



SOCIAL WORK

SOCIAL WORK PROGRAM INTERNSHIP MANUAL

Revised January 2026

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This manual provides information for students, faculty, and internship sites and supervisors. Efforts are made to keep the manual up to date as policies and procedures change. In addition, a document of this size cannot include all the policies and information pertaining to students. More current or complete information may be obtained from your advisor, the MSW Manual, internship coordinators, or other appropriate individuals in the Social Work Program.

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PREFACE

This manual describes the goals, objectives, and expected educational outcomes of internships within the Social Work Program. The student, Agency Instructor, and Internship Coordinator should refer to the manual for questions of clarity regarding roles of the Social Work Program participants and procedures for participation in the program.

The Jacksonville State University Social Work Program would appreciate any comments or suggestions from students and agency personnel regarding the content of the manual or overall improvements in internship instruction. Suggestions and comments may be directed to the Internship Coordinator or to the Social Work Program Directors.

The Social Work Program would like to thank the social service agencies and Internship Instructors for sharing their excellent and numerous resources in providing learning experiences for students.

THE SOCIAL WORK PROFESSION

The profession of social work can be both exciting and challenging. This career allows practitioners to explore numerous ways of helping individuals live more satisfying and productive lives by addressing a myriad of potential barriers. Some of these potential barriers include, but are not limited to, poverty, child abuse/neglect, health issues, substance abuse, mental health issues, illiteracy, and social oppression such as racial or sexual discrimination.

Social workers must engage in multiple levels of practice to develop these skills necessary to successfully assist people to live more productive and satisfying lives. These levels of practice include micro (individual and family), mezzo (groups), and macro (organization and community). Because social workers understand that these multiple levels influence the quality of life for individuals, skills must be acquired to interact successfully with local communities, federal, state, and local governments, and society.

To accomplish their purposes, social workers may be employed in a variety of organizational and program settings. Some potential employment settings include hospitals, mental health organizations, substance abuse treatment facilities, public welfare agencies, probation and detention facilities, schools, and facilities for the aging. Other employment sites that rely on the services of social workers might include VA centers, nursing homes, and specialty medical centers such as those treating HIV disease or kidney failure.

To develop the skills necessary to be successful practitioners, social workers must master a broad knowledge base of both social and behavioral sciences. They must, for example, be able to understand the stages of human growth and development and the expected behaviors that accompany each stage as well as the influence of interpersonal communication on family dynamics. They must have an extensive knowledge of unique cultural attributes and understand organizational interactions and how this structure influences individual behavioral choices and potential for change. They must become experienced in utilizing various strategies to affect individual change and utilize critical

thinking to accomplish this. They must always be invested in the development of research-based interventions and practices, using the application of available knowledge bases to understand people and their issues.

Knowledge provides the foundation for the development of an extensive array of helping skills which social workers may rely on to help individuals, families, groups, organizations, communities, and society. These skills, based on acquired knowledge and inbuilt abilities, provide confidence for practitioners in their quest to serve clients competently and comprehensively.

Social workers have a well-established Code of Ethics, maintained by the National Association of Social Workers, that clearly states the professional values. This code is available online at www.socialworkers.org. It is critical for social workers to understand the values, ethics, and goals of the social work profession so they apply these principles in their daily practice. Social workers must especially embrace the belief in the inherent worth and dignity of all. Another paramount belief is that society is responsible for assuring all individuals access to opportunities that allow them to develop at their maximum capacity as humans. In summary, social work practice is an explicit process driven by skills and knowledge, and ultimately governed by professional values and ethics, contained in an established and accepted code.

JACKSONVILLE STATE UNIVERSITY SOCIAL WORK PROGRAM

Mission Statement

BSW

The mission of the Bachelor of Social Work (BSW) degree program at Jacksonville State University is to prepare generalist practitioners with the knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, and service to advance individual and societal well-being. The BSW program succeeds through partnerships of service and a central focus of being a regionally responsive, community-based, and practice-centered program.

MSW

The mission of the Master of Social Work (MSW) program at Jacksonville State University is to provide a high-quality education through academic preparation for graduates to engage in independent advanced generalist social work practice, and to address local, regional, and national workforce needs for social work services. The motivation is for the development of professionals with advanced, ethical, evidence-based social work practice and leadership skills at all practice levels with the goal of improving individual and societal well-being.

BSW Program Overview

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-

being in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living. (NASW Code of Ethics).

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

BSW Social Work Program Goals

The JSU BSW Program has five program goals that are derived from the program's mission. Below we identify the program goals and the relationship between the program mission and goals.

1. To educate social work students as competent generalist social work practitioners prepared for practice with diverse client systems, in diverse communities, and in organizations of various sizes and types.
2. To prepare students for generalist practice through an academic foundation grounded in the liberal arts and person-in-environment framework.
3. To prepare students to pursue social, economic, racial, and environmental justice, the prevention of conditions that limit human rights, the elimination of poverty and inequality, and the enhancement of the quality of life for all.
4. To prepare students to apply scientific inquiry and critical analysis to evidence-based practice interventions and to evaluate their own practice outcomes.
5. To foster an environment for students to develop a professional identity that incorporates the values and ethics of the social work profession guided by the NASW Code of Ethics.

Generalist Social Work Practice

The NASW Code of Ethics, an appreciation for human diversity and a commitment to social and economic justice guides social work practice. Generalist social work practice recognizes the profession's dual purpose and responsibility to influence social as well as individual change. JSU builds on the CSWE definition of generalist practice through additional curricular emphasis on the following:

- Generalist social work is an approach to social work practice that is based on research-guided knowledge, leading to evidence-based practice—directed at determining the level or levels of intervention (micro, mezzo, and macro).
- Generalist social work involves a planned change process (engagement, assessment, planning, implementation, evaluation of self and practice and termination). The planned change process is based on a liberal arts foundation that is integrated into professional social work practice and draws from social systems theory closely linked to an ecological perspective that is

- attentive to the interactions of the person and environment.
- A strengths-based perspective and the ability of social workers to empower themselves and their clients to engage in system change is the foundation for generalist social work practice.

The preparation for generalist social work practice enables graduates of the program to be prepared for a broad array of introductory social work practice settings. Employers who seek graduates with BSW degrees are agencies serving the elderly, hospitals, community planning agencies, prisons, public and private child welfare agencies, state and federal planning agencies, private industry, health care organizations, and school systems.

In preparing the social work graduate for entry-level generalist practice, the BSW Program prepares students for successful professional careers. The BSW Program emphasizes the need for lifelong learning and encourages students to participate in continuing education opportunities. This is accomplished in several ways including providing those opportunities at the university; attending and participating in local, state, and regional meetings, conferences, and workshops; attending and participating in national meetings, workshops, and conferences; and encouraging student involvement in volunteer work in social service agencies.

MSW Program Overview

The Master of Social Work (MSW) degree program at Jacksonville State University (JSU) is an advanced generalist practice degree offered in a hybrid/blended format. The MSW program will emphasize a full range of high-quality experiences through the curriculum via innovative courses, creative internships, relevant research, service-learning activities, and dynamic faculty-student, student-student and community-student relationships that will prepare graduates for social work careers with an emphasis on smaller, rural, and non-urban areas.

MSW Social Work Program Goals

The goals of the MSW programs at Jacksonville State University are derived directly from the mission statement. The six (6) goals are as follows:

1. To provide academic preparation for advanced generalist social work practice with individuals, families, groups, organizations, and communities, with a goal of enhancing individual and societal well-being.
2. To provide advanced generalist social work students with the knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, and public service.
3. To provide a high-quality education to graduate level social work students that prepares them for advanced generalist social work practice on a local to global level.
4. To provide advanced generalist social work students opportunities for partnerships of service, with a central focus of being a regionally responsive, community-based, and practice-centered program.

5. To prepare advanced generalist social work practitioners with the highest level of training and education for successful social work practice emphasizing regional and rural communities.
6. To prepare advanced generalist social work practitioners with the knowledge, skills, and attributes to provide quality services to diverse populations living in diverse communities.

Advanced Generalist Social Work Practice

Advanced generalist social work practice is defined by its integration of a broad range of knowledge, values, and skills across micro, mezzo, and macro systems (Bolin, 2014). This scope of practice empowers social workers to adapt interventions to fit the unique challenges faced in diverse settings and situations. Key components of this framework include:

- An eclectic foundation that incorporates theoretical and methodological knowledge, as well as research and evaluation complexity, enabling practitioners to tailor their approach to the specific environmental and cultural needs of clients.
- A multimethod approach that applies interventions across individual, family, group, organizational, and community levels of practice to address current and emerging issues and maximize the odds of successful outcomes for human and environmental well-being.
- A commitment to social justice, fostering collaborative efforts between practitioners and clients to redistribute power and resources equitably in support of human and environmental well-being (Derezotes, 2000; Bolin, 2014).

An advanced generalist curriculum is especially appropriate for MSW programs preparing students to practice in rural and non-urban communities where infrastructure and formal service networks are often limited or absent (Derezotes, 2000). In such environments, social workers frequently encounter complex, multidimensional issues that require them to act autonomously, without the option to refer clients to specialized agencies. They must function as versatile practitioners—essentially a “one-stop” resource—capable of addressing individual needs within broader community and environmental contexts. Rural social work demands the competencies cultivated through advanced generalist training, such as ethical decision-making, cultural humility, and the ability to navigate resource-scarce environments (Leotti et al., 2021).

Rural/Non-Urban Emphasis

The knowledge and skills necessary to learn, understand, and relate to diverse populations is essential for all social work practice. Social workers must have the knowledge and skills to address unique concerns that face diverse communities (i.e., increased need for community and inter-professional relationships due to fewer formal resource and service agencies). Graduates must be prepared to address practice challenges in small communities if they are to be effective in addressing workforce

needs of rural/non-urban human service agencies and the needs of the citizens they serve.

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SOCIAL WORK PROGRAM CORE COMPETENCIES AND BEHAVIORAL OUTCOMES

Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base. The nine core competencies are listed below.

BSW & MSW Foundation Year Competencies

1) Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social Workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Behaviors:

- a) make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for

ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

- b) demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c) use technology ethically and appropriately to facilitate practice outcomes; and
- d) use supervision and consultation to guide professional judgment and behavior.

2) Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social Workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Behaviors:

- a) advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b) engage in practices that advocate human rights to promote social, racial, economic, and environmental justice.

3) Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's

structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Behaviors:

- a) demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b) demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

4) Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and the interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Behaviors:

- a) apply research findings to inform and improve practice, policy, and programs; and
- b) identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

5) Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive,

and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Behaviors:

- a) use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b) apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

6) Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Behaviors:

- a) apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b) use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

7) Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-

reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Behaviors:

- a) apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b) demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

8) Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Behaviors:

- a) engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b) incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Behaviors:

- a) select and use culturally responsive methods for evaluation of outcomes; and
- b) critically analyze, outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

SW 571 Advanced Generalist Competencies

1) Demonstrate Ethical and Professional Behavior

Advanced Generalist Social Workers:

- Manage and model personal and professional values and boundaries as they affect the unique relationships and challenges inherent in smaller, as well as diverse communities at multiple system levels through self-reflection and self-regulation
- Promote and demonstrate a commitment to social work practice and professional development through participation in professional relationships/partnerships community engagement, and life-long learning
- Apply ethical reasoning to address complex, multidimensional ethical challenges
- Use supervision and consultation to guide professional judgement and behavior

2) Advance Human Rights and Social, Economic, and Environmental Justice

Advanced Generalist Social Workers:

- Advocate for, as well as educate individuals, families, and groups in regard to empowerment on behalf of clients or with clients through direct intervention and/or coordination with others to promote human rights and well-being
- Demonstrate leadership and advocacy within micro, mezzo, and macro systems to foster human rights and social, economic, and environmental justice through collaboration with clients, colleagues, and constituencies,
- Use research and analysis to understand and design planned change opportunities that address gaps, challenges, and/or lack of access or availability of resources and services within rural and smaller communities

3) Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Advanced Generalist Social Workers:

- Communicate and demonstrate respect for equality, recognizing that stigma and privilege influences the perception of diversity and differences
- Assess the cultural, spiritual, and/or ethnic values, beliefs, and behaviors of diverse groups within the context of the client and/or system environment to shape interventions in practice

- Utilize technology to develop coalitions and social networks to increase access to resources and information
- Present themselves as learners and engage clients and constituencies as experts of their own experiences with an emphasis on practice in smaller and non-urban communities

4) Engage in Practice-informed Research and Research-informed Practice

Advanced Generalist Social Workers:

- Assess, critique and apply evidence-based practice theories and interventions in order to develop successful models of planned change at the micro, mezzo, and macro levels of practice and
- Demonstrate cultural sensitivity, cultural humility, and awareness of diversity and difference when engaging in research activities to better protect for any risks that may be racist, oppressive, or a cause of bias for human subjects

5) Engage in Policy Practice

Advanced Generalist Social Workers:

- Identify and assess social policy at all levels, with emphasis on how policy impacts availability of rights-based services and access to services, as well as service outcomes/well-being
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice, with emphasis on populations in rural, non-urban environments
- Demonstrate leadership in communicating and advocating for policies reflective of socially just actions which are built with anti-racist and anti-oppressive lenses

6) Engage with Individuals, Families, Groups, Organizations, and Communities

Advanced Generalist Social Workers:

- Apply strategies and culturally sensitive approaches to engage diverse clients and constituencies to advance practice effectiveness
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies in smaller and rural communities and
- Employ relationship building skills including empathy and respect for difference, to facilitate engagement, including engaging in interprofessional collaborations to better serve clients and constituencies

7) Assess Individuals, Families, Groups, Organizations, and Communities

Advanced Generalist Social Workers:

- Use or develop assessment tools or methods that use a culturally responsive strengths-based approach to collect and organize data and apply critical thinking to interpret information from diverse clients and constituencies

- Utilize a collaborative process to conduct comprehensive assessments of the client system appropriate to practice context that recognizes diversity and difference within clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and communities in smaller and rural communities

8) Intervene with Individuals, Families, Groups, Organizations, and Communities

Advanced Generalist Social Workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies with respect to diversity and difference in smaller and rural communities
- Apply knowledge of human behavior and the social environment, person-in-environment, the strengths-based perspective, self-determination and other interprofessional conceptual frameworks within diverse communities and diverse populations
- Cooperatively design and implement culturally responsive practice interventions and actions to advance mutually developed goals

9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced Generalist Social Workers:

- Plan, select, and conduct culturally responsive methods of evaluative activities and critically analyze findings to continuously improve interventions, programs, and services
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

JSU SOCIAL WORK INTERNSHIP PROGRAM

Purpose of Internship

The Social Work Internship provides the opportunity for students to learn experientially how social work services are rendered; it enables the student to integrate and refine by application the knowledge, values, skills, and theories which are the substance of the curricula; and it permits the student to achieve skill mastery by practice in the performance of practice behaviors through educationally sequenced assignments.

In keeping with accreditation standards of the Council on Social Work Education (CSWE), the Social Work program at Jacksonville State University does not grant academic credit for life experience or previous work experience, in whole or in part, in lieu of the internship or of courses in the professional foundation areas of the social work curriculum.

BSW Program

BSW students complete two block internship courses and a co-requisite Social Work Practice III course during their final semester. Students average 32 hours per week at their internship sites, totaling 450 hours, in addition to attending scheduled Internship Seminar and Social Work Practice III classes.

BSW Internship

SW 448 – Social Work Practice III

SW 449 –Internship Placement

SW 450 – Internship Seminar

Students should expect to participate in internship on average for 32 hours each week.

Total required BSW Internship Placement Hours = 450

BSW Internships are offered Spring, Summer, & Fall semesters.

BSW Admission to Internship

The semester prior to internship, students attend an informational meeting to receive and complete an internship application, which is submitted to the Internship Coordinator for approval.

Students then meet individually with the Internship Coordinator for professional advisement, discussion of potential opportunities, and any specific needs related to internship. After reviewing options, students are referred to agencies for interviews. Final decisions are made collaboratively by the student, agency instructor, and Internship Coordinator.

Students pursuing a social work degree who have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. Agencies offering internship opportunities may require a criminal background check before accepting a student.
2. Employers in the social work field often conduct background checks as part of the hiring process.
3. Alabama and many other states require applicants to disclose any criminal charges or convictions when applying to take the social work licensure exam.

Eligibility Requirements for BSW Internship

The criteria for admission to internship (all criteria must be met):

1. Students are formally accepted to the BSW Program.
2. The minimum GPA requirements are met (a GPA of 2.50 in social work and an overall GPA of 2.25).
3. Completion of all required social work courses (except Social Work Practice III (SW 448), which is taken concurrently with SW 449 and SW 450) and 15

hours of social work electives before entering internship. Exceptions may be granted on a case-by-case basis.

4. Completed application, individual meeting, and acceptance to internship by the Internship Coordinator.
5. Adhere to a value system congruent with the National Association of Social Worker's (NASW) Code of Ethics. This will be assessed through student interaction in social work classes, interviews with faculty, and the completion of a self-awareness values exercise.
6. Liability Insurance is a requirement for students before entering an internship. The Social Work Program will facilitate enrollment in a selected liability insurance plan for students entering internship experiences.

Traditional Full-Time MSW Program

Internships in the two-year full-time program include two block placements (averaging 32 hours per week): one during the foundation year and one during the final semester of the concentration curriculum. Each requires 450 hours, for a total of 900 hours, meeting CSWE requirements. The foundation internship course is SW 5950, and the advanced generalist internship course is SW 5951.

MSW Internship Placement 60-Hour Plan

First Year Internship:

SW 5950 – Foundation Internship = 450 hours (*Spring Semester*)

Second Year Internship:

SW 5951 – Advanced Internship = 450 hours (*Spring Semester*)

Students should expect to participate in a two-hour bi-weekly seminar on campus for both SW 5950 and SW 5951

Advanced Standing Program

The Advanced Standing program allows students to earn their MSW in three semesters, requiring 30 credit hours, including SW 5951 Advanced Internship and 12 hours of focus/elective courses. The program includes one block internship totaling 450 hours (averaging 32 hours per week) and a biweekly seminar. To meet the CSWE-required 900 total internship hours for the MSW, students must document their BSW internship hours. Additional hours may be required if the 900-hour minimum has not been met.

MSW Internship Placement Advanced Standing

SW 5951 – Advanced Internship = 450 hours

Students should expect to participate in a two-hour bi-weekly seminar on campus.

Spring Cohort 5951 offering – Fall Semester

Summer Cohort 5951 offering – Spring Semester

MSW Admission to Internship

The semester prior to internship/s, students will receive information and internship application materials, which are submitted to the Internship Coordinator for approval.

