying data, evidence, statistics, or material to augment one's original research or idea.

Academic Penalties for Academic Dishonesty

Academic integrity is vital to any university community. The Eastern University student is expected to live a life of honesty and integrity consistent with the demands of Christian discipleship. Therefore, dishonesty is regarded by Eastern University as an egregious violation of both the academic and spiritual principles of this community.

A student who commits an act of academic dishonesty will receive disciplinary sanctions, which may include educational initiatives, failure of the assignment, failure of the course, or separation from the University. Given the serious consequences of academic dishonesty, the student is encouraged to discuss any course-related difficulties openly with the appropriate Supervisor instead of resorting to dishonest conduct.

Process for Adjudicating Academic Dishonesty

All cases of academic dishonesty will be reviewed and adjudicated by the Supervisor. The Supervisor will submit the Academic Dishonesty Form. Academic dishonesty constitutes a violation of both the academic and spiritual principles of the University community. This report will be sent to the CHS Deans and/or the Office of the Provost, who will interface with the Office for Student Development as needed. As such, disciplinary action may occur at both the course and University level.

The Provost and CHS Dean have the discretion to modify the following procedures at any time during a specific investigation or adjudication, as circumstances warrant. Nothing contained in these procedures is intended to create or be interpreted as creating any contractual rights on the part of any student.

Appeals Procedure

Students may appeal the allegation of academic dishonesty and their grade through the University procedure for resolving grade disputes.

SECTION VI: INTERNSHIP DOCUMENTATION

Learning Contract

The purpose of the Learning Contract is to serve as a vehicle to allow the student and Internship supervisors or Site/Task Supervisors and MSW Faculty Supervisors to share expectations and to define, clarify, and focus the learning journey in the internship. In addition to meeting the identified competencies, dimensions, and related behaviors, the Learning Contract requires the student to develop individual, specific, and measurable learning goals and activities for each term in internship. The Learning Contract also serves as a useful document for evaluating the progress the student is making during the internship and should be utilized at the mid-internship evaluation (week 14) and the final evaluation at the end of the internship (week 28).

Procedures

At the beginning of the first term of internship, the student will review with their Internship Supervisor's or Site/task and Faculty MSW Supervisor, previous internships, work, and volunteer experiences; career goals; and particular learning interests and needs, as well as what they need to learn in the specific internship experience in order to carry out a social work service role. From this assessment, the student will develop individual and measurable learning goals and tasks or activities based on the competencies and behaviors as ways to meet these goals. The student and Internship Supervisor or Site/task and Faculty MSW Supervisor need to discuss and share ideas for the Learning Contract, but the student is responsible for writing and submitting a signed copy of the contract to the internship liaison via Brightspace by the date assigned by the Internship Director and the Internship liaison. The Learning Contract template first identifies the competencies and behaviors and then requires the student to identify the individual activities or tasks that the student, with the Internship Supervisor's or Site/task and Faculty MSW Supervisor's guidance, will complete to achieve these competency goals.

- Generalist (first year) students: Students in their generalist/ first year of internship should strive to develop a Learning Contract that integrates the generalist perspective into practice. The internship should allow the student a wide range of learning opportunities to practice generalist social work skills with individuals, families, groups, organizations, and communities.
- Specialization (2nd year or advanced standing) students: Students in their specialization/second-year, clinical trauma-focused internship should strive to develop a Learning Contract that integrates the foundation curriculum of social work practice from a generalist practice and the clinical social work practice curriculum at the specialization/ second year. The specialized internship should allow the student a wide range of learning opportunities to practice clinical social work with individuals, families, and small groups. The student and Internship Supervisor or Site/task and Faculty MSW Supervisor will use the Learning Contract throughout the internship to monitor the student's progress in achieving their identified learning tasks and goals.

Supervision Agenda

In preparation for supervision, students should complete a supervision agenda form to be reviewed, commented on, and signed by their Internship Supervisor or Site/task and Faculty MSW Supervisor. Students are to focus on their implementation of social work skills and how that implementation aligns with the 9 Social Work Competencies. The supervision agendas will also be used to track the student's hours in internship and to ensure they are achieving a satisfactory number of hours in direct client contact where they can implement their social work skills.

Students should use the supervision agendas and their time in supervision and consultation to guide professional judgment and behavior (e.g., come prepared for supervision with an agenda and are open to constructive feedback, assistance with ethical dilemmas, and new areas of learning, and take the initiative around opportunities to develop as a professional).

Social Work Internship Journals

The weekly journal is a valuable component of internship instruction for use in enhancing reflection, facilitating critical thought, expressing feelings, and demonstrating professional growth. Additionally, the journaling activity provides an opportunity for students to process and reflect on their use of self and learning throughout the duration of their practicum experience. Reviewing students' journal entries allows the internship liaison a glimpse into the students' experiences and practice behaviors while monitoring progress toward the learning contract goals.

The journal entry is not intended to be an exhaustive description of the week's events. Rather, the intention is to create small pieces that, when put together at the end of the practicum, will highlight the totality of students' personal and professional growth.

Students are expected to submit weekly journal entries to their Internship liaison through Brightspace. The student should also retain a copy of the journal. The Internship liaison for each cohort will establish specific criteria for submission dates and writing format. The Internship Liaison will review student's journals.

Process Recordings

Social workers utilize a variety of methods to record their practice for the purposes of recall, study, supervision, and accountability. In addition to any methods that the internship agency may require, the student is expected to use the process recording method laid out in the template found in the internship manual. This method of process recording. Once completed, students should share their process recording with their Internship Supervisor or Site/task and Faculty MSW Supervisor for feedback before submitting it to the Internship Liaison. Each student will submit 6 process recordings over the 28 weeks of the internship. The Internship Liaison will post the dates for submission on the Brightspace page for the Practicum courses.

A process record is a written, narrative account of a contact (individual interview, family conference, group session, organization or community meeting, etc.) in which the services of a social agency are offered by a social worker. It includes the significant facts and feelings of the contact and describes the bio-psycho-social-spiritual dynamics of the service as it is offered and either used or not used by the client or social system. Although most social agencies find that writing process records for all service contacts is too time-consuming. Nevertheless, process recording is a valuable tool for enabling students to improve the quality and effectiveness of their practice by means of a review of their own practice, internship instruction, and class discussion.

Faculty Internship Liaison Conference

The Internship Visit evaluation form serves as documentation of the Internship Visit that takes place in the first term (between Week 5-7) of the internship. The evaluation reflects initial student progress, as observed by internship personnel and with input from the student. It provides an opportunity to review how the internship is developing. It offers an opportunity for the Internship Liaison to support the student and internship agency in the initial stages of the internship.

Student Response to the Generalist and Specialized Evaluations

While evaluation is believed to be an ongoing formative process of evaluation of the student's development and learning focused on the acquisition of the nine competencies, both the student and the Internship Supervisor or Site/task and Faculty MSW Supervisor will lead the collaboration of the student and the Internship Supervisor or Site/task and Faculty MSW Supervisor in the completion of two evaluations during the course of the internship. The student and the Internship Supervisor or Site/task and Faculty MSW supervisor will use the learning contract and supervision agendas to document the student's growth and areas needing further support. Midway through the internship and again at the end of the internship. These documents will be used to assess the student's progress in achieving their learning goals of mastering social work skills and their implementation per the 9 Social Work Competencies. The student may add a final response to the evaluations at their discretion. All the involved parties will sign the evaluations. The student then submits them into the

Brightspace course, where the Faculty Internship Liaison and Internship Director review them.

MSW End of Internship Agency Evaluation by Student Intern and Internship Liaison:

At the end of each internship both the student and the Internship Liaison will be asked to complete their own evaluations of the Internship agency. These End of Placement Agency Evaluations serve as documentation of the evaluation of the host agency at the completion of the internship. This evaluation will take place after the completion of the internship placement. The evaluation reflects the agency's performance as observed by the internship liaison and the student in the internship over the course of the 28 weeks as the host agency. It provides an opportunity to review how the internship developed, offered opportunities for learning, and how the agency supported the student over the course of the internship. This evaluation will also reflect the agency's participation in pre-placement preparation tasks, follow-through with documentation, availability, and regular supervision. This evaluation will impact the potential for an agency to continue being a host agency for the EU MSW program.

SECTION VII: POLICIES AND PROCEDURES RESOLVING CHALLENGES IN INTERNSHIP

Internship Selection Process

All MSW students are required to go through the internship selection process in order to be eligible for internship. Students may explore internship options but are not to schedule agency interviews without the approval of the Internship Director. Not following the designated internship process or scheduling independent interviews may place the student's status in the internship process in jeopardy.

Student Refusal to Accept an Internship

Student Refusal to Accept an Internship

The process of identifying and selecting an agency for an internship is a collaboration between the student and the Internship Director. Students are encouraged to share their preferences, which the Internship Director will do their best to heed. Given challenges that may exist in locating appropriate organizations that meet the CSWE requirements or rural settings, students may need to select an internship that may be outside of their ideal vision. Students will be provided with up to 3 internship opportunities in succession. Should the student elect to not choose any of the three settings without documentation of extenuating circumstances, the Internship Director will hold a meeting with the student and the student's academic advisor to discuss the student's ability to continue with the MSW program.

Students Not Accepted After an Interview

If the student or the agency representative has serious reservations about the internship, the Internship Director will address any reservations with both parties to determine whether adjustments might be made to facilitate a successful match. However, an interview with another agency will be scheduled if the issues cannot be resolved. If a student is not accepted for an internship, the Internship Director will seek constructive feedback from the agency in order to work with the student developmentally in preparation for future interviews. The ultimate determination of an internship match is up to the Internship Director. After two interviews, students who are not matched with an agency must participate in an administrative review with the Internship Director and their academic advisor to discuss the next steps. Based on feedback received from the agencies and the student's response to feedback discussed during the administrative review, options may range from a third internship interview to a delay in placement.

Request to Change Internship Mid-term

Students are expected to complete 4 terms (28 weeks) of their generalist and specialized internships at their assigned agency. If a student wishes to change their practicum agency, the student should discuss the matter first with the Internship Liaison and then with the Internship Director. Any change in internship within or between terms must be supported by educational reasons, and must be recommended by the Internship Liaison and the Internship Director. Changes in internship during the term are considered only in extreme cases. Factors such as outside employment, potential for a better job, or changing interests in areas of practice are not considered sound educational reasons for making a change during the internship.

Internship is Terminated by the Agency

If a student's internship is terminated by the agency for any reason related to student performance, the Internship Director will review the circumstances of the termination based on information received from the MSW Internship Supervisor, site/task supervisor (as applicable), Internship liaison, and a meeting (on campus or via video conference) with the student. A determination will be made by the Internship Director and MSW Program Director whether or not the student will be offered a new internship or receive a failing grade for internship. If it is determined that the student is unable to meet performance expectations in the internship to issues related to professional behavior, professional competence, ethical behavior, conduct, or is otherwise not suited for the profession, the student may immediately receive a failing grade and be dismissed from the program. A failing grade due to internship termination will supersede any other mark, including a "W" for

withdrawal. In certain circumstances, a student may be offered the opportunity to repeat their internship after demonstrating understanding of the concerns that led to the termination, detailing the efforts made to address the concerns, and demonstrating evidence of improvement. In the agency matching process, students will be made aware of their internship policies related to drug testing. Students may be drug tested during the interview process at their placement site. Some sites may also require random drug screenings throughout the placement. Should a student test positive for drugs when screened for any reason, the student may be terminated from the placement and dismissed from the program. Eastern University's policies for failure, dismissal, withdrawal, and reinstatement apply to the internship failure.

Professional Performance Criteria

Review of Challenges related to Student Professional Performance

The NASW Code of Ethics is a set of standards that guide the professional conduct of social workers. CSWE also provides competencies (as mentioned previously in this handbook) in which students should aspire to adequately achieve (CSWE EPAS, 2015). Achievement of the CSWE Competencies and abiding by the NASW Code of Ethics is essential to academic progress and professional development of social work students. The behaviors that students are expected to adhere to are categorized by these four dimensions: knowledge, values, skills, and cognitive and affective processes. In the event a student's behaviors are not aligned with the NASW Code of Ethics or the expected core competencies, faculty will implement the procedures outlined below.

- The Internship Supervisor/Liaison/Professor will meet with the student to discuss the identified concerns. In the event that this initial discussion does not resolve the concerns, the concerns will be addressed by the MSW Program Director.
- The MSW Program Director will facilitate an MSW Team Meeting, including the student, to discuss the identified concerns. A Plan of Development (plan) will be created and instituted in an effort to resolve the concerns. The plan will be formally reviewed at a date determined by the team. In the event that the student does not make the required improvements as outlined in the plan, the team and the student will meet with the Chair of the Social Work Department.
- The Chair of the Social Work Department will determine next steps, including the possibility of termination or academic probation.

SECTION VIII: HELPFUL INTERNSHIP RELATED RESOURCES

Internship FAQ

Is an internship required?

Yes, internships are required as part of the Council for Social Work Education Accreditation. Students in the advanced standing program will complete one internship at the specialized skill level. Students in the two-year program will complete two internships, one at the generalist level and one at the specialized level.

How many hours are required?

Eastern University's MSW Online Program requires at least **400 hours** in the generalist year and **500 hours** in the specialization year internship. Students are to complete 14.5 hours per week at their agencies in the generalist year, and in the specialization year, students complete 18 hours weekly. Each of the internship experiences lasts a duration of 28 weeks across four terms. In addition to internship hours, students must attend the weekly Zoom meeting (1 hour) for the practicum course concurrent with their internship. Attendance and participation in the weekly Zoom meetings are required to pass the internship portion of the MSW. Meetings are typically mid-week in the evening (* i.e. 8 pm EDT).

