

# **Internship Policies & Procedures Manual**



**Graduate Social Work Program  
UALR School of Social Work**

Updated 2013

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**INTERNSHIP POLICIES & PROCEDURES MANUAL**  
**GRADUATE SOCIAL WORK PROGRAM**  
**UALR SCHOOL OF SOCIAL WORK**

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## **I. OVERVIEW**

### **A. PURPOSE OF MANUAL**

The purpose of this manual is to provide a guide to the philosophy, organization, expectations, procedures, and policies of the graduate social work program of the School of Social Work, University of Arkansas at Little Rock. It is designed for use by students, internship instructors, faculty liaisons, and the MSW Internship Coordinator. The manual is supplemented by training sessions, workshops, and the distribution of year-specific materials such as the School calendar and relevant syllabi.

### **B. Mission, Goals and Program Competencies**

The Mission of the University of Arkansas at Little Rock

“The mission of the University of Arkansas at Little Rock is to develop the intellect of students; to discover and disseminate knowledge, to serve and strengthen society by enhancing awareness in scientific, technical, and cultural arenas; and to promote humane sensitivities and understanding of interdependence. Within this broad mission are the responsibilities to use quality instruction to instill in students a lifelong desire to learn; to use knowledge in ways that will contribute to society; and to apply the resources and research skills of the University community to the service of the city, the state, the nation, and the world in ways that will benefit humanity.” *(Adopted by the UALR Faculty Senate and Chancellor, 1988)*

The Mission of the School of Social Work

“The mission of the UALR School of Social Work is to prepare ethical graduates who accept and appreciate diversity, who empower people and communities to meet the challenges of poverty and social and economic injustice, and who serve oppressed and vulnerable populations at the local, state, national, and international levels.”

The Mission of the Graduate Social Work Program

“The mission of the graduate program of the UALR School of Social Work, building on a strong generalist foundation, is to prepare graduates for leadership roles in clinical practice and in management and community practice within the social welfare system in Arkansas. Our commitment is to discover and disseminate knowledge, embrace diversity, to serve our communities and organizations, and to eliminate the barriers that oppressed and vulnerable people face.”

The Goals of the School of Social Work

1. To prepare generalist and advanced practitioners for careers in social work.

2. To add to the practice knowledge base of the social work profession through the provision of critical thinking skills, scientific inquiry, faculty research and applied scholarship.
3. To build and maintain collaborative relationships with community health and social welfare organizations and community groups in promoting effective and efficient service delivery, and the development of resources to meet the needs of client populations.
4. To advocate for and encourage the dignity and worth of the person and the empowerment of oppressed and vulnerable client populations.
5. To ensure graduates are knowledgeable of the profession's missions, values, principles, and standards, and will seek the well-being of the client population in a consistently ethical manner.

#### Organizational Goals of the School of Social Work

1. To reach and maintain levels of diversity within our faculty and our student body that reflect the diversity of the communities we serve.
2. To share, develop, and verify social work knowledge with various local, state, and national constituents.
3. To respond to the needs of at-risk, underserved and marginalized populations through partnerships with community agencies and social work educational programs.

#### Goals of the Graduate Social Work Program

1. To provide a generalist foundation preparing students for advanced practice with individuals, families, groups, organizations and communities, and supporting students' development as professional social workers and identification with the profession.
2. To prepare students to utilize knowledge, skills, values/ethics and critical thinking necessary for effective social work practice.
3. To instill in students respect for diversity, human rights, and social justice.
4. To prepare students with the analytic knowledge and skills to evaluate and improve practice, influence policy, and advocate for social and economic change.
5. To prepare students who understand and respond to the changing context of social work practice and who assume the responsibility for ongoing professional growth.
6. To instill in students and faculty an appreciation for and commitment to applied research, service, and social action within the community.
7. As faculty, to conduct and disseminate social work research that contributes to knowledge and best practices in clinical and community settings.

## Program Competencies

In 2008 the Council on Social Work Education (CSWE) introduced new Educational Policy and Accreditation Standards (EPAS) for all BSW and MSW programs. Whereas previous CSWE standards focused more on what went “into” programs in the form of content, the focus of the new standards is on “outcomes,” or what students are expected to “do” by the time they graduated. Programs are required to incorporate ten core competencies, each of which includes specific **practice behaviors** comprised of knowledge, values and skills. Starting in 2008-2009 our program has been undergoing a self-study that resulted in full incorporation of the 2008 EPAS.

The program’s foundation and advanced (concentration) competencies include:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principals to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social justice and economic justice
6. Engage in research-informed practice and practice-informed research
7. Apply knowledge of human behavior and the social environment
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
9. Respond to contexts that shape practice
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Each competency in the foundation and advanced (concentration) curriculum includes their own unique set of practice behaviors—comprised of knowledge, values and skills—that operationalize the competencies. At the time of graduation, students are expected to have achieved proficiency in all ten program competencies.

### Foundation level competencies and practice behaviors

1. Identify as a professional social worker and conduct oneself accordingly.

Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth.

Social workers

- practice personal reflection and self-correction to assure continual professional development;
- attend to professional roles and boundaries;

- demonstrate professional demeanor in behavior, appearance, and communication;
- engage in career-long learning;
- use supervision and consultation.

2. Apply social work ethical principles to guide professional practice.

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.

Social workers

- make ethical decisions by applying standards of the National Association of Social Worker's Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
- tolerate ambiguity in resolving ethical conflicts;
- apply strategies of ethical reasoning to arrive at principled decisions;
- recognize and manage personal values in a way that allows professional values to guide practice.

3. Apply critical thinking to inform and communicate professional judgments.

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.

Social workers

- distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
- analyze models of assessment, prevention, intervention, and evaluation;
- come to well-reasoned conclusions and solutions, implement plan of action, review and reflect upon results;
- demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

4. Engage diversity and difference in practice.

Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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

- recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, create or enhance privilege and

power;

- gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- recognize and communicate understanding of the importance of difference in shaping life experiences;
- view themselves as learners and engage those with whom they work as informants.

#### 5. Advance human rights and social and economic justice.

Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.

Social workers

- understand the forms and mechanisms of oppression and discrimination;
- advocate for human rights and social and economic justice;
- engage in practices that advance social and economic justice.

#### 6. Engage in research-informed practice and practice-informed research.

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.

Social Workers

- use practice experience to inform their research when appropriate;
- use research evidence to inform practice.

#### 7. Apply knowledge of human behavior and the social environment.

Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.

Social workers

- utilize theories and models of practice to guide the processes of problem identification and assessment as well as intervention development, deployment, and evaluation;
- critically evaluate and apply knowledge to understand and predict human behavior, both individually and in the social environment.

#### 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.



Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know 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

- identify and learn from the range of stakeholders concerned with policies that advance social well-being and with those that don't;
- analyze, formulate, and advocate for policies that advance social well-being;
- collaborate with colleagues and clients for effective policy action.