Students then meet individually with the Internship Coordinator for professional advisement, discussion of potential opportunities, and any specific needs related to internship. After reviewing options, students are referred to agencies for interviews. Final decisions are made collaboratively by the student, agency instructor, and Internship Coordinator.

Students pursuing a social work degree who have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. Agencies offering internship opportunities may require a criminal background check before accepting a student.
2. Employers in the social work field often conduct background checks as part of the hiring process.
3. Alabama and many other states require applicants to disclose any criminal charges or convictions when applying to take the social work licensure exam.

Eligibility Requirements for MSW Internship

Students applying for Internship must meet the following criteria for admission:

1. Students must be accepted to the MSW Program.
2. Students must have a minimum cumulative GPA of 3.0 in practice courses and must meet all other academic requirements for the program.
3. Students must adhere to a value system congruent with the National Association of Social Worker's (NASW) Code of Ethics. This will be assessed through student interaction in social work classes, interviews with faculty, and the completion of a self-awareness values exercise.
4. Liability Insurance is a requirement for students before entering an internship. The Social Work Program will facilitate enrollment in a selected liability insurance plan for students entering internship experiences.
5. Students must have completed all specialization core courses required for the MSW degree. Exceptions may occasionally be granted by the Internship Coordinator and MSW Program Coordinator on a case-by-case basis.

Other Agency Requirements

While JSU does not require them, some internship agencies—particularly in medical settings—may request documentation such as a current TB test, flu shot, COVID-19 vaccination, a doctor's statement of good health, or specific immunizations. Some agencies offer TB testing at no cost, while others may require students to cover the expense. The JSU Student Health Clinic provides free options for immunizations, health screenings, and drug screenings.

Agencies may also require background checks, which can include a Child Abuse Registry check, criminal history, driving records (if the student will be transporting clients), or drug screenings. Students with concerns about meeting these requirements should speak with the Internship Coordinator no later than the pre-internship meeting.

In cases where a background check is required, some agencies will handle the paperwork and cover the associated costs. Others may expect the student to complete the process independently and pay any related fees. For students who need to obtain background clearance for their internship, the JSU Social Work Program uses PSI as the designated provider.

Online Background Check Process for Interns Requiring Clearance (not sponsored by their internship site)

To initiate a background investigation for your school through PSI Background Screening ("PSI"), follow the steps listed below.

STEP 1: Click the link below-If you have trouble clicking the link, copy and paste it into your internet browser. Please note that the link below is a single sign-on link. If you exit without completing the entire process, your information will not be saved. Be sure your pop-up blocker is disabled when using the site so that electronic consents and the drug test registration site can generate in a new window.:

https://psibackgroundcheck.bgsecured.com/c/p/unsolicited_portal?guid=nt5lacJlptzGLxjmiKQ8QhGBAlxtdTU1

Once you navigate to link, review the instructions at top of screen and click "Continue to Next Step".

STEP 2: Input Required Information-Your Demographics Section • All fields in red are required, please complete as thoroughly as possible. Once all fields are complete click "Continue to Next Step" at the bottom of Your Demographics section. •

INTERNATIONAL NOTE: If you are not a current resident of the United States or do not have a Social Security Number, please enter 999-99-9999 into the field for Social Security Number.

STEP 3: Consent and Disclosures. • Click consent to digital signatures and authorization and then click Continue to Next Step-Review/Sign Forms. • Complete all required consents and disclosures under the "Please Fill-Out/Sign Documents". The circle beside each required document will change from red to green once the document is properly executed. o PLEASE NOTE: If you are using a mobile device, the forms may pull up in a separate window. You may need to go back to the first window to proceed with the forms if this happens. • If you would like to print a copy of the forms, please do so from the screen, then Click "Continue to Next Step"

STEP 4: Payment. • The fee for the background is \$53.00. Payment is accepted via credit card ONLY. • *If you have resided in a New York county that requires the Office of the Court Administration (OCA) search in the past 7 years, there is an additional \$101.00 fee for This is charged by the courts in the state of New York. You will be contacted by a PSI Background Screening representative to collect the additional \$101.00 payment.

- Save the link from the Confirmation screen if you would like to be able to check the status of your report as it is being processed. You're done!!

Once you have completed your submission, you can choose to save the link provided in your confirmation to check the status of your report.

Students with questions may call PSI at (706) 235-7574.

Students Convicted of a Misdemeanor or Felony - Drug Testing/Background Checks

JSU Student Self-Reporting Policy

The JSU Student Handbook <https://www.jsu.edu/studentaffairs/handbook.html> specifies that a student must disclose any arrest, charge, or conviction for any of the criminal offenses designated below (state, federal or municipal)—excluding minor traffic violations that do not result in an arrest, injury, or risk of injury to others—that occur after the student is first admitted to the university. Disclosure shall be made within five (5) business days of the subject event and should be made to the Director of Community Standards and Title IX, Suite # 301A, Angle Hall, 256.782.5769, on a form to be promulgated by that office.

This disclosure obligation applies whether the subject event occurred inside or outside the State of Alabama and regardless of whether the university is in session at the time. Reportable offenses shall include any felony offense or any misdemeanor offense involving danger to another, moral turpitude, or the illegal possession /use / distribution of illegal drugs or prescription medication. Reportable offenses include but are not limited to the following:

- Murder
- Burglary
- Criminal Solicitation
- Robbery
- Conspiracy
- Theft
- Assault
- Receiving Stolen Property
- Reckless Endangering
- Forgery
- Vehicular Assault
- Issuing a bad check (negotiating a worthless check)
- Unlawful Imprisonment
- Unlawful use of a credit card
- Kidnapping
- Endangering the welfare of a child
- Interference with custody
- Hate Crime

- Arson
- Illegal carrying of a concealed deadly weapon
- Any offense in which the main component deals with a sexual offense, including any offense involving child pornography
- Illegal Possession of a deadly weapon instrument
- Illegal use of a deadly weapon or dangerous
- Domestic violence
- Any offense dealing with the illegal possession, use, sale, distribution or trafficking of controlled substances, illegal drugs, or prescription medication
- Violation of a protection from abuse order
- Making a terrorist threat
- Driving a vehicle or operating a watercraft under the influence of alcohol or drugs
- Leaving the scene of an accident
- Resisting arrest or attempting to elude a law enforcement official
- Stalking

Admitted students must promptly report any changes to their criminal record while enrolled in the Social Work program, as this may affect internship eligibility. The program does not require background checks or drug screenings, but agencies may. In such cases, students may be responsible for the cost. Open communication with the Internship Coordinator is encouraged to support the best outcome for all parties.

Internship Agency Assignment/Selection

Any agency that can provide students with meaningful social work experience can be used as a placement agency. The placement experience must be compatible with classroom teaching and enable students the opportunity to integrate theory with practice. The agencies providing internship instruction for students reflect the diversity of social welfare problems and the client populations served by social workers.

Attention is given to the following criteria when considering agencies as potential internship settings:

1. The agency must be willing to designate a single, professionally trained qualified individual as the Internship Instructor, who has sufficient professional practice experience, time, and interest in implementing quality learning experience for the student. The internship instructor should attend internship instructor training/workshop/s or be willing to meet with the Internship Coordinator for individual training. Additionally, the internship instructor will maintain communication with the Internship Coordinator regarding student progress. Typically, faculty will make two (2) in person/virtual visits to the agency during each placement. Preference is given to internship instructors with a master's in social work and two (2) years post masters social work experience. In situations where this is not available, yet deemed a quality internship experience, an individualized plan will be developed to assure students have social work specific instruction.

2. The agency must be able to provide a wide variety of diverse practice behavior and learning experiences that are appropriate for social work students.
3. The setting must function in a manner consistent with social work values and ethical principles and demonstrate a commitment to social work education.
4. The physical resources necessary for quality learning experience must be available.
5. The agency's mission statement, goals and core competencies must be consistent with that of Jacksonville State University's Social Work Program.

Students completing their internships have an opportunity to provide feedback about their experience through Student Evaluation of Internship Experience. Due to the changing evolving nature of social welfare agencies, the Internship Coordinator will assess the continuing adequacy of the internship settings.

Agency Affiliation Agreement

Each agency offering internship experiences for JSU students will complete the Agency Affiliation Agreement (also known as the Student Internship Agreement) that defines the scope of the internship experience and educational outcomes, student obligations, period of internship, stipend information (if applicable), nature of internship, indemnification, insurance, and information regarding termination of agreement. The agreement shall be signed by the student, agency supervisor, JSU Internship Coordinator, and Dean of the College of Social and Behavioral Sciences.

Some agencies may have a pre-established affiliation agreement or addendum for students seeking internships or practicum experiences. Such agreements or addendums will be reviewed by JSU's University Counsel for approval.

Criteria for Selection of Agency Internship Instructors

The Jacksonville State University Social Work Program values experienced and committed professionals who support students through internship instruction. The required qualifications for internship instructors include:

- A BSW or MSW degree from a CSWE-accredited program
- A minimum of two years of post-graduate professional social work experience
- At least one year of experience in their current agency role

A BSW with at least two years of experience may supervise BSW interns. An MSW with at least two years of experience may supervise a BSW or an MSW intern. In some cases, an internship may be approved in an agency where supervision is provided by a professional from a related human service field. In these situations:

- The agency personnel who serve as the task supervisor for the student must have valid educational credentials in a human service discipline, at least two years of professional experience, and licensure as applicable.
- The Social Work Program will provide enhanced oversight, including involvement in planning assignments, providing feedback, observing progress,

and conducting evaluations.

- The Internship Coordinator will identify a faculty member or qualified alternative internship instructor to provide supervision for students placed in agencies where there is not a qualified social worker to supervise the internship experience.
 - The faculty member or qualified alternative internship instructor will have a BSW (for BSW interns) or MSW (for BSW or MSW interns) degree from a CSWE-accredited program and a minimum of two years of post-graduate professional social work experience.
- The student will meet regularly for a total of 4 hours per month with social work faculty or a qualified alternative internship instructor to explore how social work values, ethics, and knowledge are integrated into their internship experience.
- Faculty or a qualified alternative internship instructor may conduct supervisory meetings in group or individual formats through in-person or virtual meetings and will maintain a record of supervisory sessions.
- The Internship Coordinator may also meet with the agency instructor to discuss topics such as the NASW Code of Ethics, systems theory, and foundational social work concepts.

Additional Expectations for All Internship Instructors:

1. Provide a structured agency orientation covering policies, procedures, safety, and clear expectations.
2. Participate in internship instruction training opportunities offered through the Social Work Program.
3. Commit to the educational role of internship instruction by meeting with the student for at least one hour of supervision per week.
4. Be physically present or ensure a designated task supervisor is available during the student's placement hours.
5. Be familiar with the CSWE Social Work -EPAS Competencies. These are noted on the Learning Agreement and are covered through JSU Social Work training opportunities for Internship Instructors.
6. Complete and review the Learning Agreement, as well as the mid-term and final evaluations in a timely manner.

Developing and Maintaining Internship Settings

Developing and maintaining internship settings is viewed as a collaborative process between the JSU Social Work Program and local community social service agencies. This collaborative process is ongoing and entails responsibilities for the social work program, the student, and the agency. While each partner has specific responsibilities in the educational process, the overall guiding principle for developing and maintaining settings is the interest in and willingness of the agency to provide high-quality learning experiences for social work students.

An attempt is made to maintain a diversity of settings with respect to types of geographic locations, clients served, problems addressed, and intervention approaches utilized. The following criteria for internship settings, criteria for selection of internship instructors and faculty liaison responsibilities are viewed as necessary ingredients for sound learning experiences. JSU seeks to work with agencies and organizations in Alabama as well as other states but does not have the capacity to support internships in other countries.

Potential internship agencies may reach out to the JSU Social Work Program and talk with the Internship Coordinator about procedures and expectations of hosting an intern in their agency. An application will be shared with the agency interested with information including qualifications of internship instructors will be collected as well as the Agency Affiliation Agreement. The prospective internship instructor will submit a CV or resume with the application. The Internship Coordinator will meet with new internship instructors to review the following information:

- Learning Agreement
- Timekeeping
- Approved Remote Work
- Forms
- Evaluation of Internship
- Outside Supervision (if applicable)
- Internship Instructor Training Opportunities
- Any Other Questions or Concerns

Training, Collaboration, and Support for Internship Instructors

The JSU Social Work Program recognizes that agency internship instructors and personnel are essential partners in preparing emerging professionals for a career in social work. The role of the internship instructor not only supports student learning and skill development but also significantly shapes the quality and safety of the educational experience.

To strengthen this partnership, the JSU Social Work Program actively seeks and values ongoing feedback from agency internship instructors and staff. This input is used to:

- Improve student preparation prior to entering social work practice
- Enhance the overall internship experience for both students and organizations
- Identify emerging needs and provide relevant, timely training and resources for internship instructors

To support and recognize the vital contributions of internship instructors:

- Internship instructor training is offered every fall semester to orient new supervisors and refresh the knowledge of continuing instructors.
- Annual updates and professional development sessions are provided during the JSU Social Work Conference, held each spring, and through yearly supervision training sessions hosted by the Social Work Program.
- One-on-one updates or consultations are available at any time and can be scheduled in- person, virtually, by phone, or via email.

- Internship instructors are required to participate in at least one training opportunity per year to remain informed, connected, and supported in their supervisory role.

These opportunities are designed to ensure that internship instructors are equipped to offer a safe, educational, and growth-oriented internship experience. The Social Work Program remains committed to building strong, collaborative relationships with agencies and to continuously improving the structure and supporting surrounding internship experiences.

Responsibility of Internship Agency

It is the responsibility of the Internship Agency to:

1. Assist in the student learning process in accord with the mission of the University and the Social Work Program
2. Provide students with physical workspace and an orientation of the agency which should include office procedures, regulations, goals, and services
3. Provide a designated person (Internship Instructor or task supervisor) for instruction and supervision of internship students
4. Share case records, agency reports, and other materials related to agency operations with internship students; giving students the opportunity to observe and participate in service delivery
5. Terminate any student if his/her continued placement is not in the best interest of the agency, client systems, or the student
6. Permit the Internship Instructor to attend social work seminar(s), and meetings(s) sponsored by the Social Work Program

Responsibility of Agency Internship Instructors

It is the responsibility of the Agency Internship Instructors to:

1. Interview the student to determine appropriateness of the placement
2. Discuss expectations, times at which the student must be at the internship setting, and responsibilities/expectations for placement experience.
3. Assist in the student learning process in accord with the mission of Jacksonville State University and the Social Work Program by providing face-to-face supervision with a minimum of one (1) hour per week
4. Introduce and orient the student to the agency's policies, organizational structure, programs, and function
5. Teach students the agency's role in the community and the working relationships with other agencies including referral procedures
6. Familiarize the student with available community resources by the placement agency; and assist students in identifying gaps in services
7. Share case records, agency reports, and other materials related to agency operation with internship students

8. Familiarize the student with the agency's policies and procedures regarding case management, record keeping, intake, and termination
9. Assign workloads and supervise the completion of client-related tasks and responsibilities that are in keeping with the students' readiness to complete those tasks adequately via a minimum of one-hour face-to-face supervision weekly
10. Allow the student to accompany the supervisor and/or agency social workers on home visits, office interviews, meetings, conferences, etc., where the student has the opportunity to identify with the supervisor as a professional practitioner
11. Assist students in developing and refining practice skills regarding data collection, organization, and evaluation of data
12. Terminate any student if his/her continued placement is not in the best interest of agency, client system or the student
13. Attend social work seminar(s) and related training opportunities sponsored by the Social Work Program
14. Submit periodic performance evaluations of the student to JSU Internship Coordinator on specified dates (mid-term and final)
15. Reinforce social work ethics and values through internship experiences
16. Increase student awareness of and sensitivity to the problems of racism, sexism, and ageism in the context of agency, as well as society
17. Complete a Mid-Term Grade and a Final Grade recommending the student's overall performance to be signed off on by the Internship Instructor, the student, and the Internship Coordinator
18. Complete Internship Evaluation Forms which provide an opportunity for an evaluation at the end of the semester
19. Communicate regularly via telephone and e-mail and allow the Internship Coordinator to conduct two visits (virtual or in-person) to the placement agency during the semester

Responsibility of the Internship Coordinator

It is the responsibility of the Internship Coordinator to:

1. Orient and introduce the student to the nature and purpose of the internship experience
2. Assume overall responsibility for consultation with the agency in terms of objectives, content, and methodology
3. Advise and assist students in achieving course objectives
4. Monitor internship activities to ensure that such activities enrich the social work curriculum
5. Consult with the Internship Instructor regularly regarding the student's learning or functioning

6. Evaluate the content of the students' written assignments and facilitate integration of classroom and practice learning through the internship seminar course
7. Utilize performance evaluations submitted by the agency internship instructor for purposes of consultation and as a part of the final grading of the student
8. Recommend performance improvement measures or suspension and removal of a student from internship whenever indicated due to unethical or inappropriate behavior
9. Evaluate student's overall performance by integrating classroom knowledge into practice setting
10. Recruitment and ongoing assessment of social service agencies as internship instruction sites
11. Provide training for potential and established internship instructors

Responsibility of the Program

It is the responsibility of the Jax State SW Program to:

1. Develop the curriculum program and policy guidelines
2. Prepare students academically for social work practice in agency activities
3. Provide an Internship Coordinator to assist students in relating social service agency experiences to social work content, while serving as a resource person to Internship Instructors in conferences, seminars, etc.
4. Provide an internship instruction seminar where students share information from placements with each other
5. Provide qualified supervisory resources for students who are completing internships in agencies where there is not a qualified internship instructor or in situations where a student may be completing an employment-based internship experience.
6. If an extended time of disruption to the learning environment occurs, Jax State Social Work Program will work with students and internship agencies to develop contingency/continuity plans to support student learning and assist them with successful progression to internship completion. Examples of disruption to the learning environment could be a natural disaster or an internal disruption of agency function.