What is the difference between the generalist and specialization years?

The generalist year is the foundation year of the program and begins after four terms of classes. This is an opportunity to gain valuable experience across micro/mezzo/macro activities that support individuals, groups, and families in achieving basic needs. Students complete a minimum of **400 hours** in the generalist year. The specialization year is the second practicum experience, where students gain more intensive and specialized knowledge as advanced generalist practitioners. Students complete a minimum of **500 hours** in the specialization year.

How are the agencies selected?

Your internship will be arranged through collaboration with the Internship Director. If you know the organization where you may want to be placed, please share this with the Internship Director *first* at the time of your meeting so that **the Internship Director can reach out to the organization**. Otherwise, the Internship Director will research organizations in your area and reach out to ones in line with your expressed areas of interest.

I work in a social work setting. Can I use my job for one of my internships?

There are guidelines around the use of employment location as an internship. Students may use their place of employment as a potential internship if their job tasks are social work related. Students must complete the Employment-Based Internship proposal during the term before their projected internship. Within the proposal, students must clearly explain in detail how their job tasks align with the 9 Social Work competencies and identify additional tasks beyond their current work role, which they can focus on during their employment-based internship. Students must also identify an MSW with two years post MSW experience who can serve as their internship supervisor. This individual must be someone other than their current work supervisor. All employment-based internships will need to be approved by the Internship Director at least 30 days prior to the start of the internship.

Appendix A



SOCIAL WORK DEPARTMENT Internship Placement Application

INTRODUCTION

Welcome to internship! Since you have been successfully admitted to the social work program, it is time to prepare for your internship. You are about to embark on a key learning opportunity offering the practical application of social work knowledge, values, and skills. This learning opportunity and successful completion of the internship is important to your preparation as a beginning generalist social work professional.

Please complete the application below. The application will be submitted to and reviewed by the MSW Internship Director to assist in arranging your upcoming internship. The application includes important information to help prepare you for the internship. It also includes relevant questions related to the internship. You will note that some of these questions are detailed as well as sensitive in nature. Please take time to complete this application in full and to update your resume highlighting any social work-related experience(s). Once your application is completed you will be asked to meet individually with the Internship Director to explore internship opportunities.

PERSONAL INFORMATION

Date: [Click here to enter text.](#)

Name: [Click here to enter text.](#)

EU ID#: [Click here to enter text.](#)

Cell Phone: [Click here to enter text.](#)

E-mail: [Click here to enter text.](#)

Home Address: [Click here to enter text.](#)

Program: Generalist

Advanced

Do you speak any language other than English fluently? YES NO

*If yes, what language(s)? [Click here to enter text.](#)

Can you write in the language(s)? YES NO

Will you be working during the internship? YES NO

*If yes, what location, days, and hours? [Click here to enter text.](#)

TRANSPORTATION

Do you have a current and valid Driver's License? YES NO

Will you rely on public transportation to get to the agency? YES NO

Do you have a car to use for transportation? YES NO

*If yes, are you willing to carpool? YES NO

I understand that I am to use an agency vehicle, if part of my duties includes the transport of clients, and will provide a copy of my driver's license to EU and the agency. If I chose to use my personal vehicle to transport clients I will also provide a copy of my car insurance: YES NO

SELF-ASSESSMENT

Discuss your developing level of professionalism focused on key ways you hope to display professionalism in your internship. [Click here to enter text.](#)

List at least three strengths that you possess. [Click here to enter text.](#)

List at least three areas for growth: [Click here to enter text.](#)

List any concerns, limitations, or special circumstances (e.g., academic, financial, legal, medical, personal, physical, etc.) past or present, that may impact your application to internship or ability to perform the duties associated with internship. [Click here to enter text.](#)

CLEARANCES AND SCREENINGS

Do you have a recent criminal history, child abuse, FBI, and/or national sex offender registry clearance? YES NO

If yes, please submit copy(s) to the Internship Director.

I understand most agencies require one or more clearances to be *completed and received* prior to the start of the internship and this may be at my own expense unless the agency reimburses for this. YES NO

I understand if I will be working with children I must complete most of the above-named clearances and that the child abuse clearance takes the most time to come back. YES NO

I understand I must complete all clearances requested by the agency and failing to do so may result in not being permitted to begin at the agency and/or interact with clients until these are *completed and the results received*.

YES NO

I understand I may be required to complete background clearances (as noted above) or health screenings (including vaccinations/TB test/drug screening) prior to the start of my internship experience and I may be responsible for the costs associated with these. YES NO

INTERESTS AND EXPERIENCES

Describe any social work or related experiences you have had including employment and volunteer experiences. [Click here to enter text.](#)

Are you interested in your internship being at your current agency or work-site?

YES NO *If so, please consult the Work Site Internship Placement Agreement.

Which of the following areas interest you? (Mark all that apply and add others to the empty boxes)

- | | |
|---|---|
| <input type="checkbox"/> Children | <input type="checkbox"/> Individuals |
| <input type="checkbox"/> Adolescents <input type="checkbox"/> Male/ <input type="checkbox"/> Female | <input type="checkbox"/> Families |
| <input type="checkbox"/> Adults | <input type="checkbox"/> Groups |
| <input type="checkbox"/> Older Adults | <input type="checkbox"/> Communities |
| <input type="checkbox"/> Women/ <input type="checkbox"/> Men | <input type="checkbox"/> Child Welfare |
| <input type="checkbox"/> Suburban | <input type="checkbox"/> Adoption |
| <input type="checkbox"/> Urban | <input type="checkbox"/> Foster Care |
| <input type="checkbox"/> Rural | <input type="checkbox"/> In-Home Services (Child Welfare) |
| <input type="checkbox"/> Developmental Disabilities | <input type="checkbox"/> Homelessness |
| <input type="checkbox"/> Mental Health | <input type="checkbox"/> Shelter/ <input type="checkbox"/> Transitional Housing |
| <input type="checkbox"/> Health | <input type="checkbox"/> Material Assistance |
| <input type="checkbox"/> Drug and Alcohol | <input type="checkbox"/> Immigrants/ <input type="checkbox"/> Refugees |
| <input type="checkbox"/> Teen/Pregnancy | <input type="checkbox"/> LGBT |
| <input type="checkbox"/> HIV/AIDS | <input type="checkbox"/> School/ <input type="checkbox"/> Alternative Education |
| <input type="checkbox"/> Ant-Human Trafficking | <input type="checkbox"/> Afterschool program |
| <input type="checkbox"/> At Risk Youth | <input type="checkbox"/> Legal Aid/Victim Services |
| <input type="checkbox"/> *Domestic Violence | <input type="checkbox"/> Community Center |
| <input type="checkbox"/> Faith-Based (Christian) Agency | <input type="checkbox"/> Church |
| <input type="checkbox"/> Home Visits (To client's home) | <input type="checkbox"/> Day Center (Older Adults) |
| <input type="checkbox"/> Residential Setting (Clients live there) | <input type="checkbox"/> Nursing Home |
| <input type="checkbox"/> Short-term relationships (meet 1-3xs) | <input type="checkbox"/> Hospital |
| <input type="checkbox"/> Long-term relationships (meet on-going) | <input type="checkbox"/> Other Click here to enter text. |

***NOTE:** Placements in the area of domestic violence require a 40-hour training prior to the start of the internship.

List the top 2-3 types of settings or populations you would like to serve.

1. [Click here to enter text.](#)
2. [Click here to enter text.](#)
3. [Click here to enter text.](#)

Do you have a particular agency (or type of agency) of interest. If so, list the agency (or type of agency) with any contact information, if applicable. [Click here to enter text.](#)

CONSENTS

I understand that information contained in this application or attained through internship meetings with the Internship Director may be shared with potential internship site personnel.

YES NO

In keeping with the Family Educational Rights and Privacy Act (FERPA 20 U.S.C. § 1232g; 34 CFR Part 99) I give permission for relevant information to be released to internship site personnel.

Student Signature: [Click here to enter text.](#)

(Student's typed name serves as the signature)

I have updated my resume and have *emailed* this version to the Internship Director. YES NO

I give permission for a copy of my resume to be forwarded to the internship site, if requested.

Student Signature: [Click here to enter text.](#)

(Student's typed name serves as the signature)

I have reviewed the Internship Guidelines of the Social Work Department. YES NO

I have read the NASW Code of Ethics and agree to follow the tenets of the code

<http://www.socialworkers.org/pubs/code/code.asp>. YES NO

I have reviewed the Student Handbook and am familiar with the policies and processes related to internship..

YES NO

- 1) *I understand I must be prepared to complete the internship during regular agency daytime hours (e.g., 9am-5pm M-F) and I am committed to arranging my schedule to accommodate this requirement.*
YES *NO*
- 2) *I understand there are limited agencies offering evening or weekend internship hours and if I am seeking this it will impact my internship options.* *YES* *NO*
- 3) *I understand that to maximize my learning my hours need to be met in large time segments and I cannot fulfill my hours in a configuration such as two hours per day five days per week as this does not serve clients well or maximize my learning opportunities.* *YES* *NO*

I certify that the information on this completed application is accurate and complete.

Student Signature:

(Student's typed name serves as the signature)

Please submit materials to

MSW Internship Director

Joy Elvin, MSW, Ed.D. joy.elvin@eastern.edu

Appendix B



College of Health and Sciences
Affiliation Agreement

Social Work Department

This agreement is freely entered into by Eastern University on behalf of its Social Work Internship Program (The University) and _____ (The Agency). This memorandum seeks to clarify the roles of all parties in their collaborative endeavor to provide an educational internship experience to _____ (The Student). The University has determined that the internship of the Student in the Agency is consistent with the goals of the program, standards for generalist practice or specialized practice, and the accreditation standards of the Council on Social Work Education (CSWE).

As a component of the Masters of Social Work degree program, students must successfully complete a minimum of 400 clock hours of internship during the first generalist year of their MSW program and a minimum of 500 clock hours of internship during the second, specialized year of their MSW program in a social service agency or organization that meets the accreditation standards of CSWE.

The executed agreement serves as a confirmation of the Student's internship at the Agency and shall remain in effect for the duration of the internship.

The University will:

1. Provide orientation to the Student regarding the internship process and distribute the Internship Application.
2. Screen the Student for internship, ensuring that the student was successfully admitted to the Social Work Program, has met the criterion for social work internship at the masters level, and has completed the Internship Application.
3. Match the Student with the Agency that complements the Student's level in the program, interests, and abilities, and the Agency's needs and requirements.
4. Facilitate the interview process between the Student and the Agency.
5. Provide the Agency with the Student's resume, when requested and, with permission from the student (in compliance with the Family Educational Rights and Privacy Act-FERPA), additional information related to the Student.
6. Maintain liability insurance coverage in the amount of \$1,000,000 per claim for its personnel and the Student participating in this internship.
7. Inform the Student that as part of their responsibilities, they may need to transport clients. In these instances, the Student should transport the client in an Agency vehicle. If the Student is using their personal vehicle for Agency purposes, e.g., home visits, transporting clients, etc., they should have adequate automobile insurance.
8. Inform the Student that they may be required to complete background clearances, health assessments/immunizations, or attend an orientation/training prior to the start of the

internship and that these may need to be completed at the Student's expense if there are costs not covered by the Agency.

9. Request that the Agency Internship Supervisor and Task Supervisor, if applicable, complete a Internship Supervisor Information form to verify contact information and credentials.
10. Provide an informational and educational opportunity (with CEUs for licensed social workers), for Agency internship personnel, prior to the start of each internship by the Internship Director or an appointee.
11. Distribute the Internship Manual (or update) to the Agency and Social Work Student Handbook to The Student.
12. Distribute the Internship Evaluation Report, Internship Calendar, Learning Contract, course syllabi, and other relevant internship documents to both the Student and the Agency.
13. Appoint a faculty member (Internship Liaison) to represent The University as the primary contact for the Agency and the Student once the internship begins.

The Internship Liaison will:

- a. Provide consultation to the Agency by phone, e-mail, and zoom meetings.
 - b. Conduct a virtual visit to the Agency during the internship for the purpose of evaluating the Student and the Agency internship and complete a written report documenting the visit.
 - c. Monitor and Review Student's submissions of Internship Supervision Agendas, and Internship Hours, and Supervision Documents. The Internship Liaison will review the forms for completion and ensure students are meeting with clients, working on tasks related to the 9 Social Work Competencies as identified in the Learning Contract, and using supervision productively. The Internship Liaison will also use the forms to monitor for potential challenges and areas in need of additional attention in class.
 - d. Monitor the Student's compliance with the internship requirements, National Association of Social Work (NASW) Code of Ethics, Council on Social Work Education (CSWE) Competencies, and Agency requirements outlined in the Learning Contract.
 - e. Review the mid-semester evaluation at week 14 and the final evaluation at the end of the internship.
 - f. Assign a grade of pass/fail for the internship for the Student.
14. Consult with the Agency and the Student to develop a plan of correction when the Student's educational needs are not being met or the Student is no longer being supervised by a qualified Agency professional, and remove the Student from the Agency when a plan of correction does not ameliorate the area of concern.
 15. Award educational credit to the Student once the internship requirements have been met.

The Agency will:

1. Provide an educational opportunity for the Student consistent with the details at the beginning of this agreement.
2. Interview the Student, request information needed, and communicate with the University regarding the acceptance of the Student.

