

**JMSW Generalist Internship Learning Agreement**

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

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

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

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

Semesters: Fall 20\_\_\_\_ Spring 20\_\_\_

This generalist internship is the first internship in the JMSW Program. JMSW field instruction is part of the program’s competency-based curriculum that has been designed to comply with the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS) as revised in 2015. CSWE has delineated nine core competencies that must be adequately addressed in an MSW curriculum as listed below.

**List of Nine Core Competencies Identified by CSWE**

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| 1. Demonstrate ethical and professional behavior. |
| 1. Engage diversity and difference in practice. |
| 1. Advance human rights and social, economic, and environmental justice. |
| 1. Engage in practice-informed research and research-informed practice. |
| 1. Engage in policy practice. |
| 1. Engage with individuals, families, groups, organizations, and communities. |
| 1. Assess individuals, families, groups, organizations, and communities. |
| 1. Intervene with individuals, families, groups, organizations, and communities. |
| 1. Evaluate practice with individuals, families, groups, organizations, and communities. |

According to the CSWE 2015 EPAS, “social work practice competence consists of nine interrelated competencies and component behaviors that are comprised of knowledge, values, skills, and cognitive and affective processes.” At the generalist level, CSWE delineates 31 component behaviors that must be addressed. The JMSW field instruction program is considered the signature pedagogy in the JMSW curriculum. The signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. As a result of this key role in the instruction of JMSW students, this generalist internship addresses all 31 generalist behaviors that, when combined, reflect the essential social work capacities in the nine core competency areas identified by CSWE for generalist practice.

Both this *JMSW Generalist Internship Learning Agreement* and the *JMSW Generalist Internship Evaluation* contain the list of the 31 behaviors (organized under the nine core competencies) that are to be addressed through planned tasks on this form and evaluated at the completion of each semester of the internship on the evaluation form. This information can be used to guide the development of an individual student’s learning experiences in a specific agency setting and should always be developed in collaboration with the student’s field instructor.

At the end of the internship, the field instructor will complete the *Generalist Internship Evaluation* to evaluate a student’s performance of each behavior. Field instructors will also be asked to provide an overall summary of the student’s performance during this internship and review the entire evaluation report with the student. The overall summary section is on the first page of the internship evaluation form. The field instructor and the student should always consult the faculty field liaison for any questions that arise regarding either this internship agreement or the internship evaluation. In addition, field instructors should refer to the *JMSW Generalist Internship Task Plan* (part of the learning agreement) as they complete the evaluation of a student at the end of each semester.

**Rating Scale for 31 Generalist Practice Behaviors**

**5**=Excellent performance of the behavior

**4**=Good performance of the behavior

**3**=Satisfactory performance of the behavior

**2**=Marginal performance of the behavior

**1**=Poor/Failing performance of the behavior\*

\*As soon as a field instructor identifies that a student is performing at a poor/failing level for one and/or more behaviors, they should first address this issue in supervision with the student. However, if this discussion, along with other supportive/instructive strategies, does not result in any apparent changes in the student’s performance then the faculty field liaison should be contacted immediately so a review meeting can be set up. This review meeting should include the student, field instructor, and faculty field liaison. Typically, such a meeting will result in the delineation of a correction plan where the student will be given specific written directions as to how to improve their performance in the internship with a re-evaluation date. Students who are concerned about their performance in terms of any one of these 31 generalist behaviors are strongly encouraged at any point during their internship to ask their field instructor for feedback during their weekly supervision sessions.

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

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

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

**JMSW Generalist Internship Task Plan**

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|  | | **Competency 1: Demonstrate ethical and professional behavior.** | | **Tasks to Address Generalist Behaviors** |
| (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 technology ethically and appropriately to facilitate practice outcomes. | |  |
| (5) | | Use supervision and consultation to guide professional judgment and behavior. | |  |
|  | | **Competency 2: Engage diversity and difference in practice.** | **Tasks to Address Generalist Behaviors** | |
| (6) | | Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. |  | |
| (7) | | Present themselves as learners and engage clients and constituencies as experts of their own experiences. |  | |
| (8) | | Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies. |  | |
|  | | **Competency 3:** **Advance human rights and social, economic, and environmental justice.** | **Tasks to Address Generalist Behaviors** | |
| (9) | | Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels. |  | |
| (10) | | Engage in practices that advance social, economic, and environmental justice. |  | |
|  | | **Competency 4: Engage in practice-informed research and research-informed practice**. | **Tasks to Address Generalist Behaviors** | |
| (11) | | Use practice experience and theory to inform scientific inquiry and research. |  | |
| (12) | | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |  | |
| (13) | | Use and translate research evidence to inform and improve practice, policy, and service delivery. |  | |
|  | | **Competency 5: Engage in policy practice.** | **Tasks to Address Generalist Behaviors** | |
| (14) | | Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services. |  | |
| (15) | | Assess how social welfare and economic policies impact the delivery of and access to social services. |  | |
| (16) | | Apply critical thinking to analyze, formulate, and advocate for polices that advance human rights and social, economic, and environmental justice. |  | |
|  | | **Competency 6:** **Engage with individuals, families, groups, organizations, and communities.** | **Tasks to Address Generalist Behaviors** | |
| (17) | | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies. |  | |
| (18) | | Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies. |  | |
|  | | **Competency 7: Assess individuals, families, groups, organizations, and communities.** | **Tasks to Address Generalist Behaviors** | |
| (19) | | Collect and organize data, and apply critical thinking to interpret information from clients and constituencies. |  | |
| (20) | | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. |  | |
| (21) | | Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies. |  | |
| (22) | | Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies. |  | |
|  | | **Competency 8:** **Intervene with individuals, families, groups, organizations, and communities.** | **Tasks to Address Generalist Behaviors** | |
| (23) | | Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. |  | |
| (24) | | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. |  | |
| (25) | | Use interpersonal collaboration as appropriate to achieve beneficial practice outcomes. |  | |
| (26) | | Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies. |  | |
| (27) | | Facilitate effective transitions and endings that advance mutually agreed-on goals. |  | |
|  | **Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.** | **Tasks to Address Generalist Behaviors** | |
| (28) | Select and use appropriate methods for evaluation of outcomes. |  | |
| (29) | Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. |  | |
| (30) | Critically analyze, monitor, and evaluate intervention and program processes and outcomes. |  | |
| (31) | Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels. |  | |