Responsibility of the Student

It is the responsibility of the student to:

1. Integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations
2. Adhere to agency work hours, policies and procedures
3. Display professional conduct consistent with the National Association of Social Workers' Code of Ethics

4. Demonstrate an ability to effectively work with and relate to peers, agency staff members, client systems, faculty, and the Internship Instructor
5. Relate and utilize knowledge acquired in the classroom for professional practice in the agency
6. Prepare for and utilize any available opportunities for learning afforded in the agency
7. Demonstrate consistency and promptness in submitting all work assignments to the Internship Instructor
8. Provide information from the agency in the form of case reports, comprehensive assessments, etc., for sharing knowledge in the classroom (internship seminar) with permission from the Internship Instructor
9. Adhere to all Social Work Program policies and procedures
10. Actively participate in the objectives specified in the learning agreement and the required 450 hours of internship (minimum 16 hours per week)

Employment-Based Internships for BSW and MSW Students

The Social Work Program at Jacksonville State University (JSU) recognizes that some students may have valuable opportunities to complete their internship at their current place of employment. Students are encouraged to have a collaborative conversation with their agency supervisor or other appropriate personnel to explore the agency's support for an internship at the work site. This includes discussing the potential for new responsibilities and confirming the agency's readiness to provide time and guidance for the internship experience.

Additional Guidelines

- Students may complete one employment-based internship during the program, either at the Generalist level (MSW Foundation or BSW) or advanced level.
- Each request will be carefully reviewed to ensure the internship offers meaningful, new learning experiences appropriate for social work education.
- A student's internship placement within their employing agency is not guaranteed, even if the agency meets all JSU Social Work Program standards and internship instruction requirements.
- Employment-based internship hours start once the internship semester begins. No past work experience can count for credit towards internship hours. Students must be approved to begin placement before they begin to accrue hours.
- Students are required to complete a minimum of 16 hours per week of internship.

To ensure that these experiences meet the educational goals of the program, students may apply for an employment-based internship under the following guidelines.

Application Process for Internship

Students who wish to complete an internship at their place of employment should submit an application to the Internship Coordinator in a timely manner. The application should include:

1. A copy of the student's current job description
2. A written statement from the employing agency is required. This statement must confirm the agency's support of the placement as an educational experience and demonstrate a commitment to providing time and resources for developing distinct learning opportunities with clear objectives aligned with the nine CSWE competencies.
3. An employment-based plan describing new learning opportunities connected to the nine competencies that go beyond the student's regular job duties and contribute to professional development as a social worker.

Internship Requirements

Employment-based internships must fulfill the same academic and professional expectations as all internships. This includes:

- A completed Learning Agreement that demonstrates how the internship will address the social work competencies outlined by the Council on Social Work Education.
- Fulfillment of all internship requirements established by the JSU Social Work Program
- Faculty internship supervision provided by JSU to support student learning and professional development and to ensure the integrity of the learning experience.
- Special Project for Employment Based Internships

Special Project Requirement for Employment-Based Internships:

To ensure that employment-based internships meet CSWE standards, students are required to complete one special project that clearly connects their internship work to the nine social work competencies (specify population served or policy impact to organization). This project is designed to distinguish internship education from regular employment duties and provide documentation of competency-based learning. Students must select one of the following options (or propose an alternative with faculty approval):

1. Competency Paper – A 6–8-page paper describing how internship tasks align with the nine competencies.
2. Professional Presentation – A 15–20-minute presentation highlighting competency applications and key learning experiences.
3. Mini-Grant Proposal – A brief proposal to address a client or community need relevant to the internship site.
4. Community Engagement Event – Plan and implement, and evaluate a small outreach or education event, with documentation and reflection.

5. Policy or Advocacy Brief – A 3–5-page brief exploring relevant policy and its practice implications.
6. Training or Resource Toolkit – Develop a client or staff-facing resource addressing a need at the internship site.

All projects must include:

- A short reflection on learning and professional growth
- A competency alignment chart showing how the project addressed CSWE competencies
- Faculty approval and final submission are required for successful completion.

Changes in Employment

In the event of a change in employment status during the internship, such as a leave of absence or a role adjustment, JSU will work closely with the student and the agency to assess how the internship can best continue. Each situation will be thoughtfully considered, with a focus on supporting the students' educational progress and honoring agency preferences.

If a student in an employment-based internship experiences a change in employment—such as resignation or termination, the Internship Coordinator will assist in identifying an alternative placement that meets course requirements.

If the termination is due to unprofessional conduct that violates the standards outlined in this manual, the student's internship may also be terminated. Students must notify the Internship Coordinator within 48 hours of any employment change. The Internship Coordinator is not obligated to secure a secondary placement for the student (employment-based or educational-based) and may need reasonable time to gather information and to consider appropriate next steps. Disrupted internship placements may impact the student's ability to complete the internship course/s or graduate on time.

Orientation to Internship

All students are required to attend a mandatory orientation prior to beginning their internship placement. Orientation is a critical component of the Social Work Program and is designed to prepare students for a successful and professional internship education experience.

- Orientation dates are provided during the pre-internship meeting with the Internship Coordinator.
- Attendance is mandatory. Students will not be allowed to begin their internship until they have completed the orientation.
- BSW and Foundation Year MSW students must attend a full-day orientation session.
- Advanced Standing MSW students will participate in an abbreviated orientation session tailored to their experience and coursework.

The orientation includes, but is not limited to, the following key topics:

- Internship Learning Agreement and Evaluation
Introduction to the structure, goals, and assessment process for the internship.
- Allowable Activities and Timekeeping
Overview of acceptable internship tasks and guidelines for accurately tracking internship hours.
- Professionalism
Expectations for professional conduct, including ethical standards, communication, and workplace behavior.
- Co-requisite Class Assignments
Explanation of academic assignments that must be completed in tandem with the internship experience.
- Safety
Training and protocols related to personal and client safety, including procedures for reporting concerns.

Educational Learning Agreement

The Educational Learning Agreement is a critical tool in guiding the student intern's development throughout the internship experience. It serves as a structured plan for applying classroom knowledge to real-world social work practice and forms the foundation for evaluating student performance. Developed collaboratively between the student, the internship instructor, and the Internship Coordinator, this document aligns with the Council on Social Work Education (CSWE) Core Competencies and corresponding practice behaviors.

This plan is not a static checklist but a working document that evolves alongside the student's learning process and the realities of the internship setting. It is reviewed and signed by the student intern, the internship instructor, and the Internship Coordinator. The finalized version becomes the basis for both the midterm and final performance evaluations.

Social work practice occurs across multiple system levels, and the Educational Learning Agreement is designed to reflect this broad scope. Students are expected to engage with and apply practice behaviors in relation to:

- Individuals (e.g., direct client services, intake, assessment, and one-on-one case management)
- Families (e.g., family sessions, support around parenting or housing stability, engagement with caregivers)
- Groups (e.g., facilitating or co-facilitating psychoeducational or support groups, observing group dynamics)
- Organizations (e.g., understanding agency policies, interdepartmental collaboration, participation in staff meetings)
- Communities (e.g., involvement in outreach, resource mapping, policy advocacy, or community education efforts)

Not all system levels will be equally represented in every internship setting. This variation is expected and reflects the diversity of social work practice contexts. Students are encouraged to make the most of available opportunities while also identifying areas where additional exposure or skill-building may be needed.

Because agencies differ in size, mission, population served, and available resources, learning tasks and activities will not be consistent across all placements. Some learning objectives may be met through observation, participation in interdisciplinary teams, or independent projects, while others may require direct client engagement or agency-provided access to specific tools or experiences.

Students should consult closely with their internship instructor, faculty supervisor (if assigned), and/or the Internship Coordinator to ensure their learning objectives align with both agency expectations and social work competencies. These individuals can also help students identify creative or alternative strategies for achieving learning goals in settings where certain experiences may be limited.

Students begin developing their Educational Learning Agreement after becoming oriented to their agency's operations, expectations, and available learning opportunities. This typically involves discussions with the internship instructor during early supervision sessions and should be informed by the student's personal goals and areas of interest.

The agreement will be discussed and updated regularly:

- During individual supervision with the internship instructor
- During outside faculty supervision (if applicable)
- During group supervision or discussion in the internship seminar course

Students are encouraged to keep a copy of the finalized agreement for their records at the end of the semester. A hard copy must be submitted to the faculty member teaching their seminar course.

Evaluation of Student Performance during Internship

Student performance during the internship is evaluated through regular supervision meetings with the Agency Internship Instructor. The Student Behavioral Assessment, aligned with the nine (9) Core Competencies, serves as the primary evaluation tool. It includes a learning plan that outlines tasks and assignments to help students build the skills necessary for professional practice.

Formal, written evaluations occur twice each semester, once at midterm and again at the end of the semester. The midterm evaluation should be completed collaboratively with the student and must include performance ratings and comments on strengths and areas for growth. The final evaluation includes updated ratings, a narrative summary, and a recommended letter grade ("A," "B," "C," or "F"). To successfully pass the internship and seminar, BSW students must earn a final grade of "C" or higher and MSW students must earn a "B" or higher.

If performance concerns arise at any point, the Internship Instructor should address them with the student and develop a remediation plan. For additional support, internship instructors are encouraged to contact the Internship Coordinator.

Note: Per Jacksonville State University policy, the final internship grade is assigned by the Internship Coordinator.

Internship Hours

Students in the Social Work Program must complete a minimum of **450** internship hours per internship placement. All hours must be completed at an approved placement agency. Students may not divide hours across multiple sites and internship instructors.

The internship is structured for students to average 32 hours per week at their placement, not including seminar time. A minimum of 16 hours per week is required to remain in good standing and progress in the program.

Internship hours are tracked on a monthly calendar and signed off by the student, internship instructor, and Internship Coordinator. Students upload their calendar submissions into Canvas monthly as designated by their instructor.

MSW 900-Hour Requirement

To meet the Council on Social Work Education (CSWE) requirement of 900 total internship hours for MSW students, all students who completed a BSW internship must verify their undergraduate internship hours. Students who completed fewer than 450 internship hours during their BSW program must make up the difference during their MSW internship. Each student's total internship hours will be reviewed by the Social Work Program to ensure compliance with the 900-hour requirement.

Scheduling and Timekeeping

- Students and Agency Internship Instructors should create a weekly internship schedule at the start of the semester. This schedule must be submitted during the first week and followed unless changes are approved by the internship instructor.
- Commute time to and from the internship site cannot be counted toward practicum hours.
- Lunch breaks must be deducted from total hours unless they are part of a working lunch directly related to internship activities.
- Students may count the following activities toward their 450-hour requirement; Orientation to Internship, Internship Seminar class meetings, scheduled IPE exercises, Social Work Day Conference, and other approved activities as noted by the instructor of their seminar course.

Remote Work

Remote or virtual work away from the agency may be approved at the discretion of the Agency Internship Instructor if it aligns with the student's learning goals. Virtual work such as telehealth sessions or online training completed at the agency does not fall under this guidance. Remote or virtual work away from the internship site will require additional documentation in the student's daily log. Examples of appropriate remote work include:

- Telehealth observation or participation

- Case documentation
- Research or resource development
- Participation in virtual team meetings or training

Remote work should not comprise the majority of a student's internship experience. In-person engagement remains essential to developing core social work competencies. Students should accrue no more than 60 hours of approved remote work activities during an internship. If a student feels that there are circumstances that warrant more than 60 hours of approved remote work, they should speak with their Internship Instructor and Internship Coordinator for approval.

Additional Learning Opportunities

The social work department may require that students in their internships engage in activities that will enhance their professional development. When these activities occur in person, the student may count hours towards their cumulative internship hours. The hours will be determined by the Internship Coordinator and will be communicated to all Internship Supervisors and Internship Faculty. If the activity is virtual/remote, the number of hours will be determined by the Internship Coordinator. Additional learning experiences may count toward the 450-hour requirement but will require approval from the Internship Coordinator.

Additional learning opportunities include:

- Annual Social Work Conference
- Interprofessional Education (IPE) activities
- Advocacy Day
- Point-In-Time Survey or Project Homeless Connect
- JSU campus events
- Community-based programs or training

Internship Absence & Tardiness Policy

Students are expected to demonstrate professionalism by honoring their time commitments at the internship site. A consistent schedule helps ensure meaningful learning and supports the operations of the agency.

Prior to the start of placement, students and their Agency Internship Instructor should work together to establish a clear weekly schedule, including the expected number of hours per week. This schedule should be shared with the Internship Coordinator during the first week of the semester.

In the event of extended illness, family matters, or other significant life events, students are encouraged to communicate as early as possible with both their Agency Internship Instructor and the Internship Coordinator. Adjustments to the schedule can often be made to support the student while maintaining academic and professional standards.

If a student needs to be absent for any reason, they are responsible for notifying their Internship Instructor in advance, whenever possible. Students and Internship Instructors

should establish preferred methods of contact for attendance related matters during the first week of placement. Emergencies may arise, and in such cases, students should let the Internship Instructor know as soon as they are able, including an estimated time of arrival if they will be late.

Students are expected to follow the agency's holiday schedule. However, all students must still complete the required number of internship hours. To help meet this requirement, students are encouraged to "bank" extra hours in advance when feasible.

Should concerns about attendance or punctuality arise, Agency Internship Instructors are asked to inform the Internship Coordinator so that appropriate support and guidance can be provided. Continued issues with unexcused absences or tardiness, even after discussion and support, may result in a review of the student's eligibility to continue in the internship.

Extended Internship Placements

In some cases, students may require additional time beyond the standard semester to complete their internship requirements. This option, known as an extended internship, may be appropriate when circumstances delay a student's progress or when additional time is needed to complete the required internship hours or associated assignments.

Eligibility for Extended Internship

To be considered for an extended internship, the student must:

- Be making satisfactory progress in their internship and course assignments
- Be passing at the time of the midterm evaluation, with documentation from the internship instructor and seminar instructor
- Have a reasonable plan in place to complete all remaining hours and required coursework in a timely manner
- Accrue a minimum of 16 hours per week at their internship site

Students who are not meeting expectations at midterm may not be eligible for an extension and should consult with their faculty supervisor, internship instructor, and seminar instructor to discuss options.

Grading and Enrollment Status for Extended Internships

Students approved for an extended internship placement will receive a temporary incomplete (I) letter grade for the semester in which they are enrolled. This allows additional time to complete internship hours and assignments without penalty. **Refer to JSU Policy on Incomplete Grades.** The following process applies:

- The student must initiate a formal Request for Incomplete through their MyJAX State account. This must be completed before the semester grading deadline.
- The seminar instructor will review the request and, if appropriate, approve the incomplete status based on documentation and a completion plan. Incompletes may not extend beyond one calendar year without requesting an extension.

- The incomplete grade will remain on the student's transcript until all required internship hours, evaluations, learning agreement tasks, and seminar assignments are completed.
- Once all requirements are fulfilled, the seminar instructor will submit a grade change form to replace the incomplete with a final letter grade.
- All work associated with the internship placement must be completed by the deadline outlined by the instructor, which may vary depending on academic calendar guidelines and the scope of the remaining work.

Ongoing Expectations During Extended Internship Placement

Students enrolled in an extended internship placement are expected to remain actively engaged in their learning and professional development. They must:

- Continue regular communication with their seminar instructor to provide updates and confirm progress, including mid-term and final meetings
- Remain in supervision with their faculty supervisor if one is assigned
- Maintain all professional responsibilities at their internship placement, including adhering to agency policies, ethical standards, and supervision schedules

Students should also maintain up-to-date documentation of hours and activities and continue to submit required forms, reflections, or evaluations as directed by their instructors or the Internship Coordinator.

Important Notes

- Extended internship placements do not involve re-enrollment in a new course unless the student fails to complete the placement within the approved timeframe and is required to repeat the experience. In most cases, students will not need to register for the course again.
- Students should plan and communicate proactively if they suspect they may need an extension. Delays in initiating the incomplete request can lead to grading issues or delayed graduation.
- Extensions are not automatic and require faculty approval based on academic progress and professional conduct.
- Graduating students pursuing extended internships can elect to participate in commencement with their peers, but their degree will not be conferred until all requirements have been satisfied and the Grade Change Form has been completed by faculty and processed by the Registrar's Office.
- Students pursuing extended internships will need to re-submit their application for their degree to be issued during the semester that they will complete all their requirements

Attendance at Professional Meetings

Attending professional events—such as workshops, community trainings, or conferences—is encouraged and considered a valuable part of the social work

internship experience. These opportunities enhance professional growth and help students connect classroom learning with real-world practice.

Such activities are not counted as absences but are recognized as an important component of professional development. Students should coordinate attendance in a professionally responsible manner with their Agency Internship Instructor and receive approval from both the Internship Instructor and the Internship Coordinator in advance.

Engaging in professional learning opportunities reflects a strong commitment to growth and active participation in social work practice.

Inclement Weather

While the university makes decisions about the cancellation of classes on campus, such decisions do not impact the business operations of a student's internship site. It is the responsibility of the individual student to monitor weather conditions and to determine whether he or she can travel safely to the internship location or leave the placement site early to return home safely. Students should take necessary precautions to ensure their own personal safety whether the placement site is local or in another geographic location and communicate with their agency internship instructor regarding late arrivals or absences due to weather concerns. In any event, all internship hours missed due to inclement weather must be made up before the end of the semester. If a student has a concern about completing internship hours due to inclement weather, he or she should contact the internship office.

Transportation and Automobile Liability Insurance

Students are responsible for providing their own transportation to and from the internship setting. To accomplish the assigned task, most agencies require the student to have access to a reliable private automobile used for agency business. It is the student's responsibility to clarify reimbursement procedures for mileage expenses with the internship instructor. If the student is required to drive as part of the internship, a valid driver's license and automobile liability insurance are required. The student assumes responsibility.

Travel

The University does not reimburse students for travel. If extensive travel is required of students by the placement agency, the student should discuss reimbursement rates and procedures for reimbursement with the agency.

Counting Travel Hours for Internship

Students cannot count travel time from home to agency or from agency to home as internship education hours. Students may count the travel time that the agency requires (e.g., traveling to and from the agency to complete home visits or attend meetings). Counting travel hours inappropriately is considered academic misconduct.

Professional Liability Insurance

The JSU Social Work Program will facilitate student enrollment into a selected liability insurance plan. Students will not be able to begin their internship experience without active liability insurance.

On-Call Hours for Internship

Some agencies will require students to rotate being on-call, students may only count the hours that they are actively working with the client. In addition, you must be supervised while you are on-call.

Academic Credit for Life Experiences

No academic credit will be given for life experiences or previous work experiences.

Use of Likeness, Voice, and Performance for JSU Social Work

Students 18 years and older may consent or choose not to consent in allowing the JSU Social Work Department to use their likeness, voice, and performance on social media and marketing materials by completing the JSU Social Work Talent Release Form.

Paid Internships, Stipends, Specialty Placements, and Scholarships

Some students may have the opportunity to receive payment or a stipend as part of their internship experience. While most internship agencies are not able to offer compensation, the Jacksonville State University Social Work Program supports and encourages efforts by agencies to provide payment or stipends when possible.