3. Inform the University and the Student when part of the Student's responsibility will require them to transport clients. In these instances, the Student should transport the client in an Agency vehicle. When an Agency vehicle is unavailable, the Agency will consult with the University.
4. Request that the Student complies with any requirements including, but not limited to, completing background clearances, health assessments/immunizations, or attending an orientation/training prior to the start of the internship.
5. Ensure confidentiality of the Student's information and records in keeping with FERPA.
6. Provide an internship covering the required hours during the internship period.
7. Designate an Internship Supervisor, acceptable to the University and possessing an MSW from a CSWE-accredited program with two years' post-MSW experience. If there is no one with these qualifications, task supervision, a person with a Masters degree and two years of postgraduate professional experience can supervise the student's learning experience, and the University will provide an MSW supervisor as Internship Supervision. The agency will be asked to complete the Internship Personnel Information form to verify these credentials.
8. Inform the University of any changes in the Internship Supervisor or other internship personnel (e.g., dismissal of the Internship Supervisor, assignment of a Task Supervisor, etc.).
9. Allow the Internship or Task Supervisor sufficient time to provide an orientation and ensure ongoing weekly supervision (minimum of one hour per week) for the Student.
10. Provide a safe work environment for the Student that meets all federal and state safety guidelines and, to the extent possible, first aid for any illnesses or injuries that occur while the Student is at the Agency.
11. The Agency will provide a Safety Orientation, which will include the following:
Discussion of policies and procedures related to
 - COVID-19 protocols,
 - Equal Opportunity and Affirmative Action (EOAA) policies and procedures,
 - Title IX grievance processes
 - Mandated Reporting
 - Training necessary to protect the student in the case of client agitation or violence and other safety needs specific to the function of the agency.
 - Fire emergency procedures - Clear route to emergency exits and fire alarms
 - Review of Active Shooter procedures
 - Identify medical dangers, if applicable - risks of exposure to infectious disease or infections and safety precautions to minimize those risks.
 - Identification of high-risk neighborhood areas and trouble spots
 - Home visit and outreach procedures
 - Safety procedures regarding home visits and outreach
 - Call-in
 - Buddy system
 - Escorts
 - Logs
12. Provide adequate workspace and the necessary resources to complete assigned tasks.
13. Treat the Student as a learner as they are not an employee of the agency.

14. Create the Learning Contract with the Student (reflecting CSWE Competencies) at the start of the internship and update as needed (e.g., when there is a change in the Student's role or assignments).
15. Provide the Student with learning experiences consistent with masters level generalist or specialized social work practice.
16. Discuss with the Student Agency policies and procedures that the Student will be required to meet and model ethical practice standards in keeping with the NASW Code of Ethics.
17. Provide the Student an opportunity to engage in direct social work practice on a weekly basis.
18. Provide the Student time to write process records of one of their direct practice contacts and review process records as submitted by the Student.
19. Participate with the Internship Liaison and the Student in evaluation meetings.
20. Complete the mid-internship reflection, as requested, and the final evaluation review the evaluation with the Student and submit it by the stated deadline.
21. Notify the Internship Liaison of any concerns, unsatisfactory performance, or misconduct by the student, and provide the appropriate documentation, if requested. In instances where there are significant concerns, the Agency will consult with the University to develop a plan of correction with the Student; and may request the removal of the Student from the Agency when a plan of correction does not ameliorate the area of concern.
22. Not use the information provided by the University with respect to the Student for any purpose other than to comply with the terms of this agreement. The Agency agrees that it will not further disclose personally identifiable information about the Student that it receives from the University pursuant to this Agreement unless the Student consents in writing to such disclosure or unless the Agency can otherwise legally disclose the information under FERPA.

The Student will:

1. Be successfully admitted to the Social Work Program at the University.
2. Participate in an orientation to the internship process offered by the University.
3. Complete an Internship Application, including the submission of a resume to the University.
4. Interview with the Agency prior to acceptance of the internship.
5. Transport clients utilizing an Agency vehicle, if stipulated by the University and the Agency as a requirement of the internship. The Student will provide the University and the Agency with proof of a valid driver's license. If an Agency vehicle is not available, and the Student consents to the use of the Student's personal vehicle for Agency purposes (e.g., home visits, transporting clients, etc.), the Student will provide the University and Agency proof of automobile insurance for the vehicle being used.
6. Provide personal transportation to and from the internship and any required training or other learning activities at the Student's expense.
7. Complete requirements as requested by the Agency, including, but not limited to, background clearances, health assessments/immunizations, or attendance at an orientation/training prior to the start of the internship. These may need to be completed at the Student's expense if there are costs associated and not covered by the Agency.

8. Follow the procedures and policies of the University as stated in the Social Work Student Handbook.
9. Attend orientation sessions at the Agency as assigned by the Internship Supervisor.
10. Negotiate a Learning Contract with the Agency Internship Supervisor (reflecting each of the 9 CSWE Competencies) and submit a copy to the Internship Liaison on the assigned due date.
11. Arrive on time and stay for the full required hours at the agency on internship days (as described in the Learning Contract and noted on the Internship Calendar).
12. Immediately notify the agency Internship Supervisor and Internship Liaison of any absences or late arrivals/early departures and of the plan to make up missed hours/days and be familiar with the Agency's Inclement Weather Policy.
13. Practice in a manner that is consistent with the NASW Code of Ethics (including professional standards of confidentiality), CSWE Competencies, and the policies and procedures of the Agency. If a violation occurs, the Agency Internship Supervisor should immediately notify the Internship Liaison.
14. Participate in all weekly supervisory sessions associated with the internship. Students will complete and submit Internship supervision agendas to their Internship Supervisor/Task Supervisor to be used as a tool during supervision. Utilizing this form will enable students to document their client contacts as well as growth and challenges encountered in the field. At the end of supervision sessions, the Internship supervisor/Task Supervisor will sign the completed agenda form, and the document will be submitted to the Internship Liaison by the student via the Brightspace LMS. Students will also complete process records and submit them to the Internship Supervisor.
15. Participate in meetings with the Internship Liaison at the Agency and provide input into the completion of the evaluation, meeting with the Internship Supervisor to review the evaluation.

Each party agrees to perform their respective duties under this Agreement without discrimination on the basis of race, sex, sexual orientation, religion, national origin, age, and handicap. The Agency agrees to accept qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act of 1990. If the Student has self-reported their disability to the University Disability Services, faculty will consult with the Agency on a case-by-case basis to determine whether the University or the Agency will provide reasonable accommodation(s).

Interns are not considered employees of either the University or the Agency.

Each party shall indemnify and hold the other parties harmless from and against any losses, costs, liabilities, and expenses, including attorneys' fees, arising out of the breach of the representations, warranties, and covenants made by such parties herein, or out of such parties' negligence or willful misconduct.

Any stipulations to this agreement are noted below:

This agreement may not be modified without the written consent of both the University and the Agency.

E.U. MSW Internship Director: Joy Elvin

Date:

E.U. MSW Program Director: Paul Felker

Date:

Internship Liaison: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Agency Representative:

Date:

Student: [Click here to enter text.](#)

Date:

Appendix C



EASTERN UNIVERSITY
 Social Work Department
 1300 Eagle Road
 St. Davids, PA. 19087-3696

Internship Personnel Information

Today's Date: [Click here to enter text.](#)

Internship Supervisor's Name (**Complete this portion if you have an MSW and 2 years' post MSW experience**): [Click here to enter text.](#)

School: [Click here to enter text.](#) Year: [Click here to enter text.](#)

Graduate Degree: [Click here to enter text.](#) Concentration: [Click here to enter text.](#)

License LSW or LCSW: [Click here to enter text.](#)

Agency: [Click here to enter text.](#)

Your Title: [Click here to enter text.](#)

Branch (if applicable): [Click here to enter text.](#)

Address: [Click here to enter text.](#)

Phone: [Click here to enter text.](#) Fax: [Click here to enter text.](#) E-mail address: [Click here to enter text.](#)

Number of years with this agency: [Click here to enter text.](#)

The number of years of supervisory experience: [Click here to enter text.](#)

Is this the first student you've supervised? Yes: [Click here to enter text.](#) No: [Click here to enter text.](#)

Name(s) of Eastern student(s) supervising: [Click here to enter text.](#)

If Applicable, please complete – Site Supervisor Information

Site Supervisor's Name: [Click here to enter text.](#)

School: [Click here to enter text.](#) Year: [Click here to enter text.](#)

Graduate Degree: [Click here to enter text.](#) Concentration: [Click here to enter text.](#)

License LSW or LCSW: [Click here to enter text.](#)

Your Title: [Click here to enter text.](#)

Address (If different from Internship Supervisor): [Click here to enter text.](#)

Phone: [Click here to enter text.](#) Fax: [Click here to enter text.](#) E-mail address:
[Click here to enter text.](#)

Number of years with this agency: [Click here to enter text.](#)

The number of years of supervisory experience: [Click here to enter text.](#)

Is this the first student you've supervised? Yes: No:

Name(s) of Eastern student(s) supervising: [Click here to enter text.](#)

Appendix D



**College of Health and Sciences
Department**

Social Work

MSW Online Generalist/Specialized Learning Contract

An important part of developing an effective and beneficial relationship between the student and the Internship Supervisor is clarifying mutual expectations. One way to facilitate this process is for the student and Internship Supervisor to collaborate in developing a learning contract during the first several weeks of internship. Contracting skills that are learned in doing this can also be applied in practice.

Important parts of the contract are detailed below:

1. A template is provided for you at the bottom to use. You can copy and paste into another document, or type directly into the template. The learning contract only should be uploaded on dated, and signed by the student and the Internship Supervisor, and submitted to the Faculty Internship Liaison early in the first term of the internship and can be updated as needed to reflect the current agreement around learning between the student and the agency.
2. You should have the Internship Supervisor (at the agency), site supervisor if applicable (at the agency) and Faculty Internship liaison (at the university) listed with their contact information.
3. As you develop the contract, please keep in mind the nine core competencies of Eastern's M.S.W. Program, which are adapted from the *Educational Policy and Accreditation Standards* (2015) of the Council on Social Work Education (CSWE) and listed below. Learning goals should reflect these in activities, and will end up being how you are evaluated for mastering that competency. For Advanced Generalist Year, you should refer to the Advanced Generalist Practice Behaviors.
4. Learning activities should be concrete, measurable, time oriented (rather than ongoing, choose specific time markers where this can be assessed) and list 2-3 for each competency. Activities can reflect assignments that integrate the internships and course work.

Instructions on how to complete each section:

A.Assignments: This section specifies your planned assignments in the agency that also meet the competencies above For *example*:

- Your *direct service load*, including the number and type of individuals, families, groups, organizations, and/or communities you will serve, as well as the frequency and type of contact; e.g., complete two intake assessments per week (C-7); develop a professional helping relationship with a client from a diverse population (C-3, 6, 8).

- Your *indirect service load*, including activities that you will carry out on behalf of the clients/systems you serve; e.g., develop a resource guide for housing services. (C-1, 4); e.g., advocate for low income housing (C-3, 8).
- *Process record* (see “Student Process Recording,” *Internship Manual*) at least seven (7) process records over the internship period (process record preferably one client contact every month during your agency hours (C-1, 9)
- *Other agency activities* that are not directly related to your service load but are nevertheless an important part of your development as a professional social worker; e.g., attend weekly staff meetings (C-1, 4, 5, 9).

B.Resources: This section specifies the resources to be provided to you by the agency. For *example*:

- Office space, desk, etc.
- Phone, computer, or other equipment.
- Materials and supplies.
- Transportation to service contacts (including financial reimbursements, as appropriate).
- Access to agency files, database, electronic records, or other equipment.
- Access to other agency professionals.
- Clerical support or computer access/email address/passwords, etc.

C. Safety Plan (agency specific safety guidelines, as applicable, and for COVID-19):

- Specific safety guidelines of the agency setting (e.g., universal precautions, personal safety in the field, securing personal belongings when in the agency, securing personal belongings when in the field, de-escalation of clients, etc.), *if applicable*.
- Each of the following **must** be addressed, though this is not an exhaustive list, and should be tailored to your agency setting including protocols for non-compliance (e.g., warning/plan of correction, training, removal from the agency, etc.). If the internship is remote please state this and revise the learning contract if the internship changes to in person (**Please attach any COVID-19 agency safety plan to this document, see below**):
 - Wearing masks (student, internship Supervisor, clients, co-workers)
 - PPE, if applicable
 - Washing/Sanitizing hands
 - Practicing social distancing
 - Cleaning/Sanitizing workspace
 - Temperature checks/Symptom checklist, if applicable
 - Testing expectations, if applicable
 - Vaccine expectations, if applicable

- Quarantine/Sick-leave plan (e.g., 14-day quarantine following a positive COVID test)
- Contact tracing

D. Methods of communication and accountability: This section specifies the student's and the Internship Supervisor's modes of communication with, and accountability to each other. For *example*:

- The specific days and hours you will be expected to be at the agency or conducting remote work.
- Internship Supervisor (and if applicable, Task Supervisor) supervision meetings including frequency, length, and time (approximately 1 hour, one time per week).
- Internship agenda.
- Service log, case notes, case reports, etc.
- Review of student's process recording (at least 7 per internship) and written assignments, (as appropriate).
- Internship Evaluation (at the end of each internship)

Council of Social Work Education Social Work Competencies

Social workers . . .