9. Respond to contexts that shape practice.

Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.

Social Workers

- discover, critically appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services;
- assess the social, emotional, organizational and environmental context in which people live and utilize this information in practice and service delivery;
- provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

## **Engagement**

Social workers

- use empathy and other interpersonal skills;
- develop a mutually agreed-on focus of work and desired outcomes, subject to change in the ongoing assessment process between worker and client.

## **Assessment**

Social workers

- collect, organize and interpret client data;
- assess client strengths and needs;

- develop mutually agreed-on intervention goals and objectives, which are subject to change in the ongoing assessment process between worker and client;
- select appropriate intervention strategies.

### **Intervention**

#### Social workers

- implement appropriate prevention and intervention strategies that enhance client capacities;
- help clients resolve problems, as well as re-evaluate and refine goals as part of the ongoing assessment process;
- negotiate, mediate, and advocate for clients;
- facilitate transitions and endings.

### **Evaluation**

#### Social workers

- critically analyze, monitor and evaluate interventions.

## **Concentration Competencies and Practice Behaviors**

The same ten competencies appear in the two concentrations (Advanced Direct Practice & Management and Community Practice). However, the practice behaviors are unique to each concentration and each competency in the concentrations have been augmented with specialized knowledge, values and skills unique to each concentration.

### **Advanced Direct Practice (ADP) Competencies and Practice Behaviors**

ADP Advanced Competency #1:—Identify as a professional social worker and conduct oneself accordingly.

At the concentration level, advanced practitioners, in working with individuals, families, and groups, further consolidate their identification with all aspects of professionalism.

Advanced Direct Practice students:

- Attend to professional roles and boundaries in working with individuals, families and groups;
- Demonstrate professional demeanor in behavior, appearance, and communication;
- Demonstrate commitment to career long learning;
- Use supervision and consultation to further enhance expertise with individuals, families and groups.

ADP Advanced Competency #2—Apply social work ethical principals to guide professional practice.

At the concentration level, advanced practitioners, in working with individuals, families, and groups, are knowledgeable about ethical issues relevant to these populations in a verity of practice settings.

Advanced Direct Practice students:

- Apply ethical decision-making skills to issues specific to working with individuals, families, and groups.

ADP Advanced Competency #3—Apply critical thinking to inform and communicate professional judgments.

At the concentration level, advanced practitioners, in working with individuals, families, and groups, use critical thinking skills to formulate and communicate interventions.

Advanced Direct Practice students:

- Integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom in working with individuals, families and groups;
- Formulate problems clearly, evaluate and select appropriate assessment, intervention, and evaluation tools for use with individuals, families and groups;
- Demonstrate effective oral and written communication in working with individuals, families and groups.

ADP Advanced Competency #4—Engage diversity and difference in practice.

At the concentration level, advanced practitioners, in working with individuals, families, and groups, have a deeper understanding of the multiple factors related to diversity that impact behavior and development.

Advanced Direct Practice students:

- Assess all aspects of diversity that impact and influence individuals, families and groups;
- Demonstrate increased self-awareness in working with individuals, families and groups.

ADP Advanced Competency #5—Advance human rights and social justice and economic.

At the concentration level, advanced practitioners are able to recognize social disparities, and fully incorporate social justice practices with individuals, families, and groups.

Advanced Direct Practice students:

- Understand the forms and mechanisms of oppression and discrimination in working with individuals, families and groups;
- Engage in practices that advance social and economic justice for individuals, families and groups.

ADP Advanced Competency #6—Engage in research-informed practice and practice-informed research.

At the concentration level, advanced practitioners, in working with individuals, families, and groups, are knowledgeable about evidence-based prevention models related to working with

these client systems.

Advanced Direct Practice students:

- Identify, evaluate and select effective evidence-based intervention strategies in working with individuals, families and groups.

ADP Advanced Competency #7—Apply knowledge of human behavior and the social environment.

At the concentration level, advanced practitioners, in working with individuals, families, and groups, understand developmental processes, in addition to social, cultural and institutional factors that shape human behavior. They also understand and can apply the specific frameworks (ecological/bio-psycho-social) and theories (cognitive-behavioral, psychodynamic), that are appropriate to micro practice.

Advanced Direct Practice students:

- Utilize conceptual frameworks, practice models and theories in their work with individuals, families and groups.

ADP Advanced Competency #8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

At the concentration level, advanced practitioners, understand how policies and service delivery systems impact individuals, families, and small groups

Advanced Direct Practice students:

- Apply policy practice skills in work with individuals, families and groups.

ADP Advanced Competency #9—Respond to contexts that shape practice.

At the concentration level, advanced practitioners, in working with individuals, families, and groups, continue to be informed, resourceful and proactive in responding to evolving organizational, community, and societal contexts as this impacts practice at the micro level.

Advanced Direct Practice students:

- Are knowledgeable of the resources and the organizational, community, and societal context within which social work services are delivered to individuals, families and groups;
- Advocate at multiple levels for enhanced service delivery to individuals, families and groups.

ADP Advanced Competency #10—Engage, assess, intervene, and evaluate with individuals, families and groups.

### **Engagement**

At the concentration level, advanced practitioners, utilizing enhanced engagement skills, are able to develop working alliances with individuals, families, and groups.

Advanced Direct Practice students:

- Continue to refine the use of empathy, use of self, and other interpersonal skills when working with individuals, families and groups;

- Develop a mutually agreed upon focus and desired outcome when working with individuals, families and groups.

### **Assessment**

At the concentration level, advanced practitioners, in working with individuals, families, and groups, draw from a variety of advanced-practice theories and models in assessing client situation.

Advanced Direct Practice students:

- Draw from advanced practice theories and treatment models to organize and inform the assessment process with individuals, families and groups;
- Select appropriate interventions for individuals, families and groups.

### **Intervention**

At the concentration level, advanced practitioners, in working with individuals, families, and groups, select appropriate interventions that are derived directly from, and connected to, advanced practice theories/models.

Advanced Direct Practice students:

- Select and implement prevention and intervention strategies that are informed by advanced practice theories and models of practice;
- Appropriately terminate with individuals, families and groups.

### **Evaluation**

At the concentration level, advanced practitioners, in working with individuals, families, and groups, evaluate the effects of interventions and modify strategies based on client outcome.

Advanced Direct Practice students:

- Apply research skills to evaluating practice effectiveness with individuals, families and groups;
- Assess results of evaluation and modify treatment goals/strategy if needed;
- Communicate evaluation results to client/agency.

### **Management and Community Practice (MCP) Competencies and Practice Behaviors**

MCP Advanced Competency #1—Identify as a professional social worker and conduct oneself accordingly.