Agencies play a vital role in social work education by offering valuable learning experiences, professional supervision, and real-world practice settings. Although students pay tuition and related fees for their internship courses, these funds are used by the University to support the Social Work program and are not distributed to internship agencies. Agencies have an opportunity to specify if they would like to offer a stipend payment and how they would like the stipend distributed on the Agency Affiliation Agreement that is completed prior to internship.

In some cases, agencies offer stipends through grant funding or special programs. These opportunities, while limited and highly competitive, can offer additional support to students during their placements.

- Students who are eligible and interested in stipend-funded placements will be invited to apply.
- If approved, students will be notified in advance of the placement.
- In most cases, stipend payments are issued near the end of the semester.

While payment and stipend opportunities are not guaranteed, the program remains committed to exploring and supporting creative partnerships that benefit both students and agencies.

Stipend Opportunities:

DHR Title IV-E-A program specifically designed for students planning to pursue or continue a career in public child welfare with the Alabama Department of Human Resources. This opportunity requires an 18-month work obligation with the AL Department of Human Resources. Students are offered a stipend award that is distributed in three separate installments upon the successful completion of specific requirements. Students participating in this program are assigned a professional development coach with extensive experience in the field of public child welfare and knowledge of DHR policies and procedures.

Students must meet the following criteria to be considered for a Title IV-E stipend:

- Must be a BSW student who is preparing to enter their internship placement, an Advanced Standing MSW student or MSW student in their second year with an emphasis on social work with children, adolescents and their families.
- Have an overall GPA of 3.0 or higher, or 3.0 or higher GPA for the last 30 semester hours of course work.
- Must secure appropriate internship placement with the assistance of social work program Internship Coordinator. Non-DHR employees must accept an internship placement with a DHR County office. DHR employees must accept an internship placement related to permanency in child welfare deemed appropriate by the Title IV-E Stipend Committee.

Application deadlines are:

October 1 for spring internships

February 1 for summer internships

June 1 for fall internships

Students may learn more about the Title IV-E Program by visiting:

<https://socialwork.ua.edu/childwelfare/title-iv-e-stipend-program/>

East Alabama Regional Planning and Development Commission Area Agency on Aging-
Students interested in careers working with the aging population are invited to apply for a stipend opportunity.

Students must meet the following requirements to be considered:

- Admitted to the Social Work Program
- Admitted to an Internship
- Possess strong writing and research skills
- Have a cumulative GPA of 3.0
- Agree to the terms of the internship contract and learning agreement

To apply, students should:

- Complete the application form. Forms can be obtained from the Internship Coordinator or Social Work Office located at 309 Brewer Hall.
- Submit an essay why you wish to participate in the program. Discuss any experiences or courses that helped shape your interest in the aging

population. Please address plans beyond graduation including employment or graduate school.

- Include three letters of reference, none of which can be from social work faculty.
- Send the completed application to the Internship Coordinator.

Scholarship Opportunities:

Students seeking JSU scholarships may apply through the JAX App from September 1-February 1. <https://www.jsu.edu/finaid/scholarships/competitive-foundation.html>

BSW scholarships are awarded through the JAX App process.

BSW Scholarship Opportunities:

- **Audrey Knighton Internship Instruction Scholarship**
 - Full-time students demonstrating academic achievement during the Internship; to be eligible, students must be enrolled in (SW 499/450), have an overall 3.0 GPA and a 3.5 GPA in Social Work courses.
 - Awarded in Spring / Summer / Fall.
 - Submission deadline for Spring awards is January 1st and submission for Fall and Summer awards is March 1st.
- **Parker (Liza)**
 - Full-time students demonstrating academic achievement; To be eligible, students must be registered with the JSU Office of Disability Resources, have completed 12 hours in social work and have a GPA above 3.5 in the major and 3.0 cumulative.
 - Awarded: Fall Semester
- **Wai-Man Siu Endowed Scholarship for Outstanding Sociology and Social Work Students**
 - Established to promote the education of deserving full-time undergraduate students enrolled in the fall/spring academic year.
 - Two students will be selected who are pursuing a degree in Sociology.
 - Two students will be selected who are pursuing a degree in Social Work.
 - The students must be sophomores, juniors, or seniors to be awarded scholarships.

Links to Outside Sources Scholarships:

- [**CSWE Scholarships**](#)
- [**Social Work Scholarship National Listing**](#)
- [**Collegescholarships.org**](#)

MSW Scholarship Opportunities:

Students will submit applications directly to the JSU Social Work Program. Deadlines for applications are August 1 and December 1.

- **The Thomas R. and Carolyn F. Smith Endowed Scholarship**

Established by Thomas and Carolyn Smith for a graduate student pursuing a Master of Social Work entering their clinical internship placement [internship] semester, accepts an internship placement in a clinical setting with the goal of becoming a Licensed Clinical Social Worker. Preference may be given to a student interested in also becoming a Licensed Marriage and Family Therapist (LMFT), who has a GPA of 3.5 or higher in the graduate program. Students must have a financial need.

Students must submit a 250-word essay discussing goals for Clinical Social Work Practice, and a 250-word essay discussing how the scholarship would help them complete the program.

Student Evaluation of Internship Experience

At the end of each semester, students are asked to complete an evaluation of their internship setting. This process encourages students to reflect on their learning, personal growth, and professional development throughout the internship experience. It also provides valuable feedback to the Social Work Program.

Evaluations are not only a tool for student reflection, but also support the program in making thoughtful, strengths-based decisions about future placements. Feedback helps the Internship Coordinator:

- Understand the student's perspective on their learning environment
- Evaluate the continued use of specific agencies and Internship Instructors
- Strengthen agency partnerships
- Make informed and appropriate placement matches for future students
- Helps identify training needs for stakeholders

Student input is an important part of sustaining high-quality internship experiences and ensuring that each placement supports the development of core social work competencies in a positive, professional setting.

Guidelines for Using Social Media

Social media channels, such as Facebook, Twitter, Instagram, YouTube, Flickr, LinkedIn, Skype, SMS/texting, blogs, etc., are just a few examples of ways to connect with others and share information. However, the rapid growth of social media communication tools and their ease of accessibility can also have unintended and potentially damaging consequences to users if basic guidelines are ignored. Students are expected to adhere to social work values, ethics and engage in professional conduct as outlined in the NASW Code of Ethics (<http://www.socialworkers.org/pubs/code/code.asp>) when using social media communication tools, whether using a personal site(s), agency site(s), or University site(s).

Common issues that students need to understand and manage when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07), conflicts

of interest and dual relationships (Section 1.06), and informed consent (Section 1.03) in our relationships with clients, colleagues, and in our practice settings. Utilizing social media communication tools as a social work professional requires ongoing attention to these ethical challenges.

As a social work professional, it is important to consider whether you are using social media channels for professional activities, such as advancing social justice issues, advocating for vulnerable populations, and promoting your professional identity, versus using these sites to maintain contact with friends and family. Your professional image, that is, the professional self you develop that is guided by social work values and ethical standards, extends beyond the internship agency and physical setting of an office.

As social workers, we must be cognizant that the legal, ethical, and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the Internet and include the use of social media communication tools. As with the Hippocratic oath to “first do no harm,” it is imperative to consider how to be connected within the context of social media while protecting yourself, your internship site, your clients, the School of Social Work, and the profession.

Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may complicate and blur your professional boundaries. This is particularly tricky when managing social media accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts or other interactions on your site.

Be aware that if you do not employ any privacy settings on your social media site, your profile is public, and anyone can see what is on your page. Additionally, people can see when you are tagged in photos, view comments made by others, note your status updates, and see who you’ve friended. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, some professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your responsibility as a professional social worker to abide by the Code of Ethics, including your virtual communications and use social work values and principles to guide your interactions.

- *What privacy and confidentiality concerns should I consider when texting, emailing and/or using social media?*

With the proliferation of hand-held devices such as smart phones, tablets, iPads, smart watches, etc., accessing the Internet and connecting with others is literally in the palm of our hands. Text, email, and social media sites are quick and effective ways to

communicate with others however many ethical, legal, and clinical issues must be addressed when using these communication tools.

There is huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussing information about your internship, classroom work, or agency staff. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas. Observe all state and federal regulations such as FERPA and HIPAA, as well as Agency and University Policy(ies).

Be aware: Employers and volunteer organizations are more frequently requesting passwords and permissions to see what is behind your privacy settings. You have the right to refuse permission. However, doing so may be a consideration in whether you are offered opportunities to work with them. Further, allowing organizations to see everything may also be hazardous to future opportunities. Make sure you know what's "out there."

PREPARING FOR INTERNSHIP AND SOCIAL MEDIA: As you get started in your internship placement, it may be helpful to explore the following questions with your internship instructor and/or task supervisor.

1. Does your internship site have a policy on the use of social media communication tools? If so, review the policy with your internship instructor. If not, what expectations does the agency have regarding the use of social media during internship hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

To help facilitate these conversations, consider the following topics for discussion with your internship instructor and/or agency supervisor.

What are the agency guidelines regarding the use of Facebook, LinkedIn, etc., and who can you "friend"?

- *Can I check my personal social media accounts during internship hours?*

In general, your time in internship and the resources provided to you in your placement are to be used for educational and professional related matters. Before using social media communication tools on behalf of your agency, be sure to seek approval of any messages or posts. Be careful not to endorse or promote a product, cause, or position without prior approval. If you have personal sites, it is best to maintain them on your own time using your own computer.

- *I can't find anything in the Code of Ethics that specifically mentions social media, so does that mean the Code of Ethics does not apply?*

Absolutely not! The NASW Code of Ethics provides a variety of standards that social workers should consider when engaging in the use of social media. Here are a few examples of the Codes applicability to social media.

- Standard 1.06 states that “social workers should not engage in dual or multiple relationships...in which there is a risk of exploitation or potential harm to the client...and social workers...are responsible for setting clear, appropriate, and culturally sensitive boundaries” (1.06c) The Code goes on to note that “dual or multiple relationships can occur simultaneously or consecutively” (1.06c) Our ethical obligations to clients, colleagues and other professionals are no different when using Facebook, Twitter or other social media channels as well as communications via our cell phones such as texting or email.
- Standard 1.07(i) states that “social workers should not discuss confidential information in any setting unless privacy can be ensured.” We all know there is no such thing as privacy on a social media site or the Internet. Comments can be forwarded or copied, posts and pictures can be found on search engines years after the initial publication, and archival systems save information even after you delete it. Always consider the image you are portraying by the photos and comments you post. Understand how privacy settings work and review them regularly. Refrain from providing too much personal information such as your home address or full birth date. Don’t post in advance when you plan to be on vacation or away from home for an extended period. Be sure to project the image you want potential faculty members, future employers, advisors and friends to know you by.
- Standard 4.03 states that “social workers should not permit their private conduct to interfere with their ability to fulfill their professional responsibilities.” Social media channels provide an excellent means to build community; however, as you navigate these channels, do no harm to yourself, your internship site, your clients, the Social Work Program or to the social work profession in the process. Do not pretend to be someone else or hide your identity when using social media. Be clear if you are sharing personal views and use good judgment regarding sensitive issues. Verify information before you post it, correct mistakes in a timely manner, and be aware of legal liability issues such as copyright infringement, defamation, and posting proprietary information.
- Also, see
<http://www.socialworkers.org/practice/standards/naswtechnologystandards.pdf> for additional standards regarding social media policies provided by NASW and ASWB.

What should I do next?

Take some time to review these guidelines with your social media accounts and seek to identify other ethical standards that are applicable in your practice setting. As a social work student, you are continually developing a professional identity, and you must be

cognizant that your private world has a greater likelihood of becoming public when using social media. Agency Internship Instructors, colleagues, and even clients may have access to information via the Internet that you would otherwise limit to your friends and families, so we encourage you to consider the personal versus professional role of social media in your life and your internship setting.

Tips to maintain a positive online presence:

- Clean up your digital dirt. Remove any pictures, content, or links that can send the wrong message to employers. Ask yourself, "How do I show up in the world?" Try a Google search on yourself periodically to see what comes up.
- Remember the internet is a public domain. They are called social networking sites for a reason. It is becoming commonplace for employers to do an online search for candidates before making job offers. A good guideline is to not put anything out on a social networking site that you would not want to see on the front page of the paper.
- Use social networking sites to your advantage. Maintain your online profile by portraying an image consistent with how you want to be perceived. Your profile is a way for you to demonstrate to employers your communication skills using proper grammar and spelling. Convey your professional image by choosing your photo and your screen name carefully.
- Using social networking sites may not be for you. If using social media tools is not fun for you and it just feels like more work, that is O.K. These tools are not for everyone. If you are just going through the motions of putting something out there to have a presence, do not do it. Your lack of enthusiasm and lack of passion will show through, and that is NOT the image you want to portray.
- Be thoughtful about your posts. There is no expectation of privacy when using social media. Consider what could happen if a post becomes widely known and how that may reflect on both you, the Social Work Program, the practicum agency and/or the University. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn't say it at a conference or to a member of the media, consider whether you should post it online. If you are unsure about posting something or responding to a comment, seek advice from your supervisor, Agency Internship Instructor, or the Internship Coordinator.
- Refrain from listing personal information, such as home address, cell phone number, or intimate details about your personal life.
- Turn off automatic location information on social media posts.
- Limit or avoid check-in platforms like Foursquare that make it easy to find a person's location.
- Do not post when you are going on vacation or out of town, which lets people know your home may be empty.

This information supports Competency 1 - Demonstrate Ethical and Professional Behavior (Summary)

Social workers:

- a. 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.
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Safety and Risk

The Jacksonville State University (JSU) Social Work Program is committed to supporting the safety and well-being of students during their internship experiences. Understanding and practicing safety is an essential part of professional preparation for social work practice.

Orientation and Safety Training

Safety training is an important part of the mandatory Orientation to Internship and is further reinforced through the Internship Seminar. During orientation, students will receive:

- General safety guidelines for internship education
- Risk awareness and prevention strategies
- Protocols for responding to emergencies in the internship

In addition, students will complete a Safety Checklist and review it with their Agency Internship Instructor during the first week of placement. This checklist provides a framework for agency-specific safety procedures and helps ensure that students are prepared for their work environment. Students will upload their completed Safety Checklist on Canvas during the first week of their internship experience.

Ongoing Safety Education

Safety is a recurring topic throughout the internship experience and may be addressed in:

- Internship Seminar discussions as relevant situations arise
- Agency visits by faculty
- Continuing education workshops hosted by the JSU Social Work Program, available to both students and agency representatives
- Internship Instructor training, which includes guidance on ensuring student safety in internship settings

JSU Cocky Watch App

The Cocky Watch App <https://www.jsu.edu/police/emergencymgt/safetyapp.html> is a free campus safety app that is available for campus and off-campus use.. The app's main function is the screen's red panic button in the top left corner. The panic button sends your information directly to the Campus Police Department and is monitored 24/7.

The panic button has three options when selected. All three options will send your information to UPD. The first option also calls UPD at 256-782-5050. The second option is for emergencies off-campus; it will send your information to UPD and call 911. The last option is a silent alert that sends your information to UPD and is for situations you may not be able to talk on the phone.

The Cocky Watch App also provides the Just Speak Up! safety tip function. The Just Speak Up! tip function is for sending UPD any non-emergency information or tips. The app allows you to send texts and gives the option to include photos or videos related to the tip. This is to help UPD prevent crime on campus and can be used for several situations ranging from a suspicious person or vehicle on campus to reporting campus lighting that is not working.

The Cocky Watch App also includes a resource tab that offers essential information at your fingertips. There are many resources, including links and important campus phone numbers. The resource tab includes UPD's non-emergency phone number (256-782-8888), a PDF of the campus map with parking zones, and much more.

Instructions for Downloading the Cocky Watch App

1. Visit the following link to make sure your JSUalert account is updated.
<https://jsu.omnilert.net/subscriber.php> Once on the website, click in the top right corner to create or login to your JSUalert account. Then you will ensure that all your information is up to date. It is very important to make sure you have a current cell phone number listed for calling and texting.
2. There are two options to access your personalized access code. The code will connect the app to your existing JSUAlert account. This code is for your use only and will not change. Choose either option a or option b:
 - a. Reference the separate email from The Jacksonville State University Police Department with your personalized access code.
 - b. After you log in to your JSUAlert account, you can scroll down and check all information. Then you will scroll down to where it says Omnilert Phone APP. This is where you will find your personalized access code to log in to the Cocky Watch App.
3. Download the Cocky Watch App in your phone's app store. The app is listed as Omnilert.
4. Open the app and use your personalized access code to log in to the Cocky Watch App.
5. It is important to allow precise location while using the app and is found in your phone settings. Having your location turned on is important because it will allow us to serve you best if you ever need to use the panic button in an

emergency. The panic button will send your name and location, and we will be able to send you help immediately when your location is provided.

6. It is recommended that you allow push notifications for the Cocky Watch App. UPD will send out important alerts (weather and safety concerns) on the app.
7. We recommend you open the Cocky Watch App and get familiar with the functions available. Locate the panic button, get familiar with the tip option, and look over all the resources provided on the resource tab.
8. It is recommended that you keep the app logged in at all times. If you log out, you will need your personalized access code to access the app again. Staying logged in will allow you to access the panic button quickly if needed.

General Safety Guidelines for Social Work Interns

Your internship agency will provide safety procedures and policies specific to its environment during orientation. However, social work practice often includes work in the community, in unfamiliar environments, and in high-stress situations, making personal safety a critical part of professional preparation.

The following guidelines combine practical advice, ethical responsibilities, and standards informed by the National Association of Social Workers (NASW) *Guidelines for Social Worker Safety in the Workplace* <https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Guidelines-for-Social-Worker-Safety-in-the-Workplace>. These recommendations are designed to reduce the risk of harm, support informed decision-making, and ensure the safety of both interns and clients.

In Automobiles

Plan the safest and most efficient route before making visits. Make sure your cell phone is charged and working properly. Familiarize yourself with the area you will be working in, noting open businesses, well-lit streets, and high-traffic public spaces.

Before entering your vehicle, check the back seat and surroundings. Keep car doors locked and the interior light functional. Remove or conceal personal items such as bags or electronics. Maintain your vehicle in good working order and keep the gas tank sufficiently full. If your car breaks down, raise the hood, re-enter the vehicle, lock the doors, and call for assistance. Avoid accepting help from strangers.

If you suspect someone is following you, activate your hazard lights, sound the horn periodically, and drive to the nearest safe location, such as a police or fire station or a populated gas station.

Park only in well-lit, visible areas, preferably close to building entrances or in areas with surveillance.