1. *demonstrate ethical and professional behavior;*
2. *engage diversity and difference in practice;*
3. *advance human rights and social, economic, and environmental justice;*
4. *engage in practice-informed research and research-informed practice;*
5. *engage in policy practice;*
6. *engage with individuals, families, groups, organizations, and communities;*
7. *assess individuals, families, groups, organizations, and communities;*
8. *intervene with individuals, families, groups, organizations, and communities;*
9. *evaluate practice with individuals, families, groups, organizations, and communities.*

Student:		Internship Year	(generalist or specialized)
Home phone:		Cell phone:	
Work phone:		Eastern email:	

Agency:	
Division/Unit :	
Address:	
Agency phone:	

Internship Supervisor:	
FI Email:	
FI Phone:	
Site Supervisor (if different than Internship Supervisor:	
SS Email:	
SS Phone:	

Note: The box will expand as you type.

Brief Description of Agency Setting:
Major Assignments:
Resources Available:
Safety Plan (Covid/Risk Related)

As part of the Learning Contract, please specify: a. Student's Schedule (include days & hours, make-up arrangements for absences)
b. Supervision (include days, times and with whom)
c. Other staff with whom the student will work to complete assignments (name and title)

Competency Educational Policy 2.1.1-Demonstrate Ethical and Professional Behavior.

Learning Activities and Time Frame

Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.

Activity/Task	Due Date
1	
2	
3	
4	

5	
Competency Educational Policy 2.1.2-Engage Diversity and Difference in Practice.	
Learning Activities and Time Frame Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.	
Activity/Task	Due Date
1	
2	
3	
4	
5	
Competency Educational Policy 2.1.3- Advance Human Rights and Social, Economic, and Environmental Justice.	
Learning Activities and Time Frame Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.	
Activity/Task	Due Date
1	
2	
3	

4	
Competency Educational Policy 2.1.4- Engage In Practice-informed Research and Research-informed Practice.	
Learning Activities and Time Frame Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.	
Activity/Task	Due Date
1	
2	
3	
4	
5	
Competency Educational Policy 2.1.5—Engage in Policy Practice.	
Learning Activities and Time Frame Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.	
Activity/Task	Due Date
1	
2	
3	
4	

5	
Competency Educational Policy 2.1.6— Engage with Individuals, Families, Groups, Organizations, and Communities.	
Learning Activities and Time Frame Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.	
Activity/Task	Due Date
1	
2	
3	
4	
5	
Competency Educational Policy 2.1.7— Assess Individuals, Families, Groups, Organizations, and Communities.	
Learning Activities and Time Frame Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.	
Activity/Task	Due Date
1	
2	
3	

4	
5	
Competency Educational Policy 2.1.8— Intervene with Individuals, Families, Groups, Organizations, and Communities.	
Learning Activities and Time Frame Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.	
Activity/Task	Due Date
1	
2	
3	
4	
5	
Competency Educational Policy 2.1.9— Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.	
Learning Activities and Time Frame Please list the activities and tasks that the student will undertake to achieve the educational outcomes. Indicate the due date or that the activity is ongoing.	
Activity/Task	Due Date
1	
2	

3	
4	
5	
Student Signature/date:	
Internship Supervisor Signature/date:	
Site Supervisor Signature/date: (as applicable)	
Faculty Internship Liaison Signature/date:	
Faculty MSW Supervisor (as applicable)	

Appendix E



Employment-Based Internship Proposal

The Council on Social Work Education (CSWE) states that student internship assignments and employment tasks may be the same and counted toward required internship hours if the tasks have clear links to the social work competencies and their related behaviors. The internship Supervisor and employment supervisor of a student may be the same person if the internship Supervisor possesses a Master's Degree in Social work from a CSWE-accredited program and has two years of post-graduate professional experience. If the employment supervisor does not have an MSW and two years of post-graduate experience but does have a Master's degree in a related field, they may serve as the Site/ Task supervisor for the student. It is preferred that students who choose to pursue an employment-based internship have an internship supervisor that is different from their employment supervisor.

In employment-based internships, supervision time for internship learning must be separate from supervision time for employment and must focus on learning, skill development, and competency development.

While the overlap between employment tasks and internship is allowed, you are encouraged to engage in some new activities to grow and meet the learning and professional goals.

Student Information

Name: Click or tap here to enter text.
 City: Click or tap here to enter text.
 State: Choose an item.
 Phone #: Click or tap here to enter text.
 Email: Click or tap here to enter text.
 Placement Start Date: Click or tap to enter a date.
 Placement End Date: Click or tap to enter a date.

Agency Information

Agency Name: Click or tap here to enter text.
 Agency Address: Click or tap here to enter text.
 City: Click or tap here to enter text.
 State: Choose an item.
 Zip: Click or tap here to enter text.
Student's Job Title: Click or tap here to enter text.
 Number of years employed in this position: Click or tap here to enter text.

Current Work Supervisor

Name:Click or tap here to enter text.

Title:Click or tap here to enter text.

Email:Click or tap here to enter text.

Phone:Click or tap here to enter text.

Proposed MSW Internship Supervisor

This individual has an MSW from a CSWE-accredited program with 2 years of post-MSW experience and is willing to serve as an Internship Supervisor. Whenever possible, this should not be your work supervisor.

Name:Click or tap here to enter text.

Title:Click or tap here to enter text.

Email:Click or tap here to enter text.

Phone:Click or tap here to enter text.

Proposed Site Supervisor (if applicable)

This is an individual who works at the agency and will have regular oversight of the student but does not necessarily have a social work background. A site supervisor is necessary if the internship Supervisor is external to the organization or is sometimes utilized when this person will work more closely with the student than the internship Supervisor.

Name:Click or tap here to enter text.

Title:Click or tap here to enter text.

Email:Click or tap here to enter text.

Phone:Click or tap here to enter text.

1. Please describe your organization, including its mission, program areas, size and the approximate number of professional staff, main office location, and satellite locations (as appropriate). Provide 3-4 sentences about your current job responsibilities and explain where your current job fits within the organization and your program.
Click or tap here to enter text.
2. Some employers may be able to accommodate you taking on additional activities as part of your work week, while others may require you to do this outside of your role. Describe any additional activities that your agency would support as part of your internship that are not part of your current role.
Click or tap here to enter text.
3. Is this your second placement at this agency?
 - No
 - Yes (FOLLOW-UP QUESTION)
 - i. Will you be in the same or a different role? If in the same role, what will you do to build on your generalist placement experience to make this a specialized placement? This may include but is not limited to adding tasks

beyond the job duties, taking on a special project, spending time in another portion of the agency, etc.

Click or tap here to enter text.

4. Your MSW internship Supervisor needs to provide at least **one hour per week of educational supervision** and will be involved in developing your learning contract and evaluations. You may also have a site supervisor that is also involved in your day-to-day activities and will also be involved in the development of your learning contract and evaluations.

Describe your plan to meet the above supervision requirements:

Click or tap here to enter text.

5. Please provide a minimum of one potential activity that you will participate in that will provide you with the opportunity to demonstrate each of the nine competencies. *You may attach this information on a separate page if needed.*
 - a. Competency 1: Demonstrate Ethical and Professional Behavior
Click or tap here to enter text.
 - b. Competency 2: Engage Diversity and Difference in Practice
Click or tap here to enter text.
 - c. Competency 3: Advance Human rights and Social, Economic, and Environmental Justice
Click or tap here to enter text.
 - d. Competency 4: Engage in Practice-Informed Research and Research-Informed Practice
Click or tap here to enter text.
 - e. Competency 5: Engage in Policy Practice
Click or tap here to enter text.
 - f. Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Click or tap here to enter text.
 - g. Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities
Click or tap here to enter text.
 - h. Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Click or tap here to enter text.
 - i. Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Click or tap here to enter text.

Organization Endorsements

We, the undersigned, attest to the accuracy of the attached statements and have read the proposed plan. We understand and will support the academic needs of this employee that go beyond and are in addition to the ordinary requirements of employment.

We agree to provide the experiences noted in the attached proposal. We also agree that if our organization is not already an approved site, we will complete and submit a Site Application for Consideration for Approval as an Internship Site. We recognize that no placement activities may commence until an Affiliation Agreement has been executed. In the event that the agency is not approved or all parties cannot come to an agreement regarding said Affiliation Agreement, we understand that the student employee may not conduct an internship placement at this site.

All signatures must be completed for proposal consideration. Placement hours may be logged once the proposal is authorized by the Eastern University MSW Internship Director.

Student/Employee Signature	Date
----------------------------	------

Employment Supervisor Signature	Date
---------------------------------	------

Internship Supervisor Signature	Date
---------------------------------	------

Signature approving Employer Based Internship Proposal:

MSW Internship Director	Date
-------------------------	------

Appendix F



College of Health and Sciences

Social Work Department

MSW Online Internship Visit Evaluation

This Internship Visit evaluation serves as documentation for the Internship Visit that takes place in the first term (between Week 5-7) of the internship. The evaluation reflects initial student progress, as observed by internship personnel and with input from the student. It provides an opportunity to review how the internship is developing and offers an opportunity for the Internship Liaison to support the student and internship agency in the initial stages of internship.

Student: Agency: Internship Supervisor: Site Supervisor: Internship Liaison:	Date:		Notes
	<i>Yes</i>	<i>No</i>	
Agency Orientation			
Caseload - current and proposed <i>Is the student getting direct weekly contact? If not, what is the plan to increase this?</i>			
Current Workload/Assignments- Is this too heavy/light? Does it reflect the appropriate level of MSW year?			
Learning Contract complete, reviewed and used in supervision.			
Supervision: Frequency and Duration:			

Is the student prepared?			
Process Recording <i>Has the student completed any and brought it to supervision for discussion?</i>			
Supervisor Aware of Program Expectations			
Student Strengths			
Student Areas of Growth			
Question/Concerns			
Additional Learning Opportunities or Resources <i>Include Recent Agency Developments here</i>			
Is the student demonstrating social work values? <i>Dignity and Worth, Self Determination, Social Justice, Competence, Integrity and Importance of Human Relationships</i>			
CSWE COMPETENCIES <i>To what extent is the student already demonstrating examples/or engaged in learning that fall under these competencies? Examples are helpful.</i>			
Competency 1	Demonstrates ethical & professional behavior.		
Competency 2	Engages diversity & difference in practice.		

Competency 3	Advances human rights & social, economic, & environmental justice.	
Competency 4	Engages in practice-informed research & research-informed practice.	
Competency 5	Engages in policy practice.	
Competency 6	Engages with individuals, families, groups, organizations & communities.	
Competency 7	Assesses individuals, families, groups, organizations & communities.	
Competency 8	Intervenes with individuals, families, groups, organizations & communities.	
Competency 9	Evaluates practice with individuals, families, groups, organizations & communities	

Internship Liaison Signature	Date of Visit

Appendix G**College of Health and Sciences****Social Work Department****Personal Safety Incident Report**

If any of the following incidents have occurred during an internship, please complete the form in full (e.g., verbal threat, damage to personal property, physical harm/injury). If you are unsure about completing this form, contact the Supervisor of your Internship Liaison or the MSW Internship Director for assistance.

Date of Report: [Click here to enter text.](#)

Student Name: [Click here to enter text.](#)

Agency: [Click here to enter text.](#)

Agency Internship Supervisor or Task Supervisor (if applicable) Name(s): [Click here to enter text.](#)

Faculty Internship Liaison: [Click here to enter text.](#)

Date and Time of Incident: [Click here to enter text.](#)

Description of Incident: [Click here to enter text.](#)

Name of ALL Parties Involved and Their Relationship to the Agency: [Click here to enter text.](#)

Describe ANY Action Taken to Date: [Click here to enter text.](#)

Describe your Satisfaction with this Action: [Click here to enter text.](#)

Signatures:

Student/Date [Click here to enter text.](#)

Internship Supervisor (or on-site Task Supervisor)/Date [Click here to enter text.](#)

Internship Liaison/Date [Click here to enter text.](#)

MSW Internship Director/Date [Click here to enter text.](#)

Return the completed form to the MSW Internship Director in the Social Work Department.

Appendix H



Eastern University Social Work Department

MSW Online Program

GENERALIST MID-INTERNSHIP REFLECTION (SOWK 571 a/b)

Student:	Date
Internship Supervisor:	Degree(s):
Site Supervisor:	Degree(s):
Title:	Agency:

This mid-internship reflection is intended to assist the internship Supervisor and the student to assess and provide formative feedback for the student's development and learning in the social work internship so far. It will provide a basis for planning future learning activities for the next 14 weeks for learning as well as recommendations for areas of strengths and growth needed. Please keep a copy of the mid-internship reflection for your records and to serve as a basis for planning and recommendations.

Part I**Internship Profile****A. Qualitative Profile of Student's Internship**

In the box (below), please describe the student's internship for the semester up until now. Include the types of activities the student engaged in, including the diversity of the populations served and so forth. The box will expand as you type.

B. Approximate Summary Profile of the Student's Internship

Internship	Generalist
-------------------	-------------------

Scheduled days and hours	
First day	
Number of Supervisory Conferences/Length of conferences	
Number of process records submitted to internship Supervisor	

C. Approximate Summary Service Delivery/Agency Activities Data

	Generalist Internship
Approximate Summary of Client Contact/Service Delivery	Assigned Case(s) Contacts
Total # of individuals	
Total # of families/groups	
Total # of communities/organizations	
Total # of staff meetings attended	
Total # of meetings on behalf of clients	
Total # of contacts with professionals	
Total # of other (please specify):	

Below are the 9 competencies that students will make progress toward mastery during their internship. Please comment on the strengths demonstrated and areas of growth the student should focus on in the next 14 weeks of the internship.

Competency 1: Demonstrates 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. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional 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 emerging forms of technology and the ethical use of technology in social work practice.