At the concentration level, advanced practitioners in management and community practice recognize the uniquely useful knowledge, values, and skills brought by professional social workers to organization and program development and management, and to community-based change efforts.

Students in management and community practice:

- identify opportunities for social workers to initiate and guide change efforts in organizations and communities.
- integrate self-reflection, focused use of supervision and consultation, and continued learning into their professional lives.

MCP Advanced Competency #2—Apply social work ethical principles to guide professional practice.

At the concentration level, advanced practitioners in management and community practice are knowledgeable about and attentive to the ethical issues that arise in connection with organizational and community conditions and change efforts.

Students in management and community practice:

- apply ethical decision-making skills to those issues specific to macropractice situations and settings.

MCP Advanced Competency #3—Apply critical thinking to inform and communicate professional judgments.

At the concentration level, advanced practitioners in management and community practice use and expand their skills in critical thinking as they work with others to understand the current situation and chart a path toward desired ends. They help client systems to acquire and integrate knowledge from diverse sources.

Students in management and community practice:

- work with client systems, evaluate, select, and use appropriate tools for assessment, intervention and evaluation.
- communicate effectively through multiple mediums with a diverse range of stakeholders, partners, and collaborators.

MCP Advanced Competency #4—Engage diversity and difference in practice

At the concentration level, advanced practitioners in management and community practice are knowledgeable about and attentive to issues of diversity and difference as they are experienced in organizational and community life. They seek to recognize and understand the cultural context and content of organizations and communities.

Students in management and community practice:

- work with macrolevel client systems to help them recognize and engage diversity and difference in ways that further organizational missions and community goals.

MCP Advanced Competency #5—Advance human rights and social and economic justice.

At the concentration level, advanced practitioners in management and community practice work to extend their understanding of social and economic injustice so that they can discern those organizational and social arrangements that permit or encourage it to continue. They help build critical consciousness through teaching, advocacy, organizing, and policy analysis.

Students in management and community practice:

- work with macrolevel client systems to help them recognize and challenge the manifestations of systemic oppression, discrimination, and disempowerment.

MCP Advanced Competency #6—Engage in research-informed practice and practice-informed research.

At the concentration level, advanced practitioners in management and community practice use their practice experience to inform research, and depend on research to inform and guide their

practice. They help the social welfare service delivery system to move toward higher levels of accountability for service effectiveness.

Students in management and community practice:

- use appropriate theories, models, and research methods to support their approaches to initial assessment, intervention, and evaluation.
- work with client systems to clarify and deepen program logic models and to incorporate meaningful evaluation in their ongoing activities.

MCP Advanced Competency #7—Apply knowledge of human behavior and the social environment.

At the concentration level, advanced practitioners in management and community practice are knowledgeable about how organizations and communities work and how they can help them work better. They are attuned to how organizations and communities make decisions and plan, and to how people work together effectively in pursuit of shared goals.

Students in management and community practice:

- assess organizational and community ecosystems, identifying strengths and gaps in the web of relationships.
- use theoretical models and frameworks to understand and intervene in organizations and communities.

MCP Advanced Competency #8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

At the concentration level, advanced practitioners in management and community practice are knowledgeable about multiple methods of policy practice, including legislative and administrative policy advocacy, policy analysis, and social action. They work with organizations and communities to identify needed changes in social policy and to mobilize change strategies.

Students in management and community practice:

- understand the historical and current policy contexts of their particular fields of practice.
- join with others in networks and coalitions to alter those policy contexts in ways that benefit vulnerable populations.

MCP Advanced Competency #9—Respond to contexts that shape practice.

At the concentration level, advanced practitioners in management and community practice engage in constant appraisal of the political, economic, social, technological, and cultural contexts of the organizations and communities they work with. As change occurs, they consider the range of responses that might be made. They work proactively for change in those contexts as well.

Students in management and community practice:

- help macrolevel client systems observe, critically assess, and respond to changes, or need for changes, in the political, economic, social, technological, and cultural systems that affect them.

MCP Advanced Competency #10—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers doing advanced practice with communities and organizations deepen their knowledge of and skills in working with organizations and communities, and with the people and groups who comprise them. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client-system goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

### **Engagement**

Students in management and community practice:

- substantively and affectively prepare for action with individuals, groups, organizations, and communities;
- use empathic responding and other interpersonal skills; and
- develop with their client systems a mutually agreed-on focus of work and desired outcomes.

### **Assessment**

Students in management and community practice:

- collect, organize, and interpret client-system data;
- assess client systems' strengths and limitations;
- develop clear and mutually agreed-on goals and objectives of interventions; and
- select appropriate intervention strategies.

### **Intervention**

Students in management and community practice:

- initiate actions to achieve group, organizational, and community goals, helping client systems to resolve problems and capitalize on opportunities; and
- increase client systems' own capacities to accomplish their goals;

### **Evaluation**

Students in management and community practice:

- critically analyze, monitor, and evaluate their own practice interventions.
- critically analyze, monitor, and evaluate the effectiveness of social welfare programs.
- apply the findings of evaluation to make modifications in their own behaviors and choices, and in program design and implementation.



## C. ACADEMIC OVERVIEW

The regular MSW program requires 60 credit hours while the advanced standing program requires 43 credit hours and is divided into two academic years--the foundation year and the concentration year. Internships are an integral component of the curriculum and each of the two years of the program requires a supervised internship that provides opportunities to apply classroom learning.

**1. FOUNDATION YEAR:** The first year is the foundation year which grounds students in the common body of knowledge, values, and skills of the social work profession transferable among settings, population groups, and problem areas. In the classroom students are given content, in the form of knowledge, values and skills that support the development of the ten core competencies. In the internship, the student is expected to apply the practice behaviors associated with each of the ten foundation level competencies. Specific opportunities within the first year internship include:

- Opportunities to apply a generalist perspective to social work practice with systems of all sizes individuals, families, groups, organizations, and communities.
- The development of an awareness of self in the process of intervention.
- Supervised practice experience in the application of the practice behaviors, comprised of knowledge, values and skills to enhance the wellbeing of people and to work toward the amelioration of environmental conditions that affect people adversely.
- Use of oral and written professional communications that are consistent with the language of the internship setting and the profession.
- Use of professional supervision to enhance learning.
- Critical assessment, implementation, and evaluation of agency policy within ethical guidelines.

Foundation year competencies and their associated practice behaviors can be found in the first-year manual.

**2. CONCENTRATION YEAR:** The second year of the program prepares students for advanced practice with a concentration in advanced direct practice (clinical) or management and community practice. Each concentration includes the ten core competencies with their own unique practice behaviors comprised of concentration specific knowledge, values and skills.

**a. ADVANCED DIRECT PRACTICE:** Students who graduate from the advanced direct practice concentration have advanced skills in working autonomously and ethically with individuals, families, and groups in agency settings. ADP year competencies and their associated practice behaviors can be found in the ADP manual.