Transporting Clients, Including Children

Interns should only transport clients when explicitly approved by their agency and supervisor. Transporting clients—particularly children—requires strict adherence to legal, ethical, and safety guidelines.

Before transport:

- Ensure the vehicle is free from unnecessary items that could become hazards or distractions.
- Secure any personal or agency equipment out of sight or reach (preferably the trunk of the vehicle).
- Use car seats or booster seats appropriate to the child's age, weight, and height, and verify they are installed properly. Never place children in the front seat of a car with an active airbag.
- Keep the vehicle clean and professional, avoiding clutter or items that could present safety concerns.

During transport:

- Maintain appropriate professional boundaries. Keep conversation respectful and limited to relevant matters.
- Lock all doors during transport.
- Never leave a client, particularly a child or vulnerable adult, unattended in a vehicle
- Follow GPS navigation or directions preapproved by the agency. Do not use your phone while driving.
- Document all transport according to agency policy, including names, times, destinations, and reasons for transport.

While Walking

Plan your walking route carefully, choosing well-lit and populated areas. Avoid alleys, poorly lit pathways, or secluded doorways. If possible, walk with a colleague. Remain alert and avoid distractions such as texting or listening to music with headphones.

Wear comfortable clothing and shoes that allow ease of movement. Keep your keys in hand as you approach your vehicle or building entrance. Walk confidently and with purpose, scanning your surroundings and being aware of who is ahead, behind, and to the side of you.

In Elevators

When using elevators, stand near the control panel so you can easily access the emergency buttons. If someone enters the elevator and you feel uneasy, exit promptly. If an emergency occurs, press the alarm and multiple floor buttons to attract attention.

If You Feel Unsafe or Threatened

Maintain awareness of your personal space and trust your instincts. If someone is making you uncomfortable, respond assertively and remove yourself from the situation. Avoid engaging in extended conversation with strangers in isolated settings.

If someone attempts to corner or isolate you or direct you into an alley, doorway, or vehicle, move away quickly and seek help. If your personal safety is at risk, do not attempt to resist if the individual is armed or threatening. Prioritize safety over property.

After any incident or threat, contact the police as soon as you are in a safe location. Provide as many identifying details as possible and notify your internship instructor or agency supervisor immediately.

NASW guidance emphasizes the importance of risk assessment, incident documentation, and immediate supervisor notification following any safety concern. Agencies are encouraged to provide interns with debriefing support and protocols for follow-up.

Reporting and Support

All threats, acts of violence, or unsafe situations should be reported to your Internship Instructor or supervisor immediately, even if no injury occurs. Early reporting helps identify patterns and protect others.

If you experience or witness violence, harassment, or harm, also consider reporting to your school's internship education office or Title IX coordinator if applicable.

Supervisors and agencies are responsible for creating a safety-conscious culture. NASW standards encourage routine review of agency safety practices, risk prevention protocols, and post-incident response plans. Interns should be made aware of these protocols during **orientation**.

Emergency Protocol

If you witness or are involved in an emergency while at your placement, contact your Internship Instructor or the designated emergency contact immediately. Do not attempt to intervene in situations beyond your level of training.

Know the agency's evacuation procedures, lockdown protocols, emergency exits, and panic button locations. Maintain awareness of emergency contact numbers and the agency's communication plan during a crisis.

Additional Safety Considerations

Technology and Data Protection

Use only secure, agency-approved devices and platforms to access client information. Avoid storing client data on personal devices. Be mindful of your privacy settings on social media and avoid disclosing personal information online.

Ethical and Boundary Safety

Maintain clear professional boundaries with clients. Avoid accepting gifts, sharing personal information, or interacting on social media. Report any uncomfortable or inappropriate interactions to your supervisor.

Environmental Safety

Familiarize yourself with the agency's layout, including emergency exits and safe rooms if available. Avoid meeting clients in isolated or unmonitored areas.

Home Visit Safety

Conduct a risk assessment prior to any home visit. Know the client's background and any history of violence or instability. Inform your supervisor of your visit schedule, location, and expected return time. If a situation feels unsafe, leave immediately and notify your supervisor.

Health and Infectious Disease Safety

Follow infection control protocols, including proper hand hygiene, the use of personal protective equipment (PPE), and vaccination requirements. Do not report to your internship site while ill.

Identity-Based Safety

Be aware of risks related to race, gender, sexual orientation, religion, or other personal identities, especially when working in unfamiliar communities. Report any incidents of discrimination or harassment through the appropriate institutional channels.

Safety is a foundational component of ethical social work practice. As emphasized by the NASW Guidelines for Social Worker Safety in the Workplace, agencies and educational institutions share responsibility for ensuring that all interns are prepared for safe, ethical, and effective practice.

Always communicate concerns to your supervisor, trust your instincts, and never hesitate to prioritize your personal well-being.

Addressing Concerns

Students are advised to deal with concerns and problems before they become critical. When a student has a concern, the student is advised to follow these steps when the concern is relevant to:

Approaches to Support Learning and Resolve Concerns

The internship offers students the opportunity to bridge academic learning with real-world social work practice. While most internship experiences are positive and meet the expectations of the student, the Agency Internship Instructor, and the Internship Coordinator, challenges can sometimes arise. When they do, early communication and collaboration are key to maintaining a productive learning environment.

To support a successful internship experience, the following best practices are recommended:

1. At the outset of the internship, it is essential to establish clear expectations. Learning goals, professional responsibilities, and assignment expectations should be outlined and agreed upon by all parties. The Student Learning Agreement and the Internship Manual provide the foundation for setting these expectations and should be referenced regularly throughout the placement.
2. Students are encouraged to take an active role in their learning process. This includes identifying their learning needs and communicating openly with their Agency Internship Instructor. If concerns emerge that impact the learning environment or the quality of supervision, students should also feel empowered to reach out to the Internship Coordinator for support.
3. Addressing issues as they arise is crucial. Early, respectful dialogue between the student and Internship Instructor often resolves concerns before they escalate. When concerns persist or require further support, all parties should ensure clear documentation of the issue and any steps taken to address it. Maintaining written communication ensures transparency and creates a shared record of the resolution process.

If concerns persist despite these efforts, the following structured process should be followed.

Guidelines for Problem Resolution in Internship

Step 1: Initial Meeting Between Student and Internship Instructor

The student and Internship Instructor meet to discuss the concern and identify a path toward resolution. (*If unresolved, proceed to Step 2.*)

Step 2: Joint Meeting with Internship Coordinator

A meeting is held with the student, Agency Internship Instructor, and Internship Coordinator. A written plan or agreement may be developed to outline the next steps and expectations. (*If unresolved, proceed to Step 3.*)

Step 3: Consultation With Program Director

The Internship Coordinator consults with the Social Work Program Director to review the issue and determine the next steps.

Step 4: Final Review Meeting

A meeting is held with the students, Program Director, and Internship Coordinator to assess the situation and decide on an appropriate resolution.

Classroom Instruction

Step 1: The student should first talk with the course instructor and attempt to resolve the issue. (*If unresolved, proceed to Step 2.*)

Step 2: If a satisfactory resolution is not reached, an appointment should be made to meet with the BSW/MSW Program Coordinator. This meeting should be scheduled within ten (10) days of the issue. (*If unresolved, proceed to Step 3.*)

Step 3: If a satisfactory resolution is not reached, an appointment should be made to meet with the Department Head of Social Work. This meeting should be scheduled within ten (10) days of the decision made by the BSW/MSW Program Coordinator. (*If unresolved, proceed to Step 4.*)

Step 4: If a satisfactory resolution is not reached, students have a right to appeal any academic decision to the Dean of the College of Social and Behavioral Sciences or the Associate Vice-Provost for Academic Affairs

Academic Criteria for Termination or Non-Continuation

Students may be terminated from the Social Work Program for academic reasons. Academic probation or suspension may lead to termination from the Social Work Program. The following are examples of important academic issues of which students should be aware:

BSW Academic Criteria:

- 1 Academic probation or suspension may lead to termination from the BSW Program.
- 2 Students are not admitted to the program without successfully completing the following:

- 60 semester hours completed
- Passage of MS 110 or higher and MS 204
- 2.25 Overall GPA and 2.5 or higher Social Work GPA
- Grade of "C" or better in SW 330 (Introduction to Social Work)

2 Successful completion of SW 390 (Social Work Practice I)

3 Students are not allowed to remain enrolled at JSU if they are placed on academic probation from failing 60% of course work, and they are suspended when failing 60% of their course work the semester following their placement on academic probation. Students are not allowed to enroll in SW 391 (Social Work Practice II) until they have been admitted to the BSW Program.

4 Students are not allowed to enroll in Internship (SW 449), Internship Seminar (SW 450), and Social Work Practice III (SW 448) until they have completed all other courses required for the BSW degree with a minimum overall GPA of 2.25 and with a GPA of 2.25 in Social Work.

5 Students who earn a grade of "D" or below in a required social work course are eligible to repeat the course. A single course may not be repeated more than twice. A student cannot enroll in the same course in three consecutive semesters. Internship and Internship Seminar (SW 449 and SW 450) is an exception to this rule. Students receiving a grade of "F" in SW 449 and SW 450 (Internship and Internship Seminar) may not repeat them. Students receiving below a "C" in SW 449/450 may be encouraged to change to an alternate major.

6 Not receiving at least, a "C" in required social work courses after all attempts will result in dismissal from the BSW Program.

7 A maximum of three (3) social work courses can be repeated. Achieving a "D" or below in more than three (3) social work courses will result in dismissal from the BSW Program. Note: Repeating courses does not "remove" the criteria for the maximum of three (3) grades of "D" or below from dismissal from the BSW Program.

8 Students are not awarded the BSW degree until they receive a grade of "C" or better in SW 448, SW 449, SW 450 and have maintained a GPA of 2.25 overall and in the major. This requires a satisfactory performance evaluation by the Internship Instructor of the student on the Final Evaluation for Internship. Internship Instructors are advised to notify the Internship Coordinator of student deficiencies as soon as they are detected.

9 The Internship Coordinator determines the final grade for Internship Placement (SW 449) and the Internship Seminar (SW 450). Students receiving below a "C" in Internship Instruction may be encouraged to change to a more appropriate major. Should the student desire to remain in the BSW Program, the application process to Internship will resume with the Admissions Committee making the decision as to readmission to Internship.

- 10 Students will be notified in writing, either through postal mail or email, and if possible, by telephone or face-to-face contact regarding their termination from the program for academic reasons.
- 11 Students terminated for academic reasons cannot appeal reinstatement based on academic performance.

MSW Academic Criteria:

1. Academic probation or suspension may lead to termination from the MSW Program.
2. Students are not allowed to remain enrolled at JSU if they are placed on academic probation from failing 60 percent of course work, and they are suspended when failing 60 percent of their course work the semester following their placement on academic probation.
3. A maximum of one social work course can be repeated. Achieving a "C" or below in more than two social work courses will result in dismissal from the MSW Program and the Graduate School.
4. The Internship Coordinator determines the final grade for Foundation Internship and Advanced Internship (SW 5950 and SW 5951). Students receiving below a "C" in Foundation Internship Instruction will not be allowed to continue in the MSW program and may be encouraged to change to a more appropriate major. Should the student desire to remain in the MSW Program, the application process to internship will resume with the Admissions Committee making the decision as to re-admission to Internship.
5. Students will be notified in writing, either through postal mail or email, and if possible, by phone or face-to-face contact regarding their termination from the program for academic reasons.
6. Students terminated for academic reasons cannot appeal reinstatement based on academic performance.

Non-Academic Criteria for Termination or Non-Continuation

Students may be put on probation or terminated from the program for non-academic reasons any time after admission. Non-academic reasons for probation or termination may generally be categorized as personal or professional. The termination process may be immediate; if the violation is of a serious nature or the student may be given a temporary probationary period.

In some cases, the Internship Coordinator will contact the student's academic/professional advisor, along with the SW Program Coordinator to comprise a Faculty Review Committee and meet regularly with the student to alleviate a violation or condition. A performance improvement plan or agreement for change may be developed with the student and monitored by the faculty advisor or other designated faculty member. Students completing or complying with such contracts may remain in the program. Students who do not complete or comply with contracts to alleviate conditions may be terminated from the program.

Students terminated from the program are provided with written notice of that decision. In some cases, a student terminated from the program for non-academic reasons may re-apply for admission later. The decision to re-admit a previously terminated student will be made by the Faculty Review Committee.

Students may be denied admission to, placed on probation, or terminated from the BSW/MSW Program for, but not necessarily limited to any of the following non-academic reasons, personal or professional.

1. Conduct that is not congruent with the values and ethics of the social work profession including the NASW Code of Ethics, CSWE EPAS or applicable to Jacksonville State University's rules and regulations. This includes behavior in the student's classroom and internship work.
2. Behavioral, personality, emotional, attitudinal, or personal issues or difficulties that interfere with the student's functioning and/or jeopardizes the welfare of those with whom the student interacts, student peers, faculty, staff, and clients and coworkers in internship agency settings.
3. Failure to communicate effectively, both verbally and in written form, include interviewing skills and interpersonal skills which permit appropriate professional interaction with other people.
4. Failure to adhere to service learning/practicum agency policies and professional standards.
5. Failure to use sound judgment both in work with clients and in regard to oneself such as not seeking professional help for physical or emotional problems that interfere with functioning of the program.
6. Dishonesty and/or academic dishonesty, including lying, cheating, or plagiarizing in course work and/or Internship.
7. Repeated, unexcused tardiness and/or absences that negatively impact the learning process of the student and their peers.
8. Failure to abide by BSW and MSW Program policies and procedures.
9. Participation in class or practicum activities while under the influence of drugs or alcohol or other evidence of active chemical, alcohol, drug abuse or addiction.
10. Demonstrating a pattern of unprofessional or unconstructive interactions with clients, instructors, peers, agency staff, or university personnel after concerns have been addressed.
11. Failure to disclose critical background information in applying for the program or internship that bears on one's competence or performance.
12. Evidence of certain criminal or unlawful activity.

Performance Improvement Plans (PIP)

The PIP will include:

- Identified Areas for Improvement – A clear description of performance concerns with specific dates and examples.

- Communication & Support Provided – Documentation of how concerns were communicated and any training or support offered by the faculty or internship instructor.
- Goals and Objectives – Targeted goals with measurable objectives to guide student improvement.
- Timeline – A defined timeline for achieving each goal, including start and end dates.
- Roles and Responsibilities – Clarification of responsibilities for the student, Internship Coordinator, Internship Instructor, advisor, or other relevant faculty throughout the improvement process.
- Check-ins – Regular progress reviews facilitated by the Internship Coordinator or other designated faculty member.

Efforts will be made during the PIP process to support the students in meeting their learning goals. However, failure to meet the expectations outlined in the PIP may result in a failing grade for the internship course or dismissal from the Social Work Program.

If a student is terminated from their placement during the PIP period or remains unable to meet expectations, an additional administrative meeting will be held to determine the next steps. This may include taking a leave of absence and resuming the internship at a later date or termination from the program. Each situation will be evaluated individually, and a tailored plan will be developed based on the student's needs and circumstances.

Grievance and Internship Termination Procedures

Termination or Disruption of an Internship Experience

Concerns related to internship performance or placement conditions are addressed as early as possible after the issue is identified. Expectations for students, internship faculty, agencies, and supervisors are reviewed prior to the start of placement to help prevent misunderstandings and support a successful experience.

Internship faculty work in close partnership with agency supervisors to resolve concerns and ensure the student's well-being and professional development. If concerns arise that may affect a student's ability to remain in placement, internship faculty will coordinate a meeting with the student and the agency supervisor to discuss next steps. Together, the parties will determine whether a formal performance improvement plan or placement termination is warranted.

If the placement is discontinued, *the student is not automatically guaranteed a new placement.* Internship faculty, in consultation with the Program Coordinator and Department Chair, will review the student's overall performance to determine if another placement is appropriate or if program termination is necessary. If a student is approved for a second internship and is again unable to complete it due to academic or professional issues, they will not be permitted to attempt a third placement.

In cases of program termination, every effort will be made to support the student in transitioning to another degree program, when possible. All decisions regarding termination from the program for academic reasons will be communicated in writing by mail or email. When feasible, the student will also be notified by phone or in person.

Internship Program Termination Appeals Process for Non-Academic Reasons (Violation of Ethical/Professional Conduct)

A student can appeal with a written statement to the Internship Coordinator within 14 days of the letter of notification. The statement must specify reasons for disagreement with the decision and rationale for considering a different decision. The Internship Coordinator will then create a review committee consisting of the Department Head, student's Professional Advisor (BSW) or Academic Advisor (MSW), and the appropriate program coordinator*. They will meet within 14 days of receipt of the statement to review the appeal. The student initiating the appeal will be invited to address the review committee. The committee will render, in writing, a follow-up decision or continuation of the original decision. If the student believes the committee's appeal decision was made in error, a written statement of appeal may be submitted to the Dean of the College of Social and Behavioral Sciences.

SOCIAL WORK STUDENT EXPECTATIONS AND POLICIES

Social Work courses are dedicated to open, respectful dialogue. They do not endorse or require agreement with any concept that assigns superiority, inferiority, blame, guilt, or moral character based on race, color, religion, sex, ethnicity, or national origin. Our goal is to encourage critical thinking and mutual understanding while honoring diverse perspectives.

Student Conduct

All students shall abide by the [National Association of Social Workers Code of Ethics](#); [JSU Student Code of Conduct](#); and the Classroom Policies. Links may also be located within JSU and Social Work Resources Tabs.

Student Self-Reporting

A student must disclose any arrest, charge, or conviction for any of the criminal offenses designated below (state, federal, or municipal)—excluding minor traffic violations that do not result in an arrest, injury, or risk of injury to others—that occur after the student is first admitted to the University. Disclosure shall be made within five (5) business days of the subject event and should be made to the Director of Community Standards and Student Ethics, Suite # 301A, Angle Hall, (256) 782-8080, on a form to be promulgated by that office. This disclosure obligation applies whether the subject event occurred inside or outside the State of Alabama and regardless of whether the University is in session at the time. Reportable offenses shall include any felony offense or any misdemeanor offense involving danger to another, moral turpitude, or the illegal possession / use / distribution of illegal drugs or prescription medication.