Practice Behavior:	
1 a	makes ethical decisions by applying the standards of the NASW Code of Ethics, the principles of the Statement of Faith and Practice of the North American Association of Christians in Social Work (<i>see the Internship Manual for a copy of these documents</i>), relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context

1 b	uses reflection and self-regulation to manage personal values and maintains professionalism in practice situations (<i>e.g., focuses on the needs of clients served and engages in ethical practice with boundaries such as maintaining confidentiality and using self-disclosure sparingly and appropriately</i>)
1 c	demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication
1 d	uses technology ethically and appropriately to facilitate practice outcomes (<i>e.g., holds confidentiality, works to maintain boundaries, etc.</i>)
1 e	uses supervision and consultation to guide professional judgment and behavior (<i>e.g., comes prepared for supervision with an agenda and is open to constructive feedback, assistance with ethical dilemmas, and new areas of learning and takes initiative around opportunities to develop as a professional</i>)
Comments on Strengths and Areas of Focus for Next 14 weeks:	

Competency 2: Engages Diversity and Differences 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, ethnicity, gender, gender identity and expression, immigration 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 experiences 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.

	Practice Behavior:
2a	applies and communicates an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (<i>e.g., understands how culture impacts presenting issues, help-seeking behavior, and resiliency within clients served</i>)
2b	presents herself/himself as a learner and engages clients and constituencies as experts of her/his own experiences (<i>e.g., engages clients with cultural humility</i>)
2c	applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems (<i>e.g., critically analyzes how Christian faith or spiritual/religious traditions can assist or hinder the helping process</i>)

Comments on Strengths and Areas of Focus for Next 14 weeks: .
--

Competency 3: Advances 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 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 and responsibilities are distributed equitably and that civil, political, economic, social and cultural human rights are protected.

Practice Behavior:	
3a	applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level (<i>e.g., recognizes injustice and inequalities facing diverse populations served</i>)
3b	engages in practices that advance social, economic, and environmental justice (<i>e.g., practices with clients in a manner that upholds human rights and justice including from a faith perspective</i>)
Comments on Strengths and Areas of Focus for Next 14 weeks:	

Competency 4: Engages In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice.

Practice Behavior:	
4a	uses practice experience and theory to inform scientific inquiry and research (<i>e.g., draws from interaction with clients to guide research of professional literature to better understand those being served and more effectively intervene</i>)
4b	applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (<i>e.g., reviews literature relevant to population being served or social problem being addressed and identifies the value of research done by the analysis of methods and findings</i>)

4c	uses and translates research evidence to inform and improve practice, policy, and service delivery (<i>e.g., draws from the professional literature, including evidence-based practice, practice wisdom, and the experience of agency personnel to guide practice with clients served</i>)
Comments on Strengths and Areas of Focus for Next 14 weeks:	

Competency 5: Engages 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 recognize and understand the social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation.

Practice Behavior:	
5a	assesses how social welfare and economic policies impact the delivery of and access to social services
5b	critically analyzes and promotes policies that advance human rights and social and economic justice (<i>e.g., becomes familiar with state, local, and federal policies as well as organizational/agency policies impacting the client population being served while recognizing just practices</i>)
Comments on Strengths and Areas of Focus for Next 14 weeks:	

Competency 6: Engages 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 the social environment and their utility to facilitate engagement with client systems, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may impact their ability to effectively engage with diverse client systems.

Practice Behavior:	
6a	applies knowledge of human behavior and the social environment and practice context to engage with client systems (<i>e.g., demonstrates knowledge of human</i>

	<i>growth and development of individuals and families as well as the stages of development of groups, organizations, and communities)</i>
6b	uses empathy and self-regulation to effectively engage diverse client systems (<i>e.g., tunes into self as a developing social worker and uses interpersonal skills to engage clients</i>)
6c	clarifies role and purpose with clients and constituencies
Comments on Strengths and Areas of Focus for Next 14 weeks:	

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, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.

	Practice Behavior:
7a	collects and organizes data, and critically analyzes and interprets information from client systems (<i>e.g., seeks/gathers information about the client system to prepare to serve them</i>)
7b	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from client systems (<i>e.g., draws upon theoretical perspectives and knowledge in areas such as biology sociology, anthropology, psychology, and theology, to enhance understanding of individuals, families, groups, organizations, and communities</i>)
7c	develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies (<i>makes interpretations that will be used to guide service delivery</i>)
7d	selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems
Comments on Strengths and Areas of Focus for Next 14 weeks:	

Competency 8: Intervenes 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, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.

Practice Behavior:	
8a	implements interventions to achieve practice goals and enhance capacities of client systems
8b	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with client systems (<i>e.g., be able to identify and use biopsychosocial cultural and spiritual factors in working with individual and groups in a range of social systems</i>)
8c	uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes
8d	negotiates, mediates, and advocates with and on behalf of client systems
8e	facilitates effective transitions and endings that advance mutually agreed-on goals
Comments on Strengths and Areas of Focus for Next 14 weeks:	

Competency 9: Evaluates 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, individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness.

Practice Behaviors:	
9a	selects and uses appropriate methods for evaluation of outcomes (<i>e.g., uses process recording, class discussions, supervision, and other agency tools to informally and formally evaluate practice</i>)
9b	critically analyzes, monitors, and evaluates intervention processes and outcomes

9c	applies evaluation findings to improve practice effectiveness
Comments on Strengths and Areas of Focus for Next 14 weeks:	

Summary of Current Progress in Placement

Please select one of the following statements by entering an X in the preceding box.

<input type="checkbox"/>	The student is exceeding expectations for <i>generalist students</i> with regard to <i>all or most</i> core competencies.
<input type="checkbox"/>	The student is <i>consistently meeting and sometimes exceeding</i> expectations for <i>generalist students</i> with regard to <i>all</i> core competencies
<input type="checkbox"/>	The student is <i>consistently meeting</i> expectations for <i>generalist students</i> with regard to <i>all</i> core competencies.
<input type="checkbox"/>	The student is performing <i>somewhat below</i> expectations for <i>generalist students</i> .
<input type="checkbox"/>	The student is performing <i>well below</i> expectations for <i>generalist students</i> .

Internship Supervisor Summary and recommendations: Based on the “Learning Contract” you developed with the student and the assessment of the student’s level of achievement of the core competencies and practice behaviors (above), what is your evaluation of the student’s development and learning at this point in the current semester? Which competencies and behaviors should the student give particular attention over the next 14 weeks? The block (below) will expand as you type.

Generalist Internship (SOWK 571a/b):

Internship Liaison Summary and recommendations:

To which competencies and/or practice behaviors should the student give particular attention as they move into the next 14 weeks of the internship? The block (below) will expand as you type.

--

By signing below, it is with an agreement to the terms that all parties have read, reviewed and understood and are in accordance with that this is a confidential University document that will be entered into the student's file/portfolio.

Internship Supervisor's signature (Your typed name serves as your electronic signature):	Date:
Site Supervisor's signature (Your typed name serves as your electronic signature):	Date:
Internship Liason's signature (Your typed name serves as your electronic signature):	Date:
Student's signature (Your typed name serves as your electronic signature):	Date:

Appendix I



Eastern University Social Work Department

MSW Online Program

GENERALIST INTERNSHIP FINAL EVALUATION (SOWK 571-572)

Student:		Date
Internship Supervisor:		Degree(s):
Site Supervisor:		Degree(s):
Title:	Agency:	

This evaluation is intended to assist the internship Supervisor and the student to assess and report the student's development and learning in the generalist social work internship. It will provide a basis for planning future opportunities for learning as well as preparing recommendations for employment. Please keep a copy of the evaluation report for your records and to serve as a basis for planning and recommendations.

Part I**Internship Profile****A. Qualitative Profile of Student's Internship**

In the box (below), please describe the student's internship. Include the types of activities the student engaged in, including the diversity of the populations served and so forth. The box will expand as you type.

B. Approximate Summary Profile of the Student's Internship

Internship	Generalist Internship
Scheduled days and hours	
First and last days	
Number of internship days required	
Number of days present	
Number of days made up	
Number of supervisory conferences	
Average length of conferences	
Number of process records submitted to internship Supervisor	
Date of evaluation conference	

C. Approximate Summary Service Delivery/Agency Activities Data

	Generalist Internship
Approximate Summary of Client Contact/Service Delivery	Assigned Case(s) Contacts
Total # of individuals	
Total # of families/groups	
Total # of communities/organizations	
Total # of staff meetings attended	
Total # of meetings on behalf of clients	
Total # of contacts with professionals	
Total # of other (please specify):	

Part II

MSW Student Achievement Rating

The nine competencies and accompanying practice behaviors listed below are adapted from the 2015 *Educational Policy and Accreditation Standards* of the Council on Social Work Education (the national standard-setting body that accredits Eastern's M.S.W. Program). The student's performance should be assessed in terms of the degree to which s/he is making appropriate progress at the generalist competence level toward acquiring the practice behaviors and, thus, achieving the core competencies. On each practice behavior, please rate the student according to the following criteria.

5	The student <i>exceeds</i> expectations in this area.
4	The student <i>consistently met and sometimes exceeds</i> expectations in this area.
3	The student <i>met</i> agency expectations in this area.
2	The student <i>sometimes met</i> expectations in this area.
1	The student has <i>not met</i> expectations in this area.

Place an X within the box, below, that corresponds to the student's level of achievement. Please enter *comments* in the appropriate box **under each competency**. **Please provide example(s) for any practice behavior that you rated as 1 or 2.** The boxes will expand as you type.

Competency 1: Demonstrates 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. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice settings. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their subjective experiences and emotional 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 emerging forms of technology and the ethical use of technology in social work practice.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
1 a	makes ethical decisions by applying the standards of the NASW Code of Ethics, the principles of the Statement of Faith and Practice of the North American Association of Christians in Social Work (<i>see the Internship Manual for a copy of these documents</i>), relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context					
1 b	uses reflection and self-regulation to manage personal values and maintains professionalism in practice situations (<i>e.g., focuses on the needs of clients served and engages in ethical practice with boundaries such as maintaining confidentiality and using self-disclosure sparingly and appropriately</i>)					
1 c	demonstrates professional demeanor in behavior; appearance; and oral, written, and electronic communication					
1 d	uses technology ethically and appropriately to facilitate practice outcomes (<i>e.g., holds confidentiality, works to maintain boundaries, etc.</i>)					
1 e	uses supervision and consultation to guide professional judgment and behavior (<i>e.g., comes prepared for supervision with an agenda and is open to constructive feedback, assistance with ethical dilemmas, and new areas of learning and takes initiative around opportunities to develop as a professional</i>)					
Comments						

Competency 2: Engages Diversity and Differences 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, ethnicity, gender, gender identity and expression, immigration 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 experiences 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.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
2 a	applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels (<i>e.g., understands how culture impacts presenting issues, help seeking behavior, and resiliency within clients served</i>)					
2 b	presents herself/himself as learner and engages clients and constituencies as experts of her/his own experiences (<i>e.g., engages clients with cultural humility</i>)					
2 c	applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse client systems (<i>e.g., critically analyzes how Christian faith or spiritual/religious traditions can assist or hinder the helping process</i>)					
Comments						

Competency 3: Advances 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 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 and responsibilities are distributed equitably and that civil, political, economic, social and cultural human rights are protected.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
3 a	applies their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system level (<i>e.g., recognizes injustice and inequalities facing diverse populations served</i>)					
3 b	engages in practices that advance social, economic, and environmental justice (<i>e.g., practices with clients in a manner that upholds human rights and justice including from a faith perspective</i>)					
Comments						

Competency 4: Engages In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods. Social workers know the principles of logic, scientific inquiry, and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources. They also understand the processes for translating research findings into effective practice.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
4 a	uses practice experience and theory to inform scientific inquiry and research (<i>e.g., draws from interaction with clients to guide research of professional literature to better understand those being served and more effectively intervene</i>)					
4 b	applies critical thinking to engage in analysis of quantitative and qualitative research methods and research findings (<i>e.g., reviews literature relevant to population being served or social problem being addressed and identifies the value of research done by analysis of methods and findings</i>)					
4 c	uses and translates research evidence to inform and improve practice, policy, and service delivery (<i>e.g., draws from the professional literature, including evidence-based practice, practice wisdom, and the experience of agency personnel to guide practice with clients served</i>)					

Comments

Competency 5: Engages 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 recognize and understand the social, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, and implementation.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
5 a	assesses how social welfare and economic policies impact the delivery of and access to social services					
5 b	critically analyzes and promotes policies that advance human rights and social and economic justice (<i>e.g., becomes familiar with state, local, and federal policies as well as organizational/agency policies impacting the client population being served while recognizing just practices</i>)					
Comments						

Competency 6: Engages 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 the social environment and their utility to facilitate engagement with client systems, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse client systems to advance practice effectiveness. Social workers understand how their subjective experiences and emotional reactions may impact their ability to effectively engage with diverse client systems.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
--	--------------------	-----------------	---	----------	---	--------------

6 a	applies knowledge of human behavior and the social environment and practice context to engage with client systems (<i>e.g., demonstrates knowledge of human growth and development of individuals and families as well as the stages of development of groups, organizations, and communities</i>)					
6 b	uses empathy and self-regulation to effectively engage diverse client systems (<i>e.g., tunes into self as a developing social worker and uses interpersonal skills to engage clients</i>)					
6 c	clarifies role and purpose with clients and constituencies					
Comments						

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, individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and the implications of those theories for the assessment of diverse client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse client systems to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process. Social workers understand how their subjective experiences and emotional reactions may affect their assessment and decision-making.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
7 a	collects and organizes data, and critically analyzes and interprets information from client systems (<i>e.g., seeks/gathers information about the client system to prepare to serve them</i>)					
7 b	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from client systems (<i>e.g., draws upon theoretical perspectives and knowledge in areas such as biology sociology, anthropology, psychology, and theology, to enhance understanding of individuals, families, groups, organizations, and communities</i>)					
7 c	develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths,					

	needs, and challenges within clients and constituencies (<i>makes interpretations that will be used to guide service delivery</i>)					
7 d	selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of client systems					
Comments						

Competency 8: Intervenes 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, individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of client systems, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client system goals. Social workers recognize that a beneficial practice outcome may require collaboration with professionals from other disciplines.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
8 a	implements interventions to achieve practice goals and enhance capacities of client systems					
8 b	applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with client systems (<i>e.g., be able to identify and use biopsychosocial cultural and spiritual factors in working with individual and groups in a range of social systems</i>)					
8 c	uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes					
8 d	negotiates, mediates, and advocates with and on behalf of client systems					
8 e	facilitates effective transitions and endings that advance mutually agreed-on goals					
Comments						

Competency 9: Evaluates 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, individuals, families, groups, organizations, and communities. Social workers recognize the importance of evaluating outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand methods for evaluating outcomes and practice effectiveness.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
9 a	selects and uses appropriate methods for evaluation of outcomes (<i>e.g., uses process recording, class discussions, supervision, and other agency tools to informally and formally evaluate practice</i>)					
9 b	critically analyzes, monitors, and evaluates intervention processes and outcomes					
9 c	applies evaluation findings to improve practice effectiveness					
Comments						

Summary and Recommendations for Movement to Specialized Internship

Please select one of the following statements by entering an X in the preceding box.

