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**JMSW Specialist 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\_\_\_\_

The specialist internship is the second internship (or only internship if Advanced Standing) in the JMSW Program. JMSW field instruction is part of the program’s competency-based curriculum that has been designed to comply with the Council on Social Work Education (CSWE)’s Educational Policy and Accreditation Standards (EPAS) as revised in 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.” Programs are expected to identify component behaviors related to these nine competencies for the specialization(s) they offer. The JMSW field instruction program is considered the signature pedagogy in this competency-based curriculum. The signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner.

Both this *JMSW Specialist Internship Learning Agreement* and the *JMSW Specialist Internship Evaluation* contain the list of the 27 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 evaluations form. This form is used to describe 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 *Specialist Internship Evaluation* to evaluate a student’s performance of each specialist 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 Specialist 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 the 27 JMSW Specialist 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 failing level for one and/or more practice 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 27 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 Specialist Internship Task Plan**

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| **Competency 1: Demonstrate ethical and professional behavior.** | | **Tasks to Address Specialist Behaviors** |
| (1) | Integrate social work knowledge, values, & skills related to multiculturally sensitive clinical practice. |  |
| (2) | Demonstrate professional use of self in clinical practice and supervision of others. |  |
| (3) | Modify clinical practice based on supervision. |  |
| (4) | Integrate ethical decision-making skills to issues specific to multiculturally sensitive clinical social work practice, including the use of technology. |  |
| **Competency 2: Engage diversity and difference in practice.** | |  |
| (5) | Engage in critical self-reflection to identify and manage personal values and biases that may affect practice. |  |
| (6) | Work effectively with people from diverse communities. |  |
| **Competency 3: Advance human rights and social, economic, and environmental justice.** | |  |
| (7) | Use knowledge of the effects of oppression, discrimination, and historical trauma to inform interventions. |  |
| (8) | Advocate for policies, legislation, and other changes that promote human rights and social, economic, and environmental justice. |  |
| **Competency 4: Engage in practice-informed research and research-informed practice.** | | **Tasks to Address Specialist Behaviors** |
| (9) | Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings. |  |
| (10) | Utilize research literature, practice experience, and evidenced-based practices in planning multi-culturally responsive clinical intervention strategies and programs. |  |
| (11) | Engage in research efforts that advance clinical knowledge and multiculturally responsive practice. |  |
| **Competency 5: Engage in policy practice.** | |  |
| (12) | Utilize critical thinking to analyze, formulate, evaluate/assess and advocate for policies that advance human rights and social, economic, and environmental justice. |  |
| (13) | Use advocacy, education and clinical interventions to empower people to challenge and change unjust policies. |  |
| (14) | Advocate with and inform administrators and legislators to influence policies that affect people and services. |  |
| **Competency 6: Engage with individuals, families, and groups.** | | **Tasks to Address Specialist Behaviors** |
| (15) | Develop culturally responsive therapeutic relationships. |  |
| (16) | Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the therapeutic alliance. |  |
| (17) | Establish a relationally based process that encourages equal participation in identifying treatment goals and expected outcomes. |  |
| **Competency 7: Assess individuals, families, and groups.** | |  |
| (18) | Collect and synthesize complex assessment data using knowledge of multidisciplinary theoretical frameworks, including the current Diagnostic and Statistical Manual’s dimensional approach. |  |
| (19) | Use assessment data to inform the selection and planning of evidence-informed and culturally responsive interventions that integrate assessment information, goals, and preferences. |  |
| (20) | Utilize culturally appropriate standardized assessment and/or diagnostic instruments. |  |
| (21) | Continuously reassess throughout the clinical intervention process in determining strategies for change. |  |
| **Competency 8: Intervene with individuals, families, and groups.** | |  |
| (22) | Critically evaluate, select, and apply culturally responsive best practices, evidence-based and evidence-informed interventions. |  |
| (23) | Plan and implement interventions based on comprehensive assessment of biopsychosocial and spiritual factors and diagnostic classification systems. |  |
| (24) | Use appropriate clinical techniques for a range of presenting concerns as identified in the assessment. |  |
| (25) | Work collaboratively with others to identify strategies for effecting systematic changes to improve biopsychosocial and spiritual functioning and access to societal resources for the well-being of all. |  |
| **Competency 9: Evaluate practice with individuals, families, and groups.** | | **Tasks to Address Specialist Behaviors** |
| (26) | Design culturally responsive evaluation methods to evaluate clinical social work practice and/or programs. |  |
| (27) | Critically analyze data to inform clinical social work practice decisions and to evaluate practice and/or program outcomes. |  |