Reportable offenses include, but are not limited to the following:

- Murder
- Burglary
- Criminal Solicitation

- Robbery
- Conspiracy
- Theft
- Assault
- Receiving Stolen Property
- Reckless Endangering
- Forgery
- Vehicular Assault
- Issuing a bad check (negotiating a worthless check)
- Unlawful Imprisonment
- Unlawful use of a credit card
- Kidnapping
- Endangering the welfare of a child
- Interference with custody
- Hate Crime
- Arson
- Illegal carrying of a concealed deadly weapon
- Any offense in which the main component deals with a sexual offense, including any offense involving child pornography
- Illegal Possession of a deadly weapon instrument
- Illegal use of a deadly weapon or dangerous
- Domestic violence
- Any offense dealing with the illegal possession, use, sale, distribution or trafficking of controlled substances, illegal drugs or prescription medication
- Violation of a protection from abuse order
- Making a terrorist threat
- Driving a vehicle or operating a watercraft under the influence of alcohol or drugs
- Leaving the scene of an accident
- Resisting arrest or attempting to elude a law enforcement official
- Stalking Failure to comply with this disclosure obligation may be deemed a violation of the Student Code of Conduct.

Student Self-Reporting form can be located at:

https://cm.maxient.com/reportingform.php?JacksonvilleStateUniv&layout_id=20

Academic Honesty Policy

In a university community, true knowledge can be gained only through honest means. A Scholar's Code can be found in both the Undergraduate and Graduate Catalogs and the Student Handbook. Students who violate the Scholar's Code will be subject to disciplinary actions which could range from a zero on an assignment to failure of the course; repeated offenses can result in dismissal from the university. Records of academic dishonesty are kept in the Office of Community Standards and Student Ethics. To learn more visit Scholar's Code webpage.

Student Privacy Policy

Jacksonville State University protects the privacy of all students, including online and distance learning students, through adherence to the Family Educational Rights and Privacy Act of 1974 (FERPA) through compliance with other institutional policies and procedures governing the management and security of protected information of faculty, staff, and students, and by outlining the expectations of privacy for the university community as regards to electronic information. To view the full policy please visit the [JSU Student Privacy Policy](#) website.

Jax State Student Laptop Policy

JAX State students will need a laptop that runs either Windows or Macintosh operating systems. Students are encouraged to bring laptops to classes and learning spaces on campus to access virtual labs and other computing resources available online. This laptop requirement ensures you will have adequate and timely access to the electronic resources necessary to be a successful JAX State Gamecock. **Chromebooks, tablets, and smartphones cannot access all the electronic educational material and resources used at JAX State and are therefore not suitable devices.**

Verification of Student Attendance Policy

The University must abide by federal guidelines to verify the participation of students. For all course types, including thesis, internships, labs, online courses, etc., the instructor must verify your participation based on some type of participation. This may include submission of an online assignment or other course related contact with the instructor. **(However, simply logging into Canvas will not count as an academically related activity.)**

Social Work Attendance Policy

Jax State believes that the extent to which students are committed to their academic and professional responsibilities is reflected in their efforts to attend class regularly and on time. When circumstances prevent a student from meeting these responsibilities, the student is expected to give prior notice to the course instructor or present documentation that emergency circumstances prevented prior notice.

The BSW and MSW program at JSU are accredited by the Council on Social Work Education. Due to our responsibility to address accreditation standards in our academic programs, it is the policy of the Social Work Program that students **must attend and participate in at least 80% of the scheduled in-person classes in order to receive a passing grade for the course.**

If your class is hybrid or 100% online, your instructor will determine if you have attended and/or participated in 80% of the class through various means, including, but not limited to: assignments with due dates, exams, discussion boards, virtual class meetings, etc.

Class absences are strongly discouraged. However, we understand that illness, accidents, and other emergency situations may arise through no fault of your own. If your absences are likely to lead to you missing more than 20% of the class, your instructor and your advisor will discuss academic options to determine what best meets your needs and the requirements of the program.

Unexcused absences are recorded and reported directly to your advisor. Unexcused absences for student athletes and students on scholarship or any type of financial assistance (including for veterans) are reported additionally to respective coaches and/or advisors.

A social work program approved or a JSU sanctioned event, may be counted as professional off-campus education and may be excluded from this attendance policy.

Because tardiness is disruptive and disrespectful to a class meeting, three (3) tardies, as defined by the instructor, will equal one (1) absence. Likewise, leaving early is unacceptable and may result in an absence from the class. Students who leave the classroom and return beyond a scheduled break may be counted as tardy at the discretion of the instructor. In order to be counted as present, the student is responsible for signing the roll sheet.

Honorlock Use Policy

The instructor of this course may elect to utilize Honorlock to proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection.

To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install.

When you are ready to take a test, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

NOTE: You must have a reliable webcam, microphone, and high-speed internet in order to complete the exams via Honorlock. The Honorlock internet speed requirements are 1.5 Mbps download and 750 Kbps upload. Everyone should test their internet speed immediately. You can test your internet speed using an online internet speed test.

Policy on Incomplete Grades

Students wishing to request a grade of "Incomplete" or "I" for a course must complete the following steps:

- To be eligible you must be passing the course after the last day to drop from the current term.
- Discuss with their instructor a completion plan for the requested Incomplete grade.
- Fill out the [Incomplete Grade Completion Plan Form](#)

Please Note: This form is used to request an Incomplete grade for only one course. Students needing to request multiple Incomplete grades for multiple courses should submit one form for each course.

Additional Information:

- Coursework for a grade of "I" must be completed within the next major (fall or spring) semester.
- Once the student has completed all coursework requirements for a grade of "I," the instructor submits a grade change to the Registrar's Office. The Registrar then notifies the student of the grade change.
- Students who are approved for an "I" in a course should not register for the course again.
- Failure to complete coursework requirements within the established time frame will result in a grade of "F" being assigned or grades of "I" will roll to "F" on the day grades are due in each term.
- If at any time the instructor is not available, the appropriate department head and/or academic dean of the course will represent the instructor's interest.
- All Incomplete grades for all courses, including those not required, must be completed prior to a degree being awarded. Otherwise, the grade of "I" will be converted to "F" for the degree GPA to be calculated.

Requesting extensions: The student must submit a written request for an extension to remove an "Incomplete." The instructor, department head, and dean must approve the extension before the registrar grants an extension of time. *Graduate students must also submit all incomplete grade extensions to the Director of Graduate Studies prior to the last day of classes in the fall and spring semesters and prior to the day before grades are due in the final summer term. The instructor and graduate director must approve the extension before the Registrar processes the request. If at any time during the process, as detailed above, the instructor is not available, the appropriate department head and/or academic dean will represent the instructor's interest.

Late Assignments Policy

All assignments are due at the time noted by the instructor. **A 10% deduction for late assignments will be taken each calendar day.** Any late assignments submitted without prior approval will not be accepted for credit.

No Binding Obligation

This syllabus is designed to guide our learning in this course, but it is subject to change based upon factors such as realizing course goals and learning outcomes, student progress, etc. Changes are effective, if and when made at any time during the semester, with oral notice to those in attendance or using our Learning Management System (Canvas) or Navigate Communication System.

Academic Grievance

A student may appeal an assigned grade, or a similar decision related to academic performance if the student has evidence or reason to believe a grade was assigned or a decision was made in a malicious, (intentionally harmful; spiteful) capricious, (subject to, led by, or indicative of a sudden, odd notion or unpredictable change; erratic) erroneous, (containing error; mistaken; incorrect; wrong) or arbitrary (based on whim or personal preference, without reason or pattern; random) manner. The burden of proof and preponderance of evidence shall be upon the student such that the student challenging the decision, action or final grade assigned has the burden of supplying evidence that proves that the instructor's decision was incorrect.

In cases where the academic decision is based on a deficiency in or a violation of a clinical or professional standard, the deficiency or violation may be considered sufficient proof to support an academic failure or dismissal notwithstanding a student's success in other areas of academic performance.

For the grievance to be valid, the student must follow the steps outlined below in the order indicated and within the given timelines. Furthermore, the grievance at each additional step in the process must be in writing, utilizing the form located on the Academic Affairs webpage. Documents submitted for the purpose of grievance will become the property of Jacksonville State University and will be used solely for the purpose of investigating grievance. For additional information on how to file a grievance, please go to [the JSU Student Handbook](#).

Military-Connected Students Statement

The Office of Military & Post-Traditional Student Services serves all active duty, guard, reserve, veteran, and dependent students at JSU. If you have any questions, please contact (256) 782-8838, veterans@jsu.edu, or at the physical location in the basement of Daugette Hall. If you are a student currently serving in the military (Active Duty, Guard, or Reserves) with the potential of being called to military service or training during the course of the semester, you are encouraged to contact your course instructor no later than the first week of class to discuss the class attendance policy. The instructor may make accommodation for this absence or suggest that you take the course at another time.

Jacksonville State Title IX & Clery Policy

Jacksonville State University does not discriminate on the basis of sex in the educational programs or activities that it operates. JSU is required, by Title IX of the Education Amendments of 1972 and the Department of Education regulations, to implement Title IX, not to discriminate in such a manner. This requirement to not discriminate in educational programs and activities extends to employment by the university and to admission thereto. This may include sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and other conduct that is addressed in our "[Sex-Based Harassment and Misconduct Policy](#)". Anyone with knowledge of this type of conduct is asked to immediately report such incidents to the University Police Department at (256) 782-5050 or the Title IX Coordinator at (256) 782-5769. If an individual wishes to keep the information confidential, the individual speak with a counselor at the Counseling Services office at (256) 782-5475 or a medical provider at JSU's Health Center (256) 782-5310. For more information about Title IX or to report a concern, please visit the [JSU Title IX webpage](#).

Clery Notice: In compliance with the [Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act](#), the [Jacksonville State University Police](#) provide information on crimes statistics, crime prevention, law enforcement, crime reporting, and other related issues for the past three calendar years. The [JSU Annual Campus Security and Fire Report](#) is available online.

In addition to this extensive policy outlining response to any type of student harassment and/or discriminatory or hostile act, various sites on campus are designated "Safe Zones" where students may speak with faculty and/or staff regarding questions about or reporting an actual hostile act. These sites are indicated by a round green sticker labeled Safe Zone + located on office walls, doors, windows, or bulletin boards.

Students with Disabilities Policy

Jacksonville State University is committed to creating an inclusive learning environment that meets the needs of its diverse student body. If you are currently experiencing or anticipate that you will have any barriers to learning in this course, please feel welcome to discuss your concerns with me. It is my goal to create a learning experience that is as accessible as possible. The Department of Social Work accommodates students with disabilities, pursuant to federal and state law. If you have a disability, or think you may have a disability, that may have some impact on your work in this course and for which you may require academic adjustments or accommodation, please work with a staff member at Disability Resources so that accommodation can be considered. Students that receive accommodation letters, or Individualized Post-Secondary Plans (IPPs) should meet with me to discuss the provisions of your accommodation as early in the semester as possible. You can find more information about the [Office of Disability](#)

[Resources on the web](#), or by visiting the Student Success Center on the 2nd Floor of the Houston Cole Library. You may also call (256) 782-8380 or email at disabilityresources@jsu.edu. All discussions will remain confidential.

Student Responsibilities

It is the student's responsibility to be prepared to discuss the assigned reading materials and to participate in all class discussions including those managed in blogs and other electronic formats. At all times, the students are expected to be courteous and respectful to their classmates and instructors. It is the student's responsibility to obtain any lecture notes, handouts or information presented in class when they are absent from a scheduled class. Information should be obtained from peers. Students will not be permitted to make up pop quizzes that are missed due to absence. Students will not be permitted to take a pop quiz that is already in progress if they are tardy. Make-up Exams are scheduled by the instructor for each course. Students who miss a scheduled make-up exam will receive a ZERO for that exam. Please remember that you are preparing for a professional career where missed deadlines could lead to the loss of a job or could have negative repercussions for a client. Please take all deadlines seriously. In addition, excessive tardiness or leaving class early will not be condoned.

Failure to complete any portion of this course's assigned work may prevent the completion of this course. Assignments are aligned with CSWE competencies. Therefore, when not completed, the student has not sufficiently demonstrated mastery of the competency as required. Specifically, students who do not submit assignments correlated to the CSWE competencies will not pass the course.

It is expected that students will exhibit professional social work behaviors. As such, not having your book and/or required course materials for class is not an excuse for late work or lack of participation. Failure to timely complete any portion of assigned work may prevent successful completion of the course.

Social Work Program Professionalism Policy

Professionalism is a required attribute among social workers. Most importantly, professionalism demonstrates the values of the social work profession through words, ethics, actions, and demeanor. Professionalism in the classroom entails coming to class on time, being appropriately dressed for an adult learning environment, reading the assigned materials and critically reflecting on it, being prepared to engage in discussion, and completing all assigned activities. Additionally, it contributes appropriately to in-class exercises and small group activities.

Disruptive behavior will not be tolerated—this includes side conversations with peers during scheduled class time. Be prepared to begin class promptly at the assigned time—excessive tardiness and absenteeism will not be tolerated. Please silence

cellphones prior to entering the classroom. Texting, checking email, chat room discussions, playing online games, blogging, and social media communication are strictly prohibited while class is in session. Outside of the classroom additional professional behavior is expected - this includes not gossiping about classmates or events occurring in the classroom or at practicum. Professionalism extends to social media - having a blog or other means of communication that is subversive or harmful to the classroom environment/classmates/faculty is considered a violation of the professionalism policy.

Social Work Education, as well as Professional Social Work Practice, mandates that all social workers engage in diversity and difference in practice. We are instructed to have knowledge and skills to engage in practice that is anti-racist, diverse, and reflects equity and inclusion (ADEI). Specifically, CSWE, the accrediting body of social work education states that social workers should "understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group organizational and community levels and in policy and research." (CSWE EPAS 2022) The content and discussions of this course are designed to promote a deeper understanding of social issues and professional competence in social work practice. By participating in this course, students are not being asked to assent with the faculty, but they agree to uphold these principles and contribute to a productive and respectful learning environment.

Scholars' Code

The University recognizes that the open exchange of ideas plays a vital role in academic endeavor, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept. Therefore, students generally are encouraged to engage in conversations with their teachers and classmates about their courses, their research, and even their assignments. These kinds of discussions and debates in some ways represent the essence of life in an academic community. Even so, it is important for all scholars to maintain academic integrity in all aspects of their work, clearly noting when they have relied upon or incorporated the work of others.

To ensure academic honesty and provide support for students who may have engaged in minor violations, the university proposes the Scholars' Code as a means by which the course instructor can work with students in an educational and restorative manner while also securing the academic integrity of the university.

This policy emphasizes several values in order to provide students with a clear path forward if they have committed an offense and to provide faculty with clear steps to follow when a student has committed an offense in their class. The first of those values is the student's academic responsibility, followed by values impacting the process

through which an offense is adjudicated: nondiscrimination, equal and consistent treatment, confidentiality, and respect.

To that end, the policy consists of the following aspects:

- Violations
 - Levels of offense
 - Procedures and standards for course instructor reporting
 - Process
 - Levels of sanction based on offense
 - Appeals process

This policy is intended to provide a consistent view of academic dishonesty and practice to follow for course instructors in reporting incidents of academic dishonesty and in initiating the formal adjudication process on the university level.

Violations

In a university community, true knowledge can be gained only through honest means. Therefore, all academic dishonesty is expressly prohibited, whether in the traditional classroom or in online or hybrid settings.

Violations include, but are not limited to, the following:

- The use of unauthorized materials or the receipt of unauthorized assistance during an examination or in the completion of any other assignment, exercise, experiment, or project for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers, or other supplementary items.
- Copying or utilizing information from a paper of another student during an examination.
- Rendering unauthorized assistance to another student by knowingly permitting him or her to copy an examination, project, paper, assignment, exhibit, exercise, or other material to be submitted for academic credit.
- Illegally obtaining or attempting to obtain unauthorized prior knowledge of an examination or test materials.
- Selling or giving to another student, unauthorized copies of tests or examinations, or research assignments.
- The use of a commercially prepared term paper or research project or the submission of a paper, project, or experiment completed by someone other than the student submitting any of the above for academic credit.
- Falsifying class attendance.
- Falsifying reasons why a student did not attend a required class or take a scheduled examination.
- Taking an examination in the place of another student.

- Making unauthorized changes in any reported grade or on an official academic report form.
- Unauthorized collaboration between two or more students on an examination, paper, or project.
- Plagiarism, which is the deliberate act of copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgement of their true source.
- Making use of computing facilities and electronic devices in an academically dishonest manner including personal devices such as phones, tablets, dual monitors, watches, and glasses.
- Using online sources and programs, such as artificial intelligence, ChatGPT, and other generative AI, to produce content without proper acknowledgment or authorization.

Levels of Offense

The following levels of offense provide specific examples of academic dishonesty in three categories: collaboration, cheating, and plagiarism.

MINOR OFFENSES: In general, minor offenses involve errors in judgment that, in the course instructor's professional opinion, violate academic integrity, such as:

- Minor Collaboration example: student copies part of the work of another student exactly on an assignment on which collaboration is allowed but copying is not.
- Minor Cheating example: A student is caught glancing at another exam, but there is no evidence of premeditation or collaboration between those students.
- Minor Plagiarism example: student indicates that source of information is not original but does not follow proper citation procedures.

MODERATE OFFENSES: In general, moderate offenses are unpremeditated dishonest acts that directly affect only one student, such as:

- Moderate Collaboration example: student paraphrases or copies a sentence (or two) without citing the source or provides an improper citation.
- Moderate Cheating example: student cheats, or facilitates the cheating of another, on an examination (in cases where there is no evidence of premeditation). A student tries to gain an advantage in an exam by removing reserved materials from a lab or library to have additional study time at home.
- Moderate Plagiarism example: student paraphrases or copies a portion of a document without citing the source or provides an improper citation.

MAJOR OFFENSES: In general, major offenses are premeditated dishonest acts or dishonest acts that directly affect the offenders and/or other students' grades, such as:

- Major Collaboration example: student poses as, or facilitates another posing as, someone else during an exam; student requests or receives payment for unauthorized academic content; student directs another student on how to evade detection.
- Major Cheating example: student cheats or facilitates the cheating of another on an examination in a way that is premeditated (e.g., using a cheat sheet, a prearranged system of sharing answers, a prearranged system of accessing unauthorized academic content, or some similar method that was planned in advance).
- Major Plagiarism example: student places his/her name on a written assignment he/she did not write.

The Department of Social Work maintains standard policies relating to Honesty, Attendance, Grading, and Written Work. Please consult the [JSU SW Student Handbook](#) for this information. The Department also adheres to the University policy in regard to academic discipline: [JSU Student Handbook](#). The BSW and MSW are professional level degrees, therefore, professional conduct is expected. Students who are caught plagiarizing assignments or cheating on exams may not get credit for the assignment or exam; may be expelled from the class, the Social Work Program, or the University. It is the expectation of the faculty of the Department of Social Work that students adhere to the standards of the [National Association of Social Workers Code of Ethics](#).