<input type="checkbox"/>	The student is exceeding expectations for <i>generalist students</i> with regard to <i>all or most</i> core competencies and is ready for the specialized year of the M.S.W. Program.
<input type="checkbox"/>	The student is <i>consistently meeting and sometimes exceeding</i> expectations for <i>generalist students</i> with regard to <i>all</i> core competencies and is ready for the specialized year of the M.S.W. Program.
<input type="checkbox"/>	The student is <i>consistently meeting</i> expectations for <i>generalist students</i> with regard to <i>all</i> core competencies and is ready for the specialized year of the M.S.W. Program.
<input type="checkbox"/>	The student is performing <i>somewhat below</i> expectations for <i>generalist students</i> and <i>may not be ready</i> for the specialized year of the M.S.W. Program.
<input type="checkbox"/>	The student is performing <i>well below</i> expectations for <i>generalist students</i> and <i>is not ready</i> for the specialized year of the M.S.W. Program.

Internship Supervisor Summary and recommendations: Based on the “Learning Contract” you developed with the student and the assessment of the student’s level of achievement of the core competencies and practice behaviors (above), what is your evaluation of the student’s development and learning during the internship? Which competencies and behaviors would you and the student give particular attention during the next internship? The block (below) will

expand as you type.

Generalist Internship (SOWK 571/2):

Internship Liaison Summary and recommendations: What is your overall assessment of the student's development and learning at the end of the academic year? Describe the student's readiness for beginning professional social work practice and for graduate education for social work. To which competencies and/or practice behaviors should the student give particular attention as s/he enters the social work profession? The block (below) will expand as you type.

Internship Liaison's signature (Your typed name serves as your electronic signature):

Internship Liaison, please indicate your recommendation below:

I recommend that this student Pass ___/Fail _____ the internship and accompanying internship course.

Date:

By signing below, it is with agreement to the terms that all parties have read, reviewed and understood and are in accordance that this is a confidential University document that will be entered into the student's file/portfolio.

Internship Supervisor's signature (Your typed name serves as your electronic signature):

Date:

Site Supervisor's signature (Your typed name serves as your electronic signature):

Date:

Internship Liason's signature (Your typed name serves as your electronic signature):	Date:
---	--------------

Student's signature (Your typed name serves as your electronic signature):	Date:
---	--------------

Appendix J



SPECIALIZED MID-INTERNSHIP REFLECTION (SOWK 671a/b)

Student:	Date
Internship Supervisor:	Degree(s):
Site Supervisor:	Degree(s):
Faculty Internship Liaison:	
Internship Supervisor Title:	Agency:

This mid-internship reflection is intended to assist the internship Supervisor and the student to assess and provide formative feedback for the student's development and learning in the social work internship so far. It will provide a basis for planning future learning activities for the next 14 weeks for learning as well as recommendations for areas of strengths and growth needed. Please keep a copy of the mid-internship reflection for your records and to serve as a basis for planning and recommendations.

Part I
Internship Profile

A. Qualitative Profile of Student's Internship

In the box (below), please describe the student's internship up until now. Include the types of activities the student engaged in, including the diversity of the populations served and so forth. The box will expand as you type.

--

B. Approximate Summary Profile of the Student's Internship

Internship	Specialized Internship
Scheduled days and hours	
First day	
Number of Supervisory Conferences/Length of conferences	
Number of process records submitted to internship Supervisor	

C. Approximate Summary Service Delivery/Agency Activities Data

	Specialized Internship
Approximate Summary of Client Contact/Service Delivery	Assigned Case(s) Contacts
Total # of individuals	
Total # of families/groups	
Total # of communities/organizations	
Total # of staff meetings attended	
Total # of meetings on behalf of clients	
Total # of contacts with professionals	
Total # of other (please specify):	

Below are the 9 competencies that students will make progress toward mastery during their internship. Please comment on strengths demonstrated and areas of growth that students should focus on in the next 14 weeks of the internship.

Competency 1: Demonstrates Ethical and Professional Behavior

Trauma-informed *specialized practitioners* understand the value base of the profession, relevant laws and regulations, and other ethical codes (such as the NASW Code of Ethics and the NACSW Statement of Faith and Practice) that may impact practice with individuals, families and

groups. They understand how to integrate a trauma- and spirituality-informed perspective to enhance ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Trauma-informed specialized social workers recognize the distinction between their own personal and professional values, and the values and perspectives of their clients as they work to make meaning of trauma. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Trauma-informed specialized social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. They also understand the role of other professions, particularly spiritual leaders/advisors, when engaged in inter-professional teams. Trauma-informed social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. They also understand emerging forms of technology and the ethical use of technology in social work practice.

	Practice Behaviors
1a	Recognizes ethical conflicts that arise between students' personal and professional values and ethical perspectives and understands that many clients have spiritual beliefs and values that define global meaning systems of clients and constituencies
1b	Uses reflection and self-awareness to recognize and manage secondary trauma experienced by social workers when working with those experiencing trauma
1c	Uses supervision and consultation to guide professional judgment and behavior with clients who have undergone traumatic experiences
Comments on Strengths and Areas of Focus for Next 14 weeks:	

Competency 2: Engages Diversity and Differences in Practice

Trauma-informed specialized social workers understand how diversity and difference characterize and shape the human experience of those impacted by trauma and are critical to the formation of identity and ways that clients and constituencies give meaning to their life experiences. 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. Trauma-informed specialized social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim, and recognize how trauma impacts these factors. Trauma-informed specialized 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. They recognize historical and intergenerational trauma

and how this may limit the ability of clients and constituencies to flourish and participate in society, especially in situations where trauma goes unrecognized.

	Practice Behaviors
2a	Presents as a learner using cultural humility to engage clients as experts of their own values, spiritual beliefs and practices, ways of making meaning, and the importance of resilience as a coping factor
2b	Applies self-awareness and self-regulation to differentiate personal spiritual practices, beliefs, and values when working with clients and constituencies from different spiritual persuasions
2c	Recognizes and values the importance of diverse and different spiritual meaning-making models in shaping responses to trauma
Comments on Strengths and Areas of Focus for Next 14 weeks:	

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

Trauma-informed specialized 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. They 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. They 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 and are able to integrate a trauma-informed and resiliency perspective to advocate for policies and practices that effectively serve their clients and constituents.

	Practice Behaviors
3a	Recognize the effect and impact of trauma as it creates and reifies injustice at the individual and systems levels, and they advocate for trauma-informed practices that enhance social, economic and environmental justice
3b	Engage in trauma-informed practices that enhance the potential for clients and constituencies to experience human flourishing
Comments on Strengths and Areas of Focus for Next 14 weeks:	

Competency 4: Engages In Practice-informed Research and Research-informed Practice

Trauma-informed specialized social workers draw upon their understanding of quantitative and qualitative research methods to advance a science of trauma- and spirituality-informed social work and to evaluate their practice, especially regarding spiritual meaning-making and the impact of resilience as a survival factor. They build upon previously learned principles of logic, scientific inquiry, culturally informed and ethical approaches to building knowledge, adding trauma- and spiritually-informed principles. They understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing, including spirituality. They also understand the processes for translating research findings into effective practice with clients and constituencies who are impacted by trauma.

Practice Behavior:	
4a	Uses trauma-informed and spiritual meaning-making best practices based in research to inform and improve practice and service delivery
4b	Applies trauma-informed practice experience to advance the research into resilience and spiritual practices
Comments on Strengths and Areas of Focus for Next 14 weeks:	

Competency 5: Engages in Policy Practice

Trauma-informed specialized 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. They understand how failure to understand the nature and impact of trauma limits the effectiveness of local, state, national and international policy-making. Trauma-informed specialized 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, and the importance of a trauma-informed perspective in the creation of policy. They understand their role in policy development and implementation within their practice settings at the individual, family and group levels, they actively engage in policy practice to effect change within those settings, and to shape policy that includes trauma-informed perspectives. Trauma-informed specialized 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.

Practice Behavior:	
5a	Uses critical thinking to analyze, formulate and advocate for policies that advance trauma-informed practices
5b	Identifies policy gaps at the local, state, national and international level that would be better informed by incorporating and understanding trauma-informed knowledge and language

Comments on Strengths and Areas of Focus for Next 14 weeks:

Competency 6: Engages with Individuals, Families and Groups

Trauma-informed specialized social workers understand that engagement with traumatized clients 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. They value the importance of human relationships. Trauma-informed specialized social workers understand theories of trauma and integrate them with prior knowledge of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, focusing specifically upon individuals, families, and groups. They also understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Trauma-informed specialized social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies who have experienced life-altering traumatic events. Social workers value principles of relationship-building and inter-professional collaboration, particularly with spiritual advisors and faith leaders, to facilitate engagement with clients, constituencies, and other professionals as appropriate.

	Practice Behavior:
6a	Integrates a trauma-informed perspective into their specialist knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
6b	Use trauma- and spirituality-informed practices coupled with empathy, reflection, and interpersonal skills to engage with clients and constituencies
Comments on Strengths and Areas of Focus for Next 14 weeks:	

Competency 7: Assess Individuals, Families and Groups

Trauma-informed specialized 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 which requires specialist knowledge of trauma-informed practices that draw upon the resiliency and spirituality of the populations with whom they work. They understand theories of trauma and integrate them with prior knowledge 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. Trauma-informed specialized social workers understand methods of assessment, particularly spiritual assessment methods which can provide meaning in trauma, with diverse clients and constituencies to advance practice effectiveness. They recognize the implications of the larger practice context in the assessment process and

value the importance of inter-professional collaboration in this process, especially with spiritual advisors and faith leaders. Trauma-informed specialized social workers understand how their personal experiences and affective reactions may impact their assessment and decision-making.

	Practice Behaviors
7a	Integrates a trauma-informed perspective into existing 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
7b	Applies knowledge of trauma- and spirituality-informed practices as they collect and organize assessment data and applies critical thinking to understand how clients and constituents use spirituality and meaning-making to better interpret information gathered during assessment
7c	Develops mutually agreed upon intervention goals and strategies based upon critical assessment of spiritual practices and resilience factors, using a trauma-informed perspective when working with clients and constituencies
7d	Selects appropriate (as supported by the agency) trauma- and spirituality-informed assessment and intervention strategies, based upon research knowledge and the values and preferences of clients and constituencies, drawing upon resilience factors and meaning-making strategies employed by those with whom they work
Comments on Strengths and Areas of Focus for Next 14 weeks:	

8a	Critically selects and implements trauma- and spirituality-informed interventions informed by a resilience perspective to achieve practice goals
8b	Effectively integrates spiritual practices to assist clients and constituencies to make meaning from experienced trauma
8c	Integrates a trauma- and spirituality-informed perspective into existing knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
8d	Uses interprofessional collaboration, particularly with spiritual advisors and faith leaders from client and constituent's faith communities, to achieve beneficial outcomes
8e	Negotiates, mediates and advocates with and on behalf of spiritually diverse clients and constituencies using trauma-informed care, spirituality-informed practices, and a knowledge of resilience factors

Comments

Competency 9: Evaluates Practice with Individuals, Families and Groups

Trauma-informed specialized 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. They recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness, and work to integrate a trauma-informed, resilience perspective. They integrate trauma- and spirituality-informed perspectives and theories into existing knowledge of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Trauma-informed specialized social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness, and have specialized knowledge regarding evaluation methods uniquely associated with trauma- and spirituality-informed care.

	Practice Behavior:
9a	Understands and applies methods for evaluating trauma- and spirituality-informed practices to appropriately and effectively evaluate outcomes
9b	Integrates a trauma- and spirituality-informed perspective into existing knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
9c	Applies evaluation findings to trauma- and spirituality-informed practices to improve practice effectiveness
Comments on Strengths and Areas of Focus for Next 14 weeks:	

Summary of Current Progress in Placement (671 a/b)

Please select one of the following statements by entering an X in the preceding box.