**b. MANAGEMENT AND COMMUNITY PRACTICE:** Students who graduate from the management and community practice concentration are prepared with the conceptual, analytical, technical, and interpersonal skills needed for planning, organizing, coordinating, evaluating, and leadership associated with management and community practice in community-based programs, hospital social services, and state health and human service bureaucracies. MCP competencies and their associated practice behaviors can be found in the MCP manual.

**NOTE:** Course outlines and other course and concentration specific requirements are found in the

First Year, Advanced Direct Practice, and Management and Community Practice Internship Manuals. We teach all students to evaluate the efficacy of their practice and to incorporate findings from new research into practice. The School weaves the research bases for social work throughout the curriculum, with particular emphasis in two courses: research methods and statistics.

#### **D. ORGANIZATIONAL STRUCTURE**

To fuse the internship program and classroom instruction into a positive educational whole requires conscious and continuous planning. The key persons fulfilling these tasks are the student, the agency-based internship instructor, the faculty liaison, and the MSW Internship Coordinator. Internship instructors are important teachers in the task of learning through practice.

Internship activities take place in a variety of agencies throughout the State. The degree of emphasis placed on the objectives of internship education varies with agencies according to their functions and philosophies. The students' learning needs and capabilities also influence the pace, direction, and content of learning.

Collaboration among the student, internship instructor, agency, faculty liaison, and the MSW Internship Coordinator must take place for competent completion of internship course work. In order for participants to fully understand and thereby accomplish the overall objectives of the internship education process, all the various roles and responsibilities are defined in this section.

#### **1. UALR ROLES AND RESPONSIBILITIES**

**a. PRACTICE COMMITTEE:** A faculty committee, the practice committee, works with the coordinator regarding policies, procedures, and the placement process. In addition to the faculty, practitioners from the community and a second-year student also serve on the practice committee in an advisory capacity. The coordinator and the practice committee will make specific arrangements for students who are physically and emotionally challenged. The policies, procedures, and processes implemented in the internship program emanate from the stated curriculum goals, which are reviewed and approved by the faculty.

**b. MSW INTERNSHIP COORDINATOR:** The internship courses fall under the administrative aegis of the MSW Internship Coordinator (coordinator). The coordinator is administratively responsible to the Director of the School of Social Work and educationally responsible to the faculty. The coordinator works with the faculty to insure that the internships are firmly anchored and blended in the School's curriculum. The coordinator provides leadership in the establishment and maintenance of linkages between the School and agencies. The functions and decisions made by the coordinator are as follows:

- X      Select agencies and instructors for the internship program, with the assistance of the faculty.
- X      Maintain agency information, instructor profiles, and agency agreements.
- X      Assign students to agencies, in concert with the practice committee, considering the interests and learning needs of the student and the educational resources and needs of the agency.
- X      Oversee student learning experiences, ensuring that the students acquire program

competencies to work with people of diverse backgrounds (culture, race, ethnicity, gender, age, disabilities, sexual orientation, religion etc.) and develop concern for vulnerable populations.

- X Monitor faculty liaison activities and the progress of student learning in the internship sites.
- X Inform agencies of policies, curriculum, and general program and administrative changes.
- X Plan and coordinate student orientations and periodic educational programs for instructors and liaisons.
- X Arrange for adequate malpractice insurance for each student in an internship.

**c. FACULTY LIAISON:** Faculty liaison assignments are part of the academic workload for classroom faculty. Faculty liaisons work with agencies and internship instructors to ensure ongoing instruction and evaluation of students; and to provide consultation to agencies and instructors as needed. All faculty liaisons are responsible for coordinating their liaison activities with the MSW Internship Coordinator. The liaison's responsibilities include the following:

- X Establish and maintain relationships with the student and instructor. Periodic contact with the agency administrator on behalf of the School may also be indicated.
- X Monitor the learning experiences of the student throughout the internship.
- X Intervene immediately in situations where problems occur and notify the MSW Internship Coordinator of the concerns.
- X Visit the agency at least twice a semester to meet with the student(s) and instructor. Visits should be timed at approximately mid-semester and the end of the semester. More frequent visits may be needed if the situation warrants.
- X During each agency visit, meet individually with the student and review their Portfolio to ensure course objectives and tasks are being met and documented. Comment on process recordings and other documents as needed.
- X Provide consultation and learning resources as needed to the student and instructor. Actively lead, in coordination with the coordinator, the ongoing education of instructors to enhance student learning.
- X At the end of the semester, meet with instructor and student for a concluding conference. Learning experiences, supervision, student performance, and recommendations for the next semester or next internship should be discussed.
- X Assign the student's final semester grade after consultation with the instructor and review of the student's learning as documented in their Portfolio.

- X Evaluate the internship setting and instructor at the end of the internship and provide a written evaluation to the Coordinator.
- X Collect student Portfolios as requested for program assessment review.

## **2. INTERNSHIP INSTRUCTOR AND AGENCY ROLES & RESPONSIBILITIES**

The School maintains relationships with agencies that provide quality services in Arkansas and surrounding states. Agencies that participate in the internship program are chosen for their commitment to providing quality social work service and for their willingness to provide social work instruction by LCSW staff who meet the criteria and standards of the School. The following criteria guide the selection of instructors and agencies.

### **a. AGENCY CRITERIA & RESPONSIBILITIES**

- X A philosophy compatible with the values and ethics of the social work profession and social work education.
- X A view of students as learners and not adjunct staff, with caseloads based on student learning needs and school requirements.
- X The willingness to include students in appropriate meetings and in-service activities.
- X Provision of the proper physical environment and adequate equipment, with the student located, if possible, in the same building as the instructor.
- X Modeling of professional social work skills, judgment, and values in action, allowing students to see and analyze professional work.
- X Provision for the student's personal safety in the internship setting.
- X Reimbursement, as indicated, to the student for out-of-pocket expenses (e.g., travel) involved in rendering agency service.
- X Regular access to the internship instructor and adequate instructor time to develop and implement the student's internship.

### **b. INSTRUCTOR CRITERIA**

- X Master's degree (M.S.W.) from an accredited school of social work.
- X Minimum of two years post-M.S.W. experience in the concentration in which she/he is instructing, and licensed at the LCSW level. On occasion, an LMSW with two years post-M.S.W. experience will be accepted as a field instructor. The School may also accept an ACSW instructor under certain circumstances.