Personal Electronic Communication Devices

All forms of personal electronic communication devices must be out of sight and in the power-off mode for class and testing periods. During a testing period in class, any use of a personal electronic communication device, without the prior consent of the instructor, constitutes *prima-facie* evidence of academic dishonesty with no right of grade appeal. If the instructor observes the device, the presumption is that cheating has occurred and a grade of "F" will be assigned for that exam, quiz, etc.

Cell phones are to remain out of sight and in power-off mode during class. If a student has an outside emergency, they can be reached at 256-782-5591. Students should provide this number to their families, and children's daycare/schools.

Honor and Civility Statement

A tradition of intellectual honesty can only be maintained at Jacksonville State University by the cooperation of students and faculty members. In addition, since every student is entitled to full participation in class without interruptions, ***all students are expected to be in class and prepared on time.*** This classroom is a public place, not a private domain. It is expected that students will conduct themselves in a reasonable, polite, and considerate manner. Examples of acceptable behavior include listening to the instructor during lecture, asking questions and discussing issues appropriate to the

material being reviewed, and completing assignments. Examples of unacceptable behavior include (but are not limited to) talking to classmates during lecture, sleeping, reading other than class material, studying for another course, leaving the classroom at will, and disrupting the class.

All students are expected to attend class fully prepared with appropriate materials and all devices that make noise turned off (cellular phones, computers, etc.) unless being utilized to take notes or participate in classroom activities. Any student deemed disruptive by the professor will result in an expulsion of the student from the classroom, with an absence for the day and possibly disciplinary action including termination from the course. Please make your best effort in being considerate to all in the class.

APPENDIX A

(Pre-Internship Forms)

Instructions for Internship Forms

- **Checklist for Internship Students**
Step-by-step information for the Internship process.
- **BSW & MSW Applications for Internship Instruction**
Students must complete an application for internship in the semester before the anticipated placement. Upon completion of the application, the Internship Coordinator must review and approve the application before the student begins placement. If there are concerns that a student is not appropriate for an internship, academically and/or professionally, the Internship Coordinator will create a Review Committee meeting with the Program Coordinator and the student's academic and professional advisors.
- **Internship Essay (BSW 449/450 & SW 5950) / Personal Statement (SW 5950)**
The values paper must be typed and turned in at the second internship meeting.
- **Employment-Based Internship Request Application**
- **Student Resume**
Prepare your resume in the recommended format.
- **Student Professional Liability Insurance Program**
The Social Work Department will purchase a blanket policy for liability insurance through CPH Insurance with the following limits:

Limits of Liability	Annual Premium
\$1,000,000 occurrence/ \$5,000,000 aggregate	\$15
- **Application for Degree.**
Please apply online **today**. This is the information that will be inscribed on your diploma and retained for university records. *Please note this does not apply to those in SW 5950 (1st year foundation students).*

Checklist for Internship Students

AGENDA	DATE COMPLETED	POINT OF CONTACT
1. Admitted to Social Work Program and successful completion of all pre-internship requirements		Program Secretary, Brewer Hall 309
2. Application for Internship: Part I <i>Application</i>		Internship Coordinator, 311 Brewer Hall
3. Application for Internship: Part II, <i>Internship Readiness Essay (BSW & 570)</i> <i>Personal Statement (571)</i>		Internship Coordinator, 311 Brewer Hall
4. Complete resume		Internship Coordinator, 311 Brewer Hall
5. Meet with the Internship Coordinator to discuss potential internship sites as well as any special considerations.		Internship Coordinator, 311 Brewer Hall
6. Contact and attend interview(s) with potential internship site(s) and once an internship site is secured, notify Internship Coordinator.		Internship Agency Instructor(s) and Internship Coordinator
7. Meet with your advisor to verify readiness for internship.	<u> </u> scheduled	Internship Agency Instructor(s) and Internship Coordinator
8. Application for degree **NOT for 1 st year foundation students (5950).		Online – JSU Online Graduation Application – Steps to Apply http://www.jsu.edu/registrar/graduation_procedures.html
9. Optional Stipends – East AL Planning Commission: DHR Title IV-E: Submit application online <u>Application Deadlines:</u> October 1 – Spring Internship February 1 – Summer Internship June 1 – Fall Internship		East AL Planning Commission Application submit to Program Secretary, 309 Brewer Hall DHR Title IV-E Application: https://socialwork.ua.edu/childwelfare/title-iv-e/

Students denied admission to an internship and dissatisfied with the decision of the Internship Coordinator and/or Admissions Committee have the right to appeal as set forth in this handbook.

JACKSONVILLE STATE UNIVERSITY

Internship Instruction Application

Semester: _____

(Beginning internship)

BSW

Foundation

Advanced

Name: _____ Student ID#: _____

Other Names by which you may be listed: _____

Present Street Address: _____

City, State Zip: _____

Permanent Street Address: _____

City, State ZIP: _____

Cell Phone: _____

Home Phone: _____

Permanent Email Address: _____

JSU Email Address: _____

Emergency Contact Name: _____

Number: _____

Relationship: _____

Describe briefly your paid social work experience (include dates); use back if needed:

Describe briefly your volunteer services (include dates):

Strengths...What attributes do you have which should be considered in the selection of your internship? Include skills and experience.

Learning Needs – Briefly state the challenges you will have and skills you need to learn during internship.

If applicable, in what agency did you complete your BSW and/or foundation MSW year internship(s)?
If you completed a BSW and/or Foundation MSW internship at a CSWE accredited institution please provide verification of internship hours successfully earned.

BSW	Supervisor	Number of Hours
MSW	Supervisor	Number of Hours

List your first, second, and third preferences of internship s of practice. Discuss your interest in each area.

Examples: Child Welfare; Services to Families and Children; Medical Setting; Hospice; Nursing Home; Rehabilitation Services; Mental Health Services (Inpatient and Outpatient Substance Abuse); Education Setting; Administration/Policy; Aging/Gerontology. Listing your preferences does not guarantee placement in the identified areas. However, all efforts will be made to accommodate your interests.

1. _____

2. _____

3. _____

Please submit a resume to jinx@jsu.edu and/or hicks@jsu.edu.

General Information

1. Do you speak a language in addition to English? _____ Yes _____ No

If yes, specify language: _____

2. Will you be working during internship? _____ Yes _____ No

If yes, where and how many hours per week: _____

3. Do you anticipate that you may need an extended internship experience over two semesters?
 Yes No Unsure

4. Do you have transportation?
(*Some agencies require that you have an automobile.*)
 Yes No

5. Do you have automobile insurance?
(*The State of Alabama requires motorists to have proof of insurance.*)
 Yes No

6. Do you have a valid driver's license?
 Yes No

7. Have you ever been investigated by a child welfare agency?
(e.g., DHR; if so, please explain on a separate sheet of paper)
 Yes No

8. Will you need reasonable accommodations due to a disability during internship?

Yes No
(*To have reasonable accommodations made under the ADA and Section 504 of the Rehab Act, you need to register with JSU Disability Resources.*)

9. If you have any agencies or client populations you would NOT wish to work with, please indicate what populations and why this is so:

10. Have you ever been convicted of a crime or criminal activity?
(*This response is voluntary. However, it is to your benefit to be honest about this.*)
 Yes No

11. If you answered "Yes" to the above question, list in the space below all prior misdemeanor and felony convictions and any extenuating or mitigating circumstances regarding such convictions. If necessary, you may use a separate sheet or sheets and attach to application.

Students considering earning a degree in social work that have been charged with or convicted of a misdemeanor or felony should be aware of the following:

1. A number of agencies/organizations that provide Internship Instruction placements for social work students require a criminal background check prior to agreeing to provide Internship Instruction.
2. A number of agencies employing social workers may also require criminal background checks prior to hiring employees.
3. Some state licensure laws for social workers inquire about whether the applicant has been charged with or convicted of a misdemeanor or a felony prior to allowing the applicant to sit for the licensure examination.

I understand that consideration for admission may be contingent upon the results of a reference and background check. I, therefore, authorize JSU to investigate all statements made on my application and to discuss the results of the investigation. I further authorize JSU to contact former educators, employers, or other persons who can verify information, and I give my consent for contacted persons to respond to questions pertaining to information on my application.

I affirm that the information provided on this application is accurate and I understand that it is to be reviewed by the Internship Coordinator at JSU. I further understand that providing false information on this application could be grounds for termination from the program.

Student Signature

Date

The Family Educational Rights and Privacy Act was enacted by Congress to protect individual privacy by assuring the confidentiality of information related to the records and educational experience of students. This space was adopted by the MSW Program at JSU to permit students to grant written permission for specific program faculty to release confidential information about the student to SW Program faculty and staff, Internship Instruction agencies, licensing boards, agencies for employment, and graduate schools.

I have read and understand the above statement regarding my privacy rights and the confidentiality of information related to my educational experience and records. My signature below acknowledges that I have granted written permission to the SW Program at JSU to release confidential information protected under the Family Educational Rights and Privacy Act to SW Program faculty and staff, Internship Instruction agencies, licensing boards, agencies for employment, and graduate schools.

Student Signature

Date

DO NOT WRITE BELOW THIS LINE. TO BE COMPLETED BY THE INTERNSHIP COORDINATOR

Accept

Deny

Julie Nix, LICSW-S

Date

JSU Internship Coordinator

BSW 449/450 & SW 5950 Internship Readiness Essay

INSTRUCTIONS: Internship applicants should write a brief essay (3-5 pages, typed, double-spaced, 12 pt. Times New Roman font) to address each of the following:

I. UNDERSTANDING THE PROFESSION

- A. What do you believe is the role of a professional social worker?
- B. What do you believe is meant by social work values and ethics? Why are they important in social work practice? How might they influence your behavior in an internship setting?

II. SELF-AWARENESS

- A. Discuss your reasons for choosing social work as your career.
- B. What are your personal strengths and qualities that will help you become an effective social worker?
- C. What skills do you believe you need to improve to be an effective social worker and how do you plan to improve them?
- D. Discuss personal history influencing your abilities to work with certain populations.
 - a. Comment on your comfort level with people who are different from you and how this might affect your choice of a practicum setting.
 - b. How might possible over identification affect your choice of an internship? Would your personal history make you more or less suitable for certain practicum settings or certain populations? Why or why not?
- E. Internship requires students to complete, on average, 32 hours per week in their assigned agency with associated assignments and one day in class. This is typically a stressful time.
 - a. How do you typically respond when you are in a stressful and anxious situation?
 - b. What helps you in coping with stressful situations?
- F. Discuss your expectations of your internship.
 - a. What do you hope to accomplish during your time in a social services agency?
 - b. What do you anticipate will be the best part of your internship?
 - c. What do you anticipate will be the most challenging part of your internship?

SW 5951 Personal Statement

INSTRUCTIONS:

Review the following questions. You should address each question with a one-page response. (Total of 5 pages) Your paper must be double-spaced, 12-point font, Times New Roman, and with one-inch margins. Be sure to proofread your work before you submit your essay.

Personal Statement

1. Discuss the personal qualities and professional capacities that you would bring to an internship.
2. Identify the capacities, knowledge, values, and skills you hope to acquire during the internship.
3. Describe the learning environment and the instruction/supervision styles with which you do your best.
4. Identify your career and professional goals, including both short-term and long-range goals.
5. Identify any potential barriers you may encounter during internship and your strategies to address them.

JSU Social Work Department**Application Request for Employment-Based Internship**

Student Name: _____

Student Phone: _____ Student Email Address: _____

Agency Name: _____

Agency Address: _____

Agency Phone: _____ Agency Fax: _____

Agency Administrator: _____

Email Address: _____

Student's Current Position in Agency: _____

How long has the student been employed at the agency? _____

I. Students' Current Job Responsibilities*(current job description must be attached to this form)***II. Proposed Internship Within the Agency**

How will the proposed internship differ from the student's current employment position? What additional learning opportunities, responsibilities, or projects will you be working on outside of typical job responsibilities to enhance the learning experience and achieve the learning objectives specified on the learning agreement? (must attach detailed written plan about how new learning opportunities connected to the nine SW competencies will go beyond regular job duties and contribute to professional development as a social worker)

III. Written Statement from Agency or Organization

Agency must submit a written statement on letterhead confirming the agency's support of the placement as an educational experience and demonstrate a commitment to providing time and resources for developing distinct learning opportunities with clear objectives aligned with the nine CSWE competencies. (please attach statement)

Name of Student's Current Agency Supervisor: _____

Name of Proposed Agency Internship Instructor: (if applicable) _____

Name of Faculty or Alternative Supervisor: _____
Student Schedule:

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

Hours per Week: _____

Will you be required to separate employment hours from internship hours? If so, please specify.

Will the agency allow release time for student coursework, internship instruction, internship activities and attendance at all scheduled university internship seminars?

Check one: Yes No

Signature: _____ Date: _____
Agency Administrator

Signature: _____ Date: _____
Agency Internship Instructor

Signature: _____ Date: _____
Student

Signature: _____ Date: _____
JSU Internship Coordinator

Approve Deny

PSI Background Screening Form



Online Background Check Process Overview for Applicants of Jacksonville State University-Social Work Program

To initiate a background investigation for your school through PSI Background Screening (“PSI”), it’s as simple as 1...2...3...4 and you are done!

STEP 1: Click the below link-If you have trouble clicking the link, copy and paste it into your internet browser. Please note that the link below is a single sign-on link. If you exit without completing the entire process, your information will not be saved. Be sure your pop-up blocker is disabled when using the site so that electronic consents and the drug test registration site can generate in a new window.:

- https://psibackgroundcheck.bgsecured.com/c/p/unsolicited_portal?guid=nt5la_cJlptzGLxjmjKQ8QhGBAIxtdTU1
- Once you navigate to link, review the instructions at top of screen and click “Continue to Next Step”.

STEP 2: Input Required Information-Your Demographics Section

- All fields in red are required, please complete as thoroughly as possible. Once all fields are complete click “Continue to Next Step” at the bottom of Your Demographics section.
- **INTERNATIONAL NOTE:** If you are not a current resident of the United States or do not have a Social Security Number, please enter 999-99-9999 into the field for Social Security Number.

STEP 3: Consent and Disclosures.

- Click consent to digital signatures and authorization and then click Continue to Next Step-Review/Sign Forms.
- Complete all required consents and disclosures under the “Please Fill-Out/Sign Documents”. The circle beside each required document will change from red to green once the document is properly executed.
 - **PLEASE NOTE:** If you are using a mobile device, the forms may pull up in a separate window. You may need to go back to the first window to proceed with the forms if this happens.

- If you would like to print a copy of the forms, please do so from the screen, then Click “Continue to Next Step”

STEP 4: Payment.

- The fee for the background is \$53.00. **Payment is accepted via credit card ONLY.**
- *If you have resided in a New York County that requires the Office of the Court Administration (OCA) search in the past 7 years, there is an additional \$101.00 fee for This is charged by the courts in the state of New York. You will be contacted by a PSI Background Screening representative to collect the additional \$101.00 payment.
- Save the link from the Confirmation screen if you would like to be able to check the status of your report as it is being processed.

You're done!!

Once you have completed your submission, you can choose to save the link provided in your confirmation in order to check on the status of your report.

**Questions or comments?
Call PSI at (706) 235-7574
PSI Background Screening
Post Office Box 644
Rome, Georgia 30162
www.psibackgroundcheck.com**

JACKSONVILLE STATE UNIVERSITY

Application for Degree – Graduation Procedures

GRADUATING?

It is the responsibility of each student to become familiar with degree requirements, graduation requirements, and all other aspects of satisfactory academic progress. Each student is assigned an academic advisor to assist in planning course schedules and give advice on timely graduation planning. However, the ultimate responsibility for understanding and completing degree requirements lies with the student.

Graduation Application Procedures:

Graduate Students who apply for graduation are required to complete a two-step process. **Both steps must be submitted to complete the application process.** A non-refundable fee is charged for this process.

Step 1 of 2: Application for Degree

1. Degree-seeking students should apply for graduation via MyJSU. For more detailed information please visit the Graduate Studies web page: (<http://www.jsu.edu/graduate/graduation.html>) The Office of Graduate Studies and Registrar's office certifies graduate students for graduation.

Step 2 of 2: Graduate Exit Survey

Complete the graduate exit survey and the social work exit survey and assessment. Completion of these surveys are mandatory. An email will be sent to your JSU email address during the semester in which you plan to complete.

APPENDIX B

(Internship Instruction Forms)

Instructions for Internship Forms

I. Internship Assignment

This form is to be completed by the student after he/she has been placed at an agency and given to the Internship Coordinator to put on file. The form provides a schedule of the days and times for the students' activities in the internship.

II. Social Work Program Internship Manual Policy Acknowledgement

III. Internship Learning Contract and Evaluation

This form is to be completed by the Internship Instructor and student after the placement begins. This information will become the contract for the internship experience and outline goals, objectives, and methods for obtaining goals and objectives of the placement experience. This document will also be used for midterm and final evaluation of placement.

IV. Student Resume Worksheet

This is to be used to prepare for the resume/cover letter/interviewing workshop.

V. Networking Assignment

This sheet should be copied and used as an interview guide when collecting information about the chosen networking agencies.

VI. Time Sheets

These forms can be completed by the student at the end of each day spent at the Internship agency. The agency internship instructor will sign this form monthly. At the end of each month, the student must submit the time sheets to the Internship Coordinator.

VII. Student Evaluation of Agency Placement

This form is to be completed by the student upon completion of the Internship experience. This evaluation is submitted to the Internship Coordinator and is used by the coordinator in assessing the agency's ability to provide meaningful learning experiences for students. The form will not be shared with agency internship instructors. Agencies interested in having students evaluate their placement must provide their own evaluation instrument.

SOCIAL WORK PROGRAM
JACKSONVILLE STATE UNIVERSITY
JACKSONVILLE, ALABAMA 36265
(256) 782-5591

Assignment Form
Internship

Student's Name: _____

Student Contact Information: Home Phone _____
 Cell Phone _____
 JSU Email _____
 Permanent Email _____

Emergency Contact/Relationship: _____

Emergency Contact Phone: _____

Agency Name: _____

Agency's Physical Address: _____

City, State Zip: _____

Agency Phone: _____ Agency Fax: _____

Agency Website: _____

Agency Internship Instructor: _____

Instructor Contact Number: _____

Instructor Email: _____

PLACEMENT SCHEDULE

Days/Times of Internship: _____

Starting Date: _____

Placement Semester: _____

Semester: _____



Jacksonville State University
Department of Social Work
Social Work Internship Placement
College of Social and Behavioral Sciences

Agency Affiliation Agreement

This Agreement is made by and between Jacksonville State University (hereinafter "JSU"), _____ (hereinafter "AGENCY"), and _____ (hereinafter "STUDENT"). The purpose of this agreement is to define the general responsibilities and expectations of each party relative to an internship (also referred to as practicum and internship placement) for a social work student(s) from Jacksonville State University.