<input type="checkbox"/>	The student is exceeding expectations for <i>specialized students</i> with regard to <i>all or most</i> core competencies.
<input type="checkbox"/>	The student is <i>consistently meeting and sometimes exceeding</i> expectations for <i>specialized students</i> with regard to <i>all</i> core competencies
<input type="checkbox"/>	The student is <i>consistently meeting</i> expectations for <i>specialized students</i> with regard to <i>all</i> core competencies.
<input type="checkbox"/>	The student is performing <i>somewhat below</i> expectations for <i>specialized students</i> .
<input type="checkbox"/>	The student is performing <i>well below</i> expectations for <i>specialized students</i> .

Internship Supervisor Summary and recommendations: Based on the “Learning Contract” you developed with the student and the assessment of the student’s level of achievement of the core competencies and practice behaviors (above), what is your evaluation of the student’s development and learning at this point in the internship experience? Which competencies and behaviors should the student give particular attention over the next 14 weeks? The block (below) will expand as you type.

Specialized Internship (SOWK 671 a/b):

Internship Liaison Summary and recommendations:

To which competencies and/or practice behaviors should the student give particular attention as they move into the next 14 weeks of internship? The block (below) will expand as you type.

By signing below, it is with agreement to the terms that all parties have read, reviewed and understood and are in accordance that this is a confidential University document that will be entered into the student's file/portfolio.

Internship Supervisor’s signature (Your typed name serves as your electronic signature):	Date:
Site Supervisor’s signature (Your typed name serves as your electronic signature):	Date:
Internship Liason’s signature (Your typed name serves as your electronic signature):	Date:
Student’s signature (Your typed name serves as your	Date:

electronic signature):	
------------------------	--

Appendix K



SPECIALIZED INTERNSHIP FINAL EVALUATION (SOWK 671-672)

Student:	Date
Internship Supervisor:	Degree(s):
Site Supervisor:	Degree(s):
Faculty Internship Liaison:	
Internship Supervisor Title:	Agency:

This evaluation is intended to assist the internship Supervisor and the student to assess and report the student's development and learning in the social work internship during the specialized year. It provides a basis for planning future opportunities for learning as well as preparing recommendations for employment. Please keep a copy of the evaluation report for your records and to serve as a basis for planning and recommendations.

Part I
Internship Profile

A. Qualitative Profile of Student's Internship

In the box (below), please describe the student's internship. Include the types of services the *student* delivered including the diversity of the populations served and so forth. The box will expand as you type.

B. Approximate Summary Profile of the Student's Internship

Internship	Specialized Internship
Scheduled days and hours	
First and last days	
Number of internship days required	
Number of days present	
Number of days made up	
Number of supervisory conferences	
Average length of conferences	
Number of process record submitted	
Date of evaluation conference	

C. Approximate Summary Service Delivery/Agency Activities

	Specialized Internship
Approximate Client Contact/Service Delivery	Assigned Case(s) Contacts
Total # of individuals	
Total # of families	
Total # of groups	
Total # of staff meetings attended	
Total # of meetings on behalf of clients	
Total # of contacts with professionals	
Total # of other (please specify):	

Part II Student Achievement Rating

The nine competencies and accompanying practice behaviors listed below are adapted from the 2015 *Educational Policy and Accreditation Standards* of the Council on Social Work Education (the national standard-setting body that accredits Eastern's M.S.W. Program). The student's performance should be assessed in terms of the degree to which s/he is making appropriate progress at the generalist competence level toward acquiring the practice behaviors and, thus, achieving the core competencies. On each practice behavior, please rate the student according to the following criteria.

5	The student <i>exceeds</i> expectations in this area.
4	The student <i>consistently met and sometimes exceeds</i> expectations in this area.
3	The student <i>met</i> agency expectations in this area.
2	The student <i>sometimes met</i> expectations in this area.
1	The student has <i>not met</i> expectations in this area.

Place an X within the box, below, that corresponds to the student's level of achievement. Please

enter *comments* in the appropriate box under each competency. **Please provide example(s) for any practice behavior that you rated as 1 or 2.** The boxes will expand as you type.

Competency 1: Demonstrates Ethical and Professional Behavior

Trauma-informed *specialized practitioners* understand the value base of the profession, relevant laws and regulations, and other ethical codes (such as the NASW Code of Ethics and the NACSW Statement of Faith and Practice) that may impact practice with individuals, families and groups. They understand how to integrate a trauma- and spirituality-informed perspective to enhance ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Trauma-informed specialized social workers recognize the distinction between their own personal and professional values, and the values perspectives of their clients as they work to make meaning of trauma. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Trauma-informed specialized social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. They also understand the role of other professions, particularly spiritual leaders/advisors, when engaged in inter-professional teams. Trauma-informed social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. They also understand emerging forms of technology and the ethical use of technology in social work practice.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
1 a	Recognizes ethical conflicts that arise between students' personal and professional values and ethical perspectives and understands that many clients have spiritual beliefs and values that define global meaning systems of clients and constituencies					
1 b	Uses reflection and self-awareness to recognize and manage secondary trauma experienced by social workers when working with those experiencing trauma					
1 c	Uses supervision and consultation to guide professional judgment and behavior with clients who have undergone traumatic experiences					
Comments						

Competency 2: Engages Diversity and Differences in Practice

Trauma-informed specialized social workers understand how diversity and difference characterize and shape the human experience of those impacted by trauma and are critical to the

formation of identity and ways that clients and constituencies give meaning to their life experiences. 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. Trauma-informed specialized social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim, and recognize how trauma impacts these factors.

Trauma-informed specialized 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. They recognize historical and intergenerational trauma and how this may limit the ability of clients and constituencies to flourish and participate in society, especially in situations where trauma goes unrecognized.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
2 a	Presents as a learner using cultural humility to engage clients as experts of their own values, spiritual beliefs and practices, ways of making meaning, and the importance of resilience as a coping factor					
2 b	Applies self-awareness and self-regulation to differentiate personal spiritual practices, beliefs and values when working with clients and constituencies from different spiritual persuasions					
2 c	Recognizes and values the importance of diverse and different spiritual meaning-making models in shaping responses to trauma					
Comments						

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

Trauma-informed specialized 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. They 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. They 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 and are able to integrate a trauma-informed and resiliency perspective to advocate for policies and practices that effectively serve their clients and constituents.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
3 a	Recognize the effect and impact of trauma as it creates and reifies injustice at the individual and systems levels, and they advocate for trauma-informed practices that enhance social, economic and environmental justice					
3 b	Engage in trauma-informed practices that enhance the potential for clients and constituencies to experience human flourishing					
Comments						

Competency 4: Engages In Practice-informed Research and Research-informed Practice

Trauma-informed specialized social workers draw upon their understanding of quantitative and qualitative research methods to advance a science of trauma- and spirituality-informed social work and to evaluate their practice, especially regarding spiritual meaning-making and the impact of resilience as a survival factor. They build upon previously learned principles of logic, scientific inquiry, culturally informed and ethical approaches to building knowledge, adding trauma- and spiritually-informed principles. They understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing, including spirituality. They also understand the processes for translating research findings into effective practice with clients and constituencies who are impacted by trauma.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
4 a	Uses trauma-informed and spiritual meaning-making best practices based in research to inform and improve practice and service delivery					
4 b	Applies trauma-informed practice experience to advance the research into resilience and spiritual practices					
Comments						

Competency 5: Engages in Policy Practice

Trauma-informed specialized 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. They understand how failure to understand the nature and impact of trauma limits the effectiveness of local, state, national and international policy-making.

Trauma-informed specialized 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, and the importance of a trauma-informed perspective in the creation of policy. They understand their role in policy development and implementation within their practice settings at the individual, family and group levels, they actively engage in policy practice to effect change within those settings, and to shape policy that includes trauma-informed perspectives. Trauma-informed specialized 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.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
5 a	Uses critical thinking to analyze, formulate and advocate for policies that advance trauma-informed practices					
5 b	Identifies policy gaps at the local, state, national and international level that would be better informed by incorporating and understanding trauma-informed knowledge and language					
Comments						

Competency 6: Engages with Individuals, Families and Groups

Trauma-informed specialized social workers understand that engagement with traumatized clients 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. They value the importance of human relationships. Trauma-informed specialized social workers understand theories of trauma and integrate them with prior knowledge of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, focusing specifically upon individuals, families, and groups. They also understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Trauma-informed specialized social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies who have experienced life-altering traumatic events. Social workers value principles of relationship-building and inter-professional collaboration, particularly with spiritual advisors and faith leaders, to facilitate engagement with clients, constituencies, and other professionals as appropriate.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
--	--------------------	-----------------	---	----------	---	--------------

6 a	Integrates a trauma-informed perspective into their specialist knowledge of human behavior in the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies					
6 b	Use trauma- and spirituality-informed practices coupled with empathy, reflection, and interpersonal skills to engage with clients and constituencies					
Comments						

Competency 7: Assess Individuals, Families and Groups

Trauma-informed specialized 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 which requires specialist knowledge of trauma-informed practices that draw upon the resiliency and spirituality of the populations with whom they work. They understand theories of trauma and integrate them with prior knowledge 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. Trauma-informed specialized social workers understand methods of assessment, particularly spiritual assessment methods which can provide meaning in trauma, with diverse clients and constituencies to advance practice effectiveness. They recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process, especially with spiritual advisors and faith leaders. Trauma-informed specialized social workers understand how their personal experiences and affective reactions may impact their assessment and decision-making.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
7 a	Integrates a trauma-informed perspective into existing 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					
7 b	Applies knowledge of trauma- and spirituality-informed practices as they collect and organize assessment data and applies critical thinking to understand how clients and constituents use spirituality and meaning-making to better interpret information gathered during assessment					
7 c	Develops mutually agreed upon intervention goals and strategies based upon critical assessment of spiritual					

	practices and resilience factors, using a trauma-informed perspective when working with clients and constituencies					
7 d	Selects appropriate (as supported by the agency) trauma- and spirituality-informed assessment and intervention strategies, based upon research knowledge and the values and preferences of clients and constituencies, drawing upon resilience factors and meaning-making strategies employed by those with whom they work					
Comments						

Competency 8: Intervenes with Individuals, Families and Groups

Trauma-informed specialized 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. They are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, focusing specifically upon individuals, families, and groups. Trauma-informed specialized social workers integrate theories of trauma-informed care into existing knowledge of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. They understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals, and are versed in research-informed best practices of trauma- and spirituality-informed care, and emerging best practices that recognize resilience and spiritual practices that assist clients in making meaning from trauma. They value the importance of inter-professional teamwork and communication in interventions, including with spiritual advisors and faith leaders, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
8 a	Critically selects and implements trauma- and spirituality-informed interventions informed by a resilience perspective to achieve practice goals					
8 b	Effectively integrates spiritual practices to assist clients and constituencies to make meaning from experienced trauma					
8 c	Integrates a trauma- and spirituality-informed perspective into existing knowledge of human behavior and the social environment, person-in-environment,					

	and other multidisciplinary theoretical frameworks in interventions with clients and constituencies					
8 d	Uses interprofessional collaboration, particularly with spiritual advisors and faith leaders from client and constituent's faith communities, to achieve beneficial outcomes					
8 e	Negotiates, mediates and advocates with and on behalf of spiritually diverse clients and constituencies using trauma-informed care, spirituality-informed practices, and a knowledge of resilience factors					
Comments						

Competency 9: Evaluates Practice with Individuals, Families and Groups

Trauma-informed specialized 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. They recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness, and work to integrate a trauma-informed, resilience perspective. They integrate trauma- and spirituality-informed perspectives and theories into existing knowledge of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Trauma-informed specialized social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness, and have specialized knowledge regarding evaluation methods uniquely associated with trauma- and spirituality-informed care.

	Practice Behavior:	1 Not met	2	3 Met	4	5 Exceeds
9 a	Understands and applies methods for evaluating trauma- and spirituality-informed practices to appropriately and effectively evaluate outcomes					
9 b	Integrates a trauma- and spirituality-informed perspective into existing knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes					
9 c	Applies evaluation findings to trauma- and spirituality-informed practices to improve practice effectiveness					

Comments

Summary and Recommendations (SOWK 671/2)

Please select one of the following statements by entering an X in the preceding box.

<input type="checkbox"/>	The student is exceeding expectations for <i>specialized students</i> with regard to <i>all or most</i> core competencies and is ready for the M.S.W. degree.
<input type="checkbox"/>	The student is <i>consistently meeting and sometimes exceeding</i> expectations for <i>specialized students</i> with regard to <i>all</i> core competencies and is ready for the M.S.W. degree.
<input type="checkbox"/>	The student is <i>consistently meeting</i> expectations for <i>specialized students</i> with regard to <i>all</i> core competencies and is adequately prepared for the M.S.W. degree.
<input type="checkbox"/>	The student is performing <i>somewhat below</i> expectations for <i>specialized students</i> and <i>may not be ready</i> for the M.S.W. degree.
<input type="checkbox"/>	The student is performing <i>well below</i> expectations for <i>specialized students</i> and <i>is not ready</i> for to be awarded the M.S.W. degree.

Summary and recommendations: Your guidance and leadership have been instrumental in this student's academic and professional development. Please describe the student's strengths and areas for growth as you have witnessed them during the Internship experience. Describe the student's readiness for beginning professional social work practice. What is your overall assessment of the student's development and learning at the end of the internship experience? To which competencies and/or practice behaviors should the student give particular attention as s/he enters the social work profession? The block (below) will expand as you type.