- X Commitment to the values of the social work profession, competence in practice, and interest in supporting student education.
- X The ability, time, and willingness to serve as an instructor during the full academic year or internship period.
- X Commitment to attend School-sponsored orientations, trainings, other educational activities.
- X Knowledge of the agency, its policies and procedures, and its relationship to the community

### **c. INSTRUCTOR RESPONSIBILITIES**

- X Develop, in concert with the student, a learning contract each semester. The faculty liaison is also available to assist as needed.
- X Provide a sufficient number and variety of assignments to insure a carefully planned progression of student learning. Students should become involved in practice activities at the beginning of the internship as outlined in the internship syllabi.
- X Assign a range of clients to insure that students will acquire the necessary attitudes, values, knowledge, and skills to work with culturally diverse people.
- X Make time available to spend a minimum of two hours of instructional/supervisory time each week with the student. Feedback regarding strengths, areas for improvement, and analysis of written assignments (e.g., process recordings) should be given. Audio and videotapes can be used to help the student identify a range of strategies.  
  
One of the two hours of instructional/supervision time must be in scheduled individual supervision provided by the LCSW internship instructor. The second hour of instruction/supervision may be provided in a group supervision format by the instructor. Supervision provided by other professionals in the setting does not supersede the instructors' requirement to provide face-to-face social work supervision as outlined above.
- X Be available to the student at all times during agency business hours. The student is not to engage in unsupervised work during their internship. Another master-level professional may serve as the instructor's backup when the instructor is not available.
- X Allow the student reasonable time during the internship to complete written assignments and agency record keeping. This provision of time facilitates the use of the written assignments as a teaching tool. The School estimates that each process recording should take approximately two (2) hours to plan and write. Two process recordings are required each week the student is in the internship.
- X Provide learning opportunities for the student to develop professional oral and written skills.
- X Be available for timely consultation with the faculty liaison as required and needed.

- X Provide ongoing feedback on the student's performance as well as a written performance evaluation at the end of each semester (see Evaluation in the policy section). If concerns arise, notify the faculty liaison immediately.
- X Assist the student in the evaluation of her or his practice, in concert with the faculty liaison.

#### **d. STUDENT ROLE AND RESPONSIBILITIES**

Students are placed in agencies after taking into consideration their previous educational experiences, related practice, educational needs, and stated preferences. Students are expected to remain in their assigned agency for two consecutive semesters. More specifically, the School's expectations for all students are as follows:

- X Adhere to agency practices, policies and procedures.
- X Follow a work day schedule as established by the agency, including making up any missed time as approved by the instructor.
- X Complete all tasks as assigned by the instructor and seek assistance when needed.
- X Complete all paper work required by agency, instructor, School and liaison in a timely manner.
- X Work with the instructor to develop a learning contract for each semester.
- X Maintain a complete and organized Portfolio of completed work as evidence of mastery of social work skills, values, and ethics.
- X Participate each week in instructional/supervisory conferences with the instructor.
- X Evaluate self as part of professional development.
- X Participate with instructor and liaison in a formal evaluation at the end of each semester.
- X Evaluate the instructor and agency.

## II. INTERNSHIP POLICIES AND PROCEDURES

### A. GENERAL PHILOSOPHY

The philosophy and policy of the graduate program are that each of the two internships (first and second year) is a two-semester experience in the same setting. Exceptions to this policy may occur when extenuating circumstance in the agency, or in the student's position, make a change necessary.

It is also the policy of the graduate program that students will have each of their two internships in a different setting in order to maximize experience and learning. The student is to have immediate access to her/his instructor or other master-level professional in the agency at all times during the agency's business hours. Students are not to engage in unsupervised work during their internship.

#### **Eligibility for Entering Foundation Year Internship**

In order to qualify for a foundation year field placement, students must:

1. Be admitted to the graduate social work program as a full-time student, completing internship requirements concurrent with required first year core courses or after completion of required first year core courses. Part-time students may complete the first year internship on a summer block basis after completing all their core courses, or while enrolled in the final few core courses.
2. Have a core cumulative GPA of 3.0 by the end of the proceeding semester (including any transfer courses).
3. Be in good academic standing.
4. Demonstrate academic integrity and professional behavior.

### B. INTERNSHIP SEQUENCING AND HOURS

#### 1. FIRST YEAR

**a. HOURS:** Total required hours for the first year internship are 480 hours completed in two consecutive semesters (240 hours per semester).

**b. TIMING & DAYS:** The completion of the first year internship is generally concurrent with classroom courses offered in the fall and spring. However, part-time students may complete the first year internship on a summer block basis after completing all their core courses, or while enrolled in the final few core courses. Full-time students demonstrating hardship or disability may request from the MSW Internship Coordinator deferral of the first year internship to the summer block.

**1) Fall and Spring Semester:** Fall and spring semesters run for 15 weeks and the student is in the agency 16 hours per week. Designated internship days are Thursday and Friday.

**2) Summer Block:** The student obtains their required hours by completing one summer block internship. The summer block is twelve weeks and the student is in the agency 40 hours per week (total of 480 hours).

#### 2. SECOND YEAR

**a. HOURS & DAYS:** Total required hours for the second year internship are

720 hours completed in two consecutive semesters (360 hours per semester). Designated internship days are Wednesday, Thursday, and Friday with classroom courses scheduled on Monday and Tuesday.

**b. TIMING:** The second year/concentration internship is completed concurrently with the second year classroom courses. Hence, students need to plan to attend their final year (concentration year) on a full time basis.

**3. ADVANCED STANDING:** Advanced standing students are given credit for 280 hours of their undergraduate work which is applied to their first year internship. They must complete two internships as follows:

**a. FIRST YEAR:** Generally the advanced standing student enters the MSW program during the summer and completes both required course-work and an internship during the two summer semesters. The total required hours for the advanced standing internship are 200. The student is in the internship 20 hours per week for each of the five week summer terms (100 hours each term). On occasion, an advanced standing student may not be able to enter the program during the summer and may take their internship, along with the required courses, during the fall and spring semesters. The student enters the fall internship after midterm and completes the internship 20 hours per week for approximately five weeks. The student then re-enters the internship at the beginning of the spring semester and completes the internship around spring break.

**b. SECOND YEAR:** Advanced Standing Students enter the second or concentration year following completion of their first year. Standards are the same as previously noted in the section on second year students.

### **C. ASSIGNMENT OF STUDENTS AND AGENCIES**

The Coordinator coordinates all assignments of students to agencies. In no instance is the student to select her or his own placement. Similarly, agencies are to contact the coordinator rather than negotiate any plan with a particular student. Whenever feasible and consistent with the educational assessment of the student, specific requests either from students or agencies are given careful placement consideration.

**1. LOCATION:** The School attempts to locate internship agencies throughout the State. However, the School cannot guarantee a student a specific internship nor that the internship will be geographically convenient for a student.

**2. NUMBER OF STUDENTS:** The School strongly supports assigning two students to a setting. This may not be possible due to agency size constraints, client loads, or location. However, the assignment of only one student to a setting is an exception and not the rule.