Detailed policies and procedures regarding the Social Work Internship Placement can be found in the Internship Placement Handbook of the Social Work Program. Completion of the 450-hour internship and the learning agreement are required to complete the social work degree at JSU. It is agreed that the AGENCY will provide an internship for STUDENT pursuant to the following terms and conditions:

I. Scope of Internship and Educational Outcomes

- AGENCY will be responsible for providing a variety of tasks, assignments, etc. for STUDENT so that the STUDENT may complete the learning agreement. These tasks will enhance STUDENT's overall educational experience through involvement in a professional nature in the area of social work practice. During the Internship, STUDENT will be primarily supervised by:

Supervisor: _____

Title: _____

Phone: _____

E-Mail: _____

- Designated agency supervisor will complete the mid-term and final evaluation in accordance with JSU's semester timelines. Supervisor will report any concerns or issues to the Internship Coordinator.

II. Student Obligations

- STUDENT will comport him/herself in a manner that reflects positively on JSU and shall abide by the JSU STUDENT Code of Conduct and the NASW Code of Ethics while participating in the internship.
- STUDENT may use internship information in a paper or presentation unless prevented as a result of agency, state, or federal policy, including professional ethical standards set forth by CSWE and NASW.
- STUDENT will not disclose any information about work performed for the AGENCY to any person(s) outside of the JSU Department of Social Work without express written permission of the AGENCY.
- STUDENT is responsible for compliance with AGENCY health requirements and for following AGENCY established policies and procedures to interns within the respective work environment.
- STUDENT will comply with all lawful confidentiality obligations established by the AGENCY.

III. Internship Period

The parties agree STUDENT will devote _____ hours to the internship during the _____ semester beginning _____ and ending _____.

IV. Stipend

This internship does not include a stipend.

This internship includes a stipend.

To be paid at end of internship

To be paid monthly during internship

- Provided that STUDENT satisfactorily completes the internship, and the stipend is funded by the AGENCY, STUDENT will be eligible to receive a stipend in the amount of \$ _____ to offset STUDENT's educational expenses during the period of the internship.
- The AGENCY shall remit the stipend amount to JSU at the following address: Grants Administrator, 700 Pelham Road North, Jacksonville, AL 36265.
- JSU's Department of Social Work shall disburse the stipend based upon the student's achievement of the specific learning outcomes established for the internship.
- The stipend does not constitute direct payment in the form of wages or other remuneration for the activities performed by the STUDENT at the AGENCY.

V. Status of Student/Nature of the Internship

- STUDENT shall not be considered full-time or part-time employee and therefore, shall be ineligible for any benefits accruing to AGENCY employees, including but not limited to: Workers' Compensation, Social Security, health or other insurance, vacation pay, sick leave, or paid holidays.
- The parties agree and/or acknowledge the following with respect to STUDENT's participation in the internship:
 - STUDENT will receive training during the internship which will be for his/her benefit which will be similar to training STUDENT would receive at a vocational school
 - STUDENT will not displace employees of AGENCY, but instead works under their close observation
 - AGENCY derives no immediate advantage from the activities of the STUDENT
 - STUDENT is not entitled to a job at the conclusion of the training period
 - STUDENT understands that he or she is not entitled to wages for the time spent in training

VI. Indemnification

AGENCY understands that JSU is an institution operated pursuant to authority conferred by the State of Alabama and as a state institution, may not lend or give credit of the State or otherwise make indemnification. The AGENCY acknowledges that it is expressly understood that this internship contract agreement does not confer upon the AGENCY any right or claim to indemnification by JSU, be it expressed or implied.

VII. Insurance

STUDENT shall be responsible for purchasing his/her own professional liability insurance and medical insurance as required by JSU or AGENCY.

VIII. Termination of Agreement

- JSU or AGENCY may terminate this agreement by giving the other party seven (7) days written notice when at all possible.
- If for any reason STUDENT is unable to continue with the internship, the STUDENT will inform the designated JSU Internship Coordinator who will provide information to the appropriate contact persons for termination.
- A STUDENT whose performance is unsatisfactory will be removed from the internship by JSU upon receipt of written request from AGENCY.

- Likewise, any STUDENT not meeting the requirements of their academic program may be terminated from the internship by JSU.

The parties have executed this agreement as of the date of the signature of the JSU authorization institutional representative.

JACKSONVILLE STATE UNIVERSITY

By: _____

Signature: _____

Title: _____

Date: _____

SOCIAL WORK PROGRAM

By: _____

Signature: _____

Title: _____

Date: _____

AGENCY: _____

By: _____

Signature: _____

Title: _____

Date: _____

STUDENT: _____

Signature: _____

Date: _____

Policy Acknowledgement

I, _____, have read and understand the following policies and procedures from the Social Work Program Internship Manual:

<u>Mission Statement</u>	2
<u>BSW Program Overview</u>	2
<u>BSW Social Work Program Goals</u>	3
<u>Generalist Social Work Practice</u>	3
<u>MSW Program Overview</u>	4
<u>MSW Social Work Program Goals</u>	4
<u>Advanced Generalist Social Work Practice</u>	4
<u>Rural/Non-Urban Emphasis</u>	5
<u>SOCIAL WORK PROGRAM FACULTY AND STAFF</u>	6
<u>SOCIAL WORK PROGRAM CORE COMPETENCIES AND BEHAVIORAL OUTCOMES</u>	8
<u>BSW & MSW Foundation Year Competencies</u>	8
<u>SW 571 Advanced Generalist Competencies</u>	12
<u>JSU SOCIAL WORK INTERNSHIP PROGRAM</u>	14
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<u>Eligibility Requirements for BSW Internship</u>	15
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<u>MSW Admission to Internship</u>	17
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<u>Academic Credit for Life Experiences</u>	35
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<u>Academic Criteria for Termination or Non-Continuation</u>	48
<u>Non-Academic Criteria for Termination or Non-Continuation</u>	50
<u>Internship Program Termination Appeals Process for Non-Academic Reasons (Violation of Ethical/Professional Conduct)</u>	52
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Signature

Date



College of Social and Behavioral Sciences – Social Work

Affirmation and Acknowledgement of Risk

I, _____, affirm that I have read my program's Student Handbook, Internship Manual, Syllabus, and/or Practicum Manual and understand the nature of practicum/internships involving regular engagement in on-site, in-person practicum/internship activities in an agency setting.

_____ I acknowledge that there are certain risks inherent in my participation in this practicum activities; including, but not limited to risks arising from:

- Driving to and from the practicum site, or while in the course of practicum activities;
- Unpredictable or violent behavior of certain client populations served by the practicum site;
- Exposure to infectious diseases, including tuberculosis or other airborne pathogens (e.g., COVID-19), and hepatitis, HIV or other bloodborne pathogens.

_____ Accepting these risks, I hereby fully release and hold harmless Jacksonville State University (JSU), its Trustees, administrators, faculty, and staff, as well as any affiliate, or associated clinical agency of Jacksonville State University, for any and all claims, damages, costs, causes of action, actions of whatever kind or nature that may directly or indirectly arise out of my participation in clinical training. My release is intended by me and shall be considered a full, complete, and general release for any and all injuries or illnesses, and my hold harmless agreement shall be for all costs and expenses, including court costs, attorney's fees, and litigation expenses, for any claim, demand or suit brought against Jacksonville State University, its Trustees, administrators, faculty or staff, related to any alleged misconduct on my part.

_____ In the event of sickness or injury in any clinical setting to which I may be assigned, working, or attending educational instruction or activity as a Jacksonville State University student, I realize and agree that I am responsible for any and all costs related to the providing of medical care should I become injured, ill or otherwise seek or be required to seek medical diagnostic testing or treatment.

_____ I acknowledge that I have been advised that health (medical and hospitalization) and accident insurance is required by many of the agencies utilized in the social work program and that I must maintain current insurance and carry evidence of coverage at all times. Furthermore, I understand that I am responsible for all expenses associated with sickness or injury irrespective of insurance coverage or lack thereof.

I acknowledge that all risks cannot be prevented and could result in my bodily injury, up to and including death, and agree to assume those risks beyond the control of university faculty and staff. I agree that it is my responsibility to understand and follow the Practicum/Internship Site's policies and procedures designed to identify and control risks, including safety and security procedures and may recommend or the University require. I represent that I am otherwise capable, with or without accommodation, to participate in this practicum.

I certify that I understand and will follow safe practices as set by our state and federal government, JSU Administration, the College of Social and Behavioral Sciences, and my Practicum/Internship Site.

I acknowledge that participation in this activity is purely voluntary, no one is forcing me to participate, and I elect to participate in spite of and in full knowledge of the inherent risks.

I have fully informed myself of the contents of this affirmation by reading it before I signed it. I am legally competent to sign this affirmation and acknowledgement of risk. I assume my own responsibility of physical fitness and capability to perform the activities involved this internship. I understand if I have any question as to whether a physical or medical condition would prevent my full participation in this course, I should approach the Dean of Social and Behavioral Sciences, Social Work Department Head, the course/practicum instructor, or the University's Disability Support Services who will discuss possible accommodations.

I, _____, (Print Name) have executed this affirmation and acknowledgement on this.

DATE: _____

Signature

Safety in Practicum Checklist

Student: _____

Safety at the Practicum Agency

- _____ Student has read and discussed with the Internship Instructor the safety related policies and procedures for the practicum agency.
- _____ Student has read and discussed with the Internship Instructor the policies and reporting procedures related to sexual harassment in the practicum agency.
- _____ Student has discussed with the Internship Instructor and practiced how to enter and leave the building safely (including after dark).
- _____ Student has discussed with the Internship Instructor and practiced the check-in and check-out procedures.
- _____ Student has learned any internal code asking for help (i.e., Dr. Armstrong is needed in the room)
- _____ Student has discussed with the Internship Instructor if it is acceptable to work with client with the door open.
- _____ Student has learned the procedures for handling blood related incidents (bloody noses, etc.).
- _____ Student knows where the nearest fire extinguisher is, nearest stairway?
- _____ Student has learned what to do and where to go in case of a fire (or fire drill) or any mandatory evacuation of the building.
- _____ Student has discussed with the Internship Instructor and knows what to do if another staff person makes him/her feel unsafe or uncomfortable.
- _____ Student knows where emergency numbers are posted (police, fire department, and poison control).
- _____ Student knows how to contact the Internship Instructor in case of an emergency and knows who to contact in lieu of the Internship Instructor if Internship Instructor is unavailable.
- _____ Student has read or been familiarized with the process of reporting injury at the placement agency.
- _____ Student has discussed and practiced with Internship Instructor how to deescalate angry clients.
- _____ Student has read or been familiarized with the agency policy regarding clients who are inebriated or high (does the client have to leave, what if client will not leave, are clients encouraged to stay).
- _____ Student has discussed and practiced with Internship Instructor how to safely position self in office (access to the door).
- _____ Student has been shown how to use the building security.

- Student has been shown how to use the phone to access help.
- Student has discussed with Internship Instructor what to do when clients make threats towards others or themselves.
- Student has been shown how to document incidents or threats.
- Student has been told who to contact at the agency when there is an incident or threat.
- Student has been told when to inform the Internship Instructor and Internship Liaison.
- Student has read and/or discussed what the procedure is if there is a suspicion that someone has a weapon.
- Student has been shown where to store personal items (purse).

Safety in the Community

Student has read and discussed with the Internship Instructor the agency's policies and procedures for safety in the community.

Student is aware of the following standard community safety practices:

- Car readiness (gas checked, well maintained, GPS/map available)
- Park car facing out to easily leave if necessary
- Have a charged cell phone easily accessible with 911 on speed dial
- Drive through the community before stopping (note where there is a grocery store, community center, who is outside, are there large groups gathering)
- Leave purse somewhere else (if student leaves it in the back of the car, place it there prior to arriving at the home or in the community)
- Walk confidently to the home, using your eyes to scan around you
- Do not dally getting in and out of your car (this is not the time to call the next client); have keys in hand when approaching the car
- Wear minimal jewelry
- Park where you can easily get out and will not be blocked in (no dead-end streets)

Student has discussed with the Internship Instructor what the policy is about leaving the community if he/she is uncomfortable.

Student understands to leave a daily plan at the office with Internship Instructor or Task Supervisor with phone numbers attached.

Student has been shown how to document incidents or threats.

Student has been told who to contact at the agency when there is an incident or threat.

Student has been told when to inform the Internship Instructor and Internship Liaison.

Student knows how to contact the Internship Instructor in case of an emergency

and knows who to contact in lieu of the Internship Instructor if Internship Instructor is unavailable. Student has read or been familiarized with the process of reporting injury at the placement agency.

Safety in a Client's Home

_____ Student is aware of the following standard home visit safety practices:

- Engage your client
- Respect their space and property
- Show concern about them and their situation
- Being a judge or jury does not enhance your safety
- Be aware of who else is in the house when you are there
- When in a potentially hostile environment, maintain an arm and leg length distance between you and others
- Humor is a great gift (though be sensitive)
- If you sense a safety issue, find something to agree about with the client (you don't have to make your point)
- It is sometimes too fine to appropriately discuss your safety concerns with clients; they can be helpful with best place to park, when it is best to come.

_____ Student has discussed with the Internship Instructor what the policy is about leaving the home if he/she is uncomfortable.

_____ Student has read or been familiarized with the agency policy regarding clients who are inebriated or high (the student should always leave but how should you handle afterwards)

_____ Student has discussed and practiced with Internship Instructor how to safely position self in homes (access to the door until you know the situation).

_____ Student has discussed with the Internship Instructor when it is okay with the agency to ask to meet a client away from their home (i.e., nearest McDonald's, at a park, etc.)

Safety within Yourself

_____ Student has designed a self-care plan for his/herself (exercise, nutrition, support, rest, meditation)

_____ Student has discussed boundaries with the Internship Instructor (internship vs. personal) and has reflected on personal boundaries (social, work/school/internship/family expectations)

_____ Student and Internship Instructor have discussed compassion fatigue and how to handle (ex. laying down concerns about clients at the end of the day)

COVID-19 Safety

Student has reviewed the COVID-19 safety PowerPoint and information sheet located on the BSW Program course shell in Canvas

Student has discussed COVID-19 safety policies at their internship agency

Student Signature: _____

Internship Instructor Signature: _____

Internship Liaison Signature: _____

JSU Social Work Department
Talent Release Form

I, _____ hereby grant permission to Jacksonville State University, to use my likeness, voice, and performance in connection with promoting the Social Work Department on social media and/or marketing materials. In consideration for my participation, I understand and agree to the following terms:

- I grant Jacksonville State University, its successors, assigns, and licensees, the right to use and reproduce my likeness, voice, and performance as recorded during the filming for the above-mentioned production.
- I understand that my appearance may be edited, modified, or otherwise altered in the production, and I consent to such modifications.
- I release Jacksonville State University, its officers, employees, agents, and assigns from any and all claims, liabilities, or demands arising out of or in connection with the use of my likeness, voice, and performance, including, but not limited to, any claims for defamation, invasion of privacy, or infringement of moral rights.
- I understand that I will not be entitled to any compensation for my participation in the production, and I waive any right to inspect or approve the final product.
- I confirm that I am at least 18 years of age and have the right to enter into this agreement. If I am under 18, my parent or legal guardian has read and agreed to this release on my behalf.
- This release is binding upon me and my heirs, legal representatives, and assigns.

Please put your initials by one:

I do allow Jax State Social Work Department to use my image or likeness to promote the Social Work Department on social media and/or marketing products.

I do NOT allow Jax State Social Work Department to use my image or likeness to promote the Social Work Department on social media and/or marketing products.

Student Name: _____

Signature: _____

Date: _____

Jacksonville State University
SW 449/450 & SW 5950 Internship Learning Agreement and Evaluation

Student's Name: _____

Agency: _____

Internship Instructor: _____

Internship Instructor Phone: _____

Internship Instructor Email: _____

Semester/Year: _____

The Council on Social Work Education (CSWE)-EPAS states that social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. CSWE recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base.

Student proficiency for each competency is assessed through the engagement of practice activities available in their internship/practicum/ placement. In the Internship Learning Agreement and Evaluation, activities are listed next to each competency and related behaviors. Each list includes a minimum of one activity related to knowledge, values, skills, and cognitive and affective processes necessary to exhibit competency.

Internship Learning Agreement and Evaluation (ILAE) Rating Scale

The ILAE (SW 449/5950) is based upon the nine 2022 CSWE-EPAS. Internship Instructors use the following scale to evaluate student performance. It is a five-point Likert scale for Internship agency supervisors to rate each student on the behaviors that operationalize the competencies from 1=Poor Performance to 5=Advanced Performance. Each student is rated on the degree to which she/he has exhibited competence in performing each of the 9 competencies and 20 associated behaviors. Competencies are complex; the student is expected to exhibit the behaviors for the competency with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior(s) and demonstrated understanding and integration of curriculum knowledge in all the ways. Ratings should be based on the student's performance of the behaviors in multiple settings and/or for multiple groups. The following chart demonstrates the rating scale and description of performance. (Note, "9" is not an allowable rating for the final evaluation)

Rating Scale	Description
Advanced Performance = 5	Student performance consistently exceeds expectations. Student demonstrates proficiency in application of knowledge, values and skills related to the behavior. All components of the behavior are present, superior level of practice is demonstrated; mastery of the behavior is present.
Competent Performance = 4	Student performance shows competent application of knowledge, values and skills related to the behavior. All components of the behavior are present, competent level of practice is demonstrated. Mastery of the behavior is present
Progressing Performance = 3	Student performance continues to progress toward competent application of knowledge, values, and skills related to the behavior. Student is engaged and taking initiative for learning.
Inadequate Performance = 2	Student performance is below expectations; student shows only the beginning application of knowledge, values and skills related to the behavior. Evidence of the behavior failed to reach an acceptable standard; significant gaps in performance of the behavior components are present.
Poor Performance = 1	Student performance falls significantly below expectations; student has not demonstrated the application of the knowledge, values, and skills of the behavior. Presence of practice behavior is missing; student was unable to demonstrate the components of the behavior. Student is not