--	--

By signing below, it is with agreement to the terms that all parties have read, reviewed and understood and are in accordance that this is a confidential University document that will be entered into the student's file/portfolio.

Internship Supervisor's signature (Your typed name serves as your electronic signature):	Date:
---	--------------

Site Supervisor's signature (Your typed name serves as your electronic signature):	Date:

Internship Liason's signature (Your typed name serves as your electronic signature): Internship Liaison, please indicate your recommendation below: <i>I recommend that this student Pass ___/Fail_____ the internship and accompanying internship course.</i>	Date:
--	--------------

Appendix L



Eastern University

Social Work Department

**MSW Internship Calendar
Summer and Fall 2022
Non-Advanced Standing Cohort 1**

Summer 1 & 2 2022

Note: *28 week generalist internship spans Summer 1&2 and Fall 1&2

Summer 1:

TBD only)	Internship Personnel Meeting (Internship Supervisors only)
May 16th (Mon.)	First Day of Summer 1 term
Week of May 16th	Internship Begins (28 weeks)
May 30th (Mon.)	Memorial Day (scheduled Monday classes Meet online)
July 3rd (Sun.)	End of Summer 1 term

Summer 2:

July 5th (Tues.)	First Day of Summer 2 term
August 21st (Sun.)	End of Summer 2 term

Fall 1 & 2 2022Fall 1:

August 29th (Mon.)	First Day of Fall 1 term
September 5th (Mon.)	Labor Day Holiday (scheduled Mon. Classes to meet online)
October 16th (Sun.)	Last day of Fall 1 term

Fall 2:

October 17th (Mon.)

First day of Fall 2

November 21st -27th
(Mon.-Sun.)

Thanksgiving Break

Week of Dec. 4th

Internship Evaluation Meeting with Student
Internship Ends

December 8th (Thurs.)

Internship Evaluations Due

December 11th (Sun.)

Last day of Fall 2 term



Eastern University

Social Work Department

**MSW Internship Calendar
Spring and Summer 2023**

AS Cohort 1

Spring 1 & 2 2023

***Note: 28 week specialist internship spans Spring 1 & 2 and Summer 1 & 2)**

Spring 1:

TBD	Internship Personnel Meeting
January 9th (Mon.)	Spring 1 term begins
Week of January 9th	Internship 2 Begins (28 weeks)
January 16th (Mon.)	Martin Luther King, Jr. Holiday (scheduled Monday classes meet online)
February 26th (Sun.)	Last day of Spring 1 term
February 27th- March 5th (Mon.-Sun.)	Start of Spring Break

Spring 2:

March 6th (Mon.)	Spring 2 term begins
April 7th (Fri.)	Good Friday/ Easter Holiday
April 23rd (Sun.)	End of Spring 2 term

Summer 1 & 2 2023

Summer 1:

May 15th (Mon.)	Summer 1 term begins
May 29th (Mon.)	Memorial Day Holiday (scheduled Monday Classes meet online)
July 2nd (Sun.)	Summer 1 term ends

Summer 2:

July 3rd (Mon.)

Summer 2 term begins

July 4th (Tues.)

Independence Day Holiday (classes meet
online)

Week of Aug. 13th

Last week of internship

Internship Evaluation Meeting with Student

August 17th (Thur.)

Internship Evaluations Due

August 20th (Sun.)

Summer 2 term ends

Appendix M



Eastern University
Department

Social Work

SUPERVISION AGENDA

Note: Please complete one (1) agenda each week during the semester, even if you do not attend the internship that week.

Name: [Click here to enter text.](#)

Agenda #: / 15 Term

Internship Level:(circle one) Generalist Specialized

Items for Discussion 1\2 (circle one)

Date: [Click here to enter text.](#)

<i>Supportive</i> =Feedback, Advice, Professional Development, Self-Care/Wellness	<i>Educational</i> =Knowledge, Skills, Values/Ethics, CSWE Competencies, Self-Reflection	<i>Administrative</i> =Policies, Procedures, Navigating Agency Setting, Self-Advocacy
---	--	---

Questions I Have (*Supportive; Educational; Administrative*): [Click here to enter text.](#)

Resources/Information I Need (*Supportive, Educational, Administrative*): [Click here to enter text.](#)

Cases or Projects to Discuss (e.g., Process Record, Resource Manual, etc.): [Click here to enter text.](#)

Integration of Course Materials (Class content and connection with field): [Click here to enter text.](#)

Other: [Click here to enter text./](#)

Supervision Session Report

Internship Instruction (what was discussed/done during supervision with Internship Supervisor):

1. Reflect on challenges or growth as related to 2-3 of the 9 Social Work Competencies as identified in your Learning Contract. [Click here to enter text.](#)

2. Identify areas related to the 9 Social Work Competencies to focus attention on over the next week. [Click here to enter text.](#)

If Applicable, Task Supervisor (what discussed/did during Task Supervision): [Click here to enter text.](#)

Agency Tasks

Agency Assignments (what you did this week—e.g., activities/assignments/client contacts, meetings/visits, etc.): [Click here to enter text.](#)

MSW WEEKLY INTERNSHIP DATA

Name: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Schedule

Days and Hours present: **Date:** [Click here to enter a date.](#) **Hours:** [Click here to enter text.](#)

Date: [Click here to enter a date.](#) **Hours:** [Click here to enter text.](#)

Date: [Click here to enter a date.](#) **Hours:** [Click here to enter text.](#)

- Total semester internship hours to date: [Click here to enter text.](#)
- If absent, specify a plan to make up missed hours/days: [Click here to enter text.](#)
- If applicable, a number of days/hours made up and when: [Click here to enter text.](#)

Supervisory Session and Process Record Submission

- Date/length of the supervisory session with Internship Supervisor:

Date: [Click here to enter a date.](#) **Length:** [Click here to enter text.](#)

- If there is no supervision, please provide an explanation: [Click here to enter text.](#)

- If applicable, meeting with Task Supervisor:

Date: [Click here to enter a date.](#) **Length:** [Click here to enter text.](#)

- Process Record submitted to Internship Supervisor: Yes No

Supervisory Feedback:

Client Contacts

# of individuals	Click here to enter text.
# of families/groups	Click here to enter text.
# of communities/organizations	Click here to enter text.

Professional/Collateral Contacts

# of staff meetings or training attended	Click here to enter text.
# of meetings on behalf of clients attended.	Click here to enter text.
# of contacts with professionals	Click here to enter text.
Other (please specify):	Click here to enter text.

Supervisor Signature

Signature of Internship Supervisor or On-Site/ Task Supervisor and date: Click here to enter text.

Signature of Faculty MSW supervisor and date: Click here to enter text.

(Note to student: This agenda is to be completed electronically, including the supervisor's signature, and submitted to your internship liaison weekly via Brightspace.)

Appendix N



College of Health and Sciences

Social Work Department

MSW Internship Liaison End of Internship Agency Evaluation

This End of Internship Agency Evaluation is completed by the Internship Liaison. It serves as documentation of the evaluation of the host agency at the completion of the field placement. This evaluation will take place after the completion of the Internship. The evaluation reflects the agency's performance as observed by the Internship Liaison over the course of the 28 weeks of the internship. It provides an opportunity to review how the internship developed, offered opportunities for learning, and how the agency supported the student over the course of the internship.. This evaluation will also reflect the agency's participation in pre-internship preparation tasks, follow-through with documentation, availability, and regular supervision. This evaluation will impact the potential for an agency to continue being a host agency.

Student: Agency: Program: Internship Supervisor: Site Supervisor: Internship Liaison: Practice level: Generalist (circle one) Specialized	Field placement Start and End Dates:		
	Yes	No	
LEARNING CONTRACT			<i>Notes:</i>
Did the Agency support the student in creating a complete and comprehensive learning contract?			
Was the learning contract in compliance with the requirements identifying			

quantifiable internship tasks related to the nine competencies?			
Was the learning contract created, signed, and submitted by the week four deadline of the first term?			
Were second-term updates to the learning contract completed, signed, and submitted by week 4 of the second term?			
Did the identified Internship Supervisor or Task/Site Supervisor complete the Mid-Internship Evaluation to reflect the student's progress or areas needing attention?			
Did the identified Internship Supervisor or Task/Site Supervisor complete the Mid Internship Evaluation in a timely manner?			
Did the identified Internship Supervisor or Task/Site Supervisor complete the Final Evaluation reflecting the student's progress or areas needing attention?			
Did the identified Internship Supervisor or Task/Site Supervisor complete the Final Evaluation in a timely manner?			
AVAILABILITY/ SUPERVISION			
Was the identified Internship Supervisor or Task/Site Supervisor available for weekly supervision with the student in placement?			
Was the identified Field Internship Supervisor or Task/Site Supervisor available to participate in evaluation			

meetings with the Internship Liaison and the student?			
Did any other issues related to supervision arise during the placement? (If yes, please explain)			
Did any issues related to availability arise during the placement? (if yes- please explain)			
COMMUNICATION			
The identified Internship Supervisor or Task/Site Supervisor was able to be contacted by the Internship Liaison within a reasonable amount of time for routine information.			
The identified Internship Supervisor or Task/Site Supervisor was forthcoming with details and shared information freely regarding the student's progress or challenges in a timely manner.			
OPPORTUNITIES FOR LEARNING			
As observed in the practicum course, did the agency provide opportunities for learning for the student?			
Did the agency provide at least the minimum number of direct client contact hours per the student's level of Internship			
Was the student treated as a learner rather than only as an employee? (in a work-based Internship)			
MISCELLANEOUS			
Did any issues or challenges arise during your Internship that have not already been addressed? (If yes, please explain)			

RECOMMENDATION			
Would you recommend this agency as an Internship for future MSW students? (If no, please explain)			
Would you recommend this Internship Supervisor or Task/Site supervisor for future MSW students? (If no, please explain)			

Internship Liaison Signature: _____ **Date:** _____

Appendix O



College of Health and Sciences

Social Work Department

MSW End of Internship Agency Evaluation

This End of Placement Agency Evaluation serves as documentation of the evaluation of the host agency at the completion of the internship. This evaluation will take place after the completion of the internship placement. The evaluation reflects the agency's performance as observed by the internship liaison and the student in the internship over the course of the 28 weeks as the host agency. It provides an opportunity to review how the internship developed, offered opportunities for learning, and how the agency supported the student over the course of the internship. This evaluation will also reflect the agency's participation in pre-placement preparation tasks, follow-through with documentation, availability, and regular supervision. This evaluation will impact the potential for an agency to continue being a host agency.

Student: Agency: Program: Internship Supervisor: Site Supervisor: Internship Liaison: Practice level: Generalist (circle one) Specialized	Internship Start and End Dates:
STUDENT REFLECTIONS	
COMMUNICATION <i>(Student and Internship Supervisor or Task/Site Supervisor)</i>	
Did the Internship Supervisor or Task/Site Supervisor provide the student with	

feedback about content identified on the weekly supervision agenda	
Did your identified Internship Supervisor or Task/Site Supervisor appear to be available for questions as they arose?	
Did you find your identified Internship Supervisor or Task/Site Supervisor to be responsive to your questions?	
Did the identified Internship Supervisor or Task/Site Supervisor review the Mid-Internship Evaluation with the student before its submission to the University?	
Did the identified Internship Supervisor or Task/Site Supervisor review the Final Internship Evaluation with you before its submission to the University?	
LEARNING	
Identify three areas where you felt your internship agency best provided you with learning opportunities	<i>Which competency did this learning address (identify a competency 1-9 from your learning contract)</i>
1.	
2.	
3.	
MISCELLANEOUS	
Did any issues or challenges arise during your internship that have not already been addressed? <i>(If yes, please explain)</i>	
RECOMMENDATION	
Would you recommend this agency as an internship setting for future MSW students? <i>(If no, please explain)</i>	
Would you recommend this Internship Supervisor or Task/Site supervisor for future MSW students? <i>(If no, please explain)</i>	

Student Signature:

Date:

OVERALL ANALYSIS:

Provide 2-3 paragraphs summarizing the interaction, the skills/techniques applied, how you feel the client responded to the interaction, and what you felt went well or could be done differently. Include any additional supervision or feedback that was received regarding this client interaction.

Appendix Q



Social Work Internship Journal

The weekly journal is a valuable component of internship for use in enhancing reflection, facilitating critical thought, expressing feelings, and demonstrating professional growth. Additionally, the journaling activity provides an opportunity for students to process and reflect on their use of self and learning throughout the duration of their practicum experience. Reviewing students' journal entries allows the Internship Liaison a glimpse into the students' experiences and practice behaviors while monitoring progress toward the learning contract goals.

The journal entry is not intended to be an exhaustive description of the week's events. Rather, the intention is to create small pieces, that when put together at the end of the practicum, will highlight the totality of students' personal and professional growth.

Students are expected to submit weekly journal entries to their internship liaison through Brightspace. A copy of the journal should also be retained by the student. Specific criteria for submission dates and writing format will be established by the internship liaison for each cohort.

The journal entry is to be created following the format below.

Social Work Internship Journal

Student's Name and Agency Placement:

Week #, Date of journal entry:

Summary of Week's Activities

*This should be a **brief** capture of the activities performed this week. Include the types of activity or training experiences and a brief description of what occurred, emphasizing the student's role*

Critical Thinking and Professional Knowledge

Reflect on your use of self, critical thinking skills, and knowledge-guided practice. Include in this section knowledge utilized and gained in work with diverse persons within the context of the agency (this may include both clients and agency personnel).

Reactions to Internship Experiences/Activities

How do you feel your placement is progressing? How are you using supervision? Include specific questions, struggles, and/or share a story of success.