**3. STIPENDS:** The School does not offer stipends. However, the School identifies and links students with financial needs to those agencies offering stipends. All requests for stipends must be accompanied by a financial statement obtained from and submitted to the coordinator. Assignment to an agency with a stipend is based on financial need and the educational needs of the student. For second year students, the practice committee tentatively assigns students to the agency.



For first year students, the coordinator tentatively assigns students to the agency. However, each funding agency makes the final approval on their stipend recipients and administers their separate financial programs.

**4. AGENCY SCREENING:** Some agencies require that drug testing and other agency specific screening criteria be completed prior to the student beginning the internship. Other agencies may require random drug screens of all employees and students during the internship. The coordinator will attempt to notify students of such requirements in advance of her/his internship in these settings.

**5. FIRST YEAR ASSIGNMENTS:** The assignment process for first year students occurs prior to their enrollment in the program. The coordinator arranges for the first year internship after careful review of the student's application packet, past experience, career goals, stipend requests, agency and student location, and transportation availability. In some cases, the coordinator may interview the student prior to a decision.

**6. SECOND YEAR ASSIGNMENTS:** More latitude is given to second year students in their preference of agency settings. The coordinator initiates the placement process for continuing students, in March, after students have chosen their second-year concentration. Students are provided a list of possible second year settings and requested to identify their top three preferences. File information is available in the School of Social Work about the agency and internship instructor for the student to review. The coordinator also plans an annual spring Internship Fair where instructors convene to discuss their agencies and learning opportunities with students. Following the student's submission of preferences, the coordinator and practice committee meet to assign students to agencies. The School uses all available and relevant information as the basis upon which the internships are made. In the unlikely event we do not assign a student to one of their three preferences, the coordinator shall discuss the decision with the student prior to the coordinator's final assignment.

**7. WORK SITE POLICY:** As a general policy students are not placed in agencies in which they are employed. However, students who wish to explore the possibility of using their place of employment as an internship may submit a written request to the coordinator. Requests are decided on a case by case basis by the coordinator in consultation with the practice committee. Requests are to be written and must include the following:

- a. A clear delineation between prior work duties and new internship responsibilities. Duties and responsibilities must be significantly different from those routinely done in the students' role as employee with the agency. The volume of responsibilities also must be reduced to reflect the internship as a learning experience rather than an ordinary work load.
- b. Provision of an LCSW instructor who has not supervised the intern in other employment responsibilities.
- c. If possible, show that the internship site is geographically removed from the regular location of employment duties.
- d. A schedule of hours for the internship clearly delineated and separated from work hours.
- e. The above must be submitted as an agreement between the agency coordinator, instructor, and student.

If a work site internship is approved, only one of the two required internships may be spent in the agency in which the student is or has been employed. Final approval of the work-site internship depends on all the above criteria being met. The faculty liaison monitors the agreed upon terms and failure to comply with the agreement may result in closure of the internship.

#### **D. ATTENDANCE POLICIES**

**1. MINIMUM HOURS:** Students are required to complete no less the required number of hours for each of their internships: 480 hours first year and 720 hours second year. Advanced standing students complete 240 foundation hours during a summer block prior to their concentration year.

**2. SICK & PERSONAL TIME:** Students will promptly make up all time lost due to illness and other instructor approved absences. The make-up schedule is negotiated between the student and instructor. Documented chronic tardiness and/or un-excused absences by a student may be grounds for failure.

**3. OVERTIME:** Extra hours may not be counted toward the internship cumulative total unless a formal plan is approved and signed by the student, field instructor, field liaison, and internship coordinator. In general, such plans will only be approved if they accommodate continuity of client care, extraordinary learning experiences, or extenuating personal circumstances.

**4. VACATIONS, HOLIDAYS, AND INCLEMENT WEATHER:** Students will follow both the UALR and agency calendars for vacations and holidays. When the agency is closed on a religious or legal holiday, the student is not expected to report. The School respects religious diversity and the observation of traditional holidays.

The School of Social Work shall follow the policy of the respective University for inclement weather closings. When inclement weather occurs in areas of the state which prevents students from attending class when the School is open, students should contact their instructor to arrange to make up work. In terms of the internship, students should follow the policy of their agency. Students are required to make up any time lost.

**5. ATTENDANCE AT CONFERENCES & WORKSHOPS:** Students may be given time away from the agency to attend conferences or other educational activities if the activity is relevant to the student's learning experiences. This is done only with the advance approval of the instructor. The School encourages students to present to agency staff and/or other appropriate groups the information learned in the workshops.

Students may not count time for attendance at workshops beyond their weekly scheduled internship hours. First-year students who attend a week-long conference can only count two days toward their internship requirement. Second year students attending an instructor approved, five day conference can only count three days toward their internship. Students cannot use elective class time (such as Mid-South Summer School) as internship time.

**6. USE OF TIME IN THE AGENCY:** Students are expected to be consistently productive in their internship. Via the learning contract, students can devise challenging opportunities to maximize their learning during the required hours.

**7. EMPLOYMENT:** The School acknowledges that some students need to work while enrolled in the MSW program. However, the employment must not impinge on the time they are required to spend at their internship site. Any exceptions to the agency schedule must have prior approval by the instructor and faculty liaison.

## **E. TRANSPORTATION OF CLIENTS**

Liability follows the vehicle. Therefore, the School neither condones nor recommends students transport clients in their personal vehicles. If the agency requests the student transport a client, the School expects that the normal standard of care practices be exercised by the agency. This includes providing the student with the use of an insured agency vehicle and adequate driver safety education given prior to transportation of a client. The student also needs to be aware that even though they are driving an agency vehicle, they may still be held personally responsible.

## **F. GRADING POLICIES**

**1. CREDIT/NO CREDIT:** The School uses a credit/no credit grading system for internship courses. A student who receives a grade of no-credit (NC) in the internship is subject to dismissal from the program.

**2. SEQUENCING:** Successful completion of each internship course is a prerequisite to enrollment in the subsequent internship course.

**3. CRITERIA:** The School assumes responsibility for developing specific criteria for evaluation and periodically examines the evaluation methods in concert with instructors, liaisons, and student representatives. Criteria are defined in the course outlines, learning contracts, and evaluation forms found in the first year, advanced direct practice, and management and community practice manuals. Portfolios are to be kept and maintained by students as evidence that course objectives have been achieved.

## **4. EVALUATIONS**

**a. TIE IN WITH LEARNING CONTRACT:** The evaluation of a student's performance is an ongoing process that should be a part of the weekly instructional/supervisory conference and will culminate with the formal written evaluation at the end of the semester. The learning contract between the student and the instructor, organized around the ten core competencies and their associated practice behaviors (both foundation and advanced) included in the syllabi, in addition any additional learning goals developed by the instructor and student, serves as the foundation and reference for the formal evaluation of a student's performance. The faculty liaison will assist in developing the learning contract as needed or requested.

**b. STUDENT DIFFICULTIES AND PROFESSIONAL DEVELOPMENT CONFERENCE:** If an instructor identifies a student as having difficulty in the internship, the instructor should schedule a Professional Development Conference and initiate the Professional Development Conference form (Appendix A). The faculty liaison should be

notified immediately and given a completed copy of the form to send to the coordinator. The liaison can be included in the conference and subsequent conferences as needed or requested. The Outcome of Professional Development Conference portion of the form should be used at the designated review time(s). If the problem is not resolved in a reasonable amount of time or manner, the instructor or liaison can request the initiation of a formal review process (see section G, Performance Review).

**c. MIDTERM NARRATIVES:** It is strongly recommended that all instructors prepare brief narratives of each student's strengths and weaknesses and ability to fulfill the terms of the learning contract at the midterm of the first semester of each academic year. This would become part of the student's academic file. In addition, the faculty liaison will complete a mid-semester report form on each student.

**d. FINAL EVALUATIONS:** The written evaluation at the end of each semester, including the rating of each practice behavior and narrative, informs students of their progress and, ideally, is an educational tool in social work instruction. Students participate fully in their evaluation and learn to take responsibility for evaluating their own performance and directing their own learning. Specific evaluation forms are designed for the first year, and for each of the two second year concentrations. Evaluation forms are found in each of the respective internship manuals.

Each student and the instructor receive a copy of the applicable evaluation form at the beginning of the internship assignment. Evaluations are discussed in a group orientation session with students and instructors at the beginning of each academic year. The evaluation specifically targets practice behaviors associated with competencies at both the foundation and advanced levels.

The instructor is responsible for submitting the formal written student evaluation to the faculty liaison each semester. Instructors and students are both encouraged to develop a draft of the evaluation for discussion. In any case, the final evaluation will be discussed with the student in a supervisory conference prior to being submitted to the School. Students and instructors are required to sign the evaluation to indicate that the contents have been read. Students not in agreement with the contents will indicate on the form and may submit an addendum to the record with copies to the academic file, instructor, liaison, coordinator, and advisor.

The completed evaluation is submitted to the coordinator and becomes part of the student's permanent file. A copy also needs to be placed in the Portfolio. Students will receive a copy of the signed evaluation. If a copy is requested at a later time, a signed release of information will be required.

**e. STORAGE:** All internship evaluations become a confidential part of the student's academic file. Copies of internship evaluations are released only upon a written release by the student. The release must specify the person to whom the information is to be disclosed, the purpose of the release (e.g., employment consideration), and the expiration date of the authorization.

**5. GRADE ASSIGNMENT:** The assignment of grades is made by the faculty liaison in consultation with the instructor. The instructor is required to recommend a grade to the School through the materials submitted to the faculty liaison (student evaluation, supervision notes, etc.) The School will not change a grade recommended by the instructor unless the instructor is consulted and the student is included in the process (see grade appeals).

**6. DROP POLICY:** Students are not to drop an internship course without prior

discussion and consent of their assigned faculty liaison, advisor, and the coordinator. When a student drops an internship course with official consent, a decision will be made about whether the student will continue in the related coursework and if, and under what conditions, the student will be placed in a different setting. These decisions are made by the coordinator in consultation with the faculty liaison, advisor, and practice committee. Students who drop an internship course without prior discussion with the faculty liaison, advisor, and coordinator may be subject to dismissal from the School. Students are not permitted to end the internship before the end of the semester without prior written permission from the Field Coordinator and the Director of the School of Social Work. The internship is designed to run the entire length of the two consecutive semesters.

**TERMINATION:** If a student is asked to leave an agency, regardless of the circumstances, the faculty liaison, advisor, and coordinator will meet to decide if the student will be offered another placement. If it is decided that a student not be offered another placement, the student will be dismissed from the field program.

**7. INCOMPLETE POLICY:** The intent of the incomplete policy is to assist a student in good standing who is experiencing circumstances which negatively impact her/his academic performance. An incomplete grade (“I”) is given only when the student is unable to complete the internship due to events beyond her/his control such as health, accident, or family emergency. Procedures for requesting an “I” are as follows:

- X Students discuss reasons for requesting an “I” with the instructor, liaison, and advisor.
- X If an “I” is determined to be the best option, the student then formally requests in writing a request for an “I” to the instructor, liaison, advisor, and coordinator. This request must include the following:
  1. Specific reasons for the request.
  2. A plan for completion of the “I” including the number of hours to be completed; tasks to be performed in order to satisfy the incomplete; and the date by which the work must be finished.
  3. An agreement with the instructor that time can be made up, in accordance with the above plan, with that instructor in that agency. If the internship cannot be completed within the same agency and with the same instructor, the student must note this in the request. The coordinator will then meet with the student, instructor, liaison, and advisor to develop an alternative plan specifying the kinds of experiences needed in the new internship to make up the learning deficits.
  4. A written evaluation from the instructor of the student’s work to date.
  5. The agreement for an “I” is to be signed by the student, liaison, advisor, and coordinator. Once this agreement has been established, the work must be completed within the time frame and the plan. The student is held accountable for the work set forth in this plan and a failing grade may be given for non-compliance with the plan.
- X According to UALR policy, a student has one year to remove an “I” from her/his transcript. If, after one year, the “I” grade has not been removed from the student’s academic record, it automatically becomes a failing grade. While technically the maximum time to remove an

“I” is one year, the School strongly suggests the time frame for making up any missed work be as brief as possible. The time frame to make up delinquent work is to be reasonable and feasible, considering the student’s situation.

- X Break times and other non-designated internship days in the regular school calendar may be used to complete an “I” grade. The extension of internship work into the summer for the purpose of making up an “I” grade will only be approved under extraordinary circumstances.

## **G. STUDENT PERFORMANCE REVIEW & GRADE APPEALS**

### ***Formal Review Processes: Performance Reviews***

The School has established a formal review process to encourage assessment and problem solving to help students having problems with the academic or professional expectations of the School. The student should make every attempt to follow guidelines listed below:

- When a problem arises for a student in connection with academic or professional expectations, the student must first attempt to resolve the matter with the professor or professors involved, such as a classroom teacher, internship instructor, or faculty liaison. Likewise, a faculty member who has concerns about a student’s performance must first share those concerns with the student and seek solutions there before calling for a performance review.
- Failing resolution at that level, a performance review may be initiated by either students or faculty members, as appropriate.
- The student’s academic advisor can be an important supportive resource, helping the student think through options and prepare for his or her attempt to resolve the problem. If the problem is with an internship, the internship coordinator may also be a helpful resource.
- A performance review committee usually consists of the student and several faculty members with experience relevant to the situation. Such a group is intended to increase the likelihood of a satisfactory outcome by adding additional perspectives to assessment and problem solving.

### **Performance Review Process**

The purpose of the performance review is to help students who are having problems with the academic or professional expectations of the school. Performance review may be initiated by the student or by any faculty member through a request in writing to the student’s academic advisor to convene a performance review. The advisor will assemble the performance review committee, schedule and facilitate the meeting, and write up and distribute the results of the meeting to the appropriate people. If, for any reason, the student prefers not to have the performance review convened and facilitated by the advisor, the student may recruit another faculty member to serve in that role.

The performance review committee will typically comprise the student, the advisor, and a selection of professors teaching the student during the semester in which the review is called. As appropriate, the internship coordinator, field instructor, and field liaison may be included. Exceptions to the normal composition of the performance review committee will be determined by the advisor in consultation with the student.

Once the process has been initiated, the following procedures will apply:

- The advisor will provide written notification to the student, the members of the committee, the degree-program coordinator, and the director of the School of Social Work. Timely action is often of great importance, and in no ordinary instance should the meeting of the committee occur more than two weeks after the initiation of the performance review.
- The committee reviews the student's progress and discusses the issues that prompted the review. The committee's task is to assess the situation, using a problem-solving approach, and come to some recommendations for what should happen to resolve the problem or problems. The committee will seek consensus, and if it is unreachable, may decide by majority vote.
- The advisor will make a written record of the committee's assessment and recommendations. This document, to be completed within a week of the meeting, will go to the student, the degree-program coordinator, and the director of the School of Social Work. The student, with the support of the academic advisor, unless otherwise noted by the committee in their report, is responsible for the implementation of the recommendations.
- A student who disagrees with the recommendations of the performance review committee may petition the director of the School of Social Work to reverse or otherwise modify the recommendations. The student's petition must be in writing and initiated within one week of receipt of the committee's recommendations.
- The director of the School of Social Work will render in writing a decision in response to the student's petition within two weeks of its receipt.
- If the student wishes to appeal the director's decision, the student may do so, following the policy set out in UALR Student Handbook (<http://ualr.edu/deanofstudents/>).

### **Grade Appeal Process**

A student who is unsatisfied with the grade received for a course or internship must follow the procedure described in the UALR Student handbook, under the section "Grade Appeals: Steps toward Redress for grade appeals," which can be found on pages 91-94, <http://www.ualr.edu/deanofstudents/assets/archive/HANDBOOK.pdf>. It is important for the student to fully familiarize themselves with this policy, which involves three steps, each of which has specific timelines for completion and follow-up. Students who have a concern about a grade given should carefully read the UALR Grade Appeal policy, and are encouraged to discuss the matter with his/her advisor.

### **H. SEXUAL HARASSMENT POLICY**

The University of Arkansas at Little Rock explicitly condemns sexual harassment as a violation of an individual's human rights and dignity and as a form of discrimination based upon sex. Sexual harassment is defined as unwanted, unwelcome, inappropriate or irrelevant sexual or gender-based activities and comments. Employees and students who engage in sexual harassment will be subject to applicable disciplinary processes. Sexual harassment is unlawful and may also subject those who engage in it to civil and criminal penalties. Therefore, the School urges all UALR community members to report incidents of sexual harassment. To that end, reporting and investigating procedures are supportive of and sensitive to the alleged victim. At the same time, they adequately

safeguard the rights of the alleged offender.

The complaint procedure for UALR personnel is internal to the University and individuals with complaints are encouraged to follow it first. However, an aggrieved party also has the right to file a complaint of sexual harassment with the appropriate state or federal agency or file a suit in a court with jurisdiction. Complaints involving agency personnel will need to follow agency guidelines. In either case, the student should follow the usual chain of command for lodging a complaint: instructor, faculty liaison, coordinator, faculty advisor, and the Director of the School of Social Work.

The Office of Human Resources Development (HRD) has overall responsibility for assuring University compliance with nondiscriminatory laws and regulations. Formal complaints against faculty, staff, and administration should usually be submitted to HRD within thirty calendar days of the most recent alleged discriminatory act. Four faculty and/or administrative personnel, one from each Vice Chancellor's area, are designated as ombudspersons for sexual harassment. These persons report directly to the Chancellor.

The Office of the Dean of Students has responsibility for student-to-student allegations. The Dean of Students or her/his designee is responsible for investigating claims and for initiating disciplinary proceedings.

The complete policy statement regarding sexual harassment is on file in the School of Social Work. Information is also available from the HRD.

### **I. DISABILITY SUPPORT SERVICES**

It is the policy of UALR and the School to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational opportunities. Any student with a disability who needs accommodation should inform the coordinator prior to the placement decision. The Director of the School of Social Work is also available to assist. Students with disabilities who may not be satisfied with the response of the school are encouraged to contact the Office of Disability Support Services, which is located in the Student Union Annex, Room 109, telephone 569-3142.

### **J. POLICY STATEMENT ON NONDISCRIMINATION**

As part of the University of Arkansas at Little Rock, the School of Social Work is committed to the policy of providing equal opportunity for all persons and will not discriminate in admissions, programs, or any other educational function or service on the basis of sex, disability, age, race, national origin, color, religion, veteran's status, sexual orientation, or ethnicity. In carrying out this commitment, UALR follows the principle of affirmative action and operates within the guidelines of federal laws and executive orders prohibiting discrimination.

### **K. HONOR CODE**

All students registered for all courses in the School of Social Work are expected to adhere to the rights, responsibilities, and behavior as articulated in the UALR Student Handbook and the NASW Code of Ethics. An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty. This commitment insures that a student of the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby affirming personal honor and integrity.



## Performance Review Plan

Student Name	Date of Initial Review
Student email	Initiator of Review

**I. Area(s) of Concern** (Please circle appropriate area(s) and provide description(s) of performance). Please place a checkmark next to the competency, or competencies, that are problematic for student:

- Identify as a professional social worker and conduct oneself accordingly
- Apply social work ethical principals to guide professional practice
- Apply critical thinking to inform and communicate professional judgments
- Engage diversity and difference in practice
- Advance human rights and social and economic justice
- Engage in research-informed practice and practice-informed research
- Apply knowledge of human behavior and the social environment
- Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- Respond to contexts that shape practice
- Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

**Brief explanation/description of performance in relation area(s) of concern:** \_\_\_\_\_

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**Student response to concern:** \_\_\_\_\_

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**II. Intervention Strategy and Progress Assessment:** (Continued documented concerns, or failure to meet objectives may result in course enrollment restrictions/exclusions or recommendations for dismissal from the program).

**Measurable Objective #1** \_\_\_\_\_

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**Suggested Strategy** \_\_\_\_\_

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**Date Objective #1 will be reassessed** \_\_\_\_\_

**Measurable Objective #2** \_\_\_\_\_

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**Suggested Strategy** \_\_\_\_\_

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**Date Objective #2 will be reassessed** \_\_\_\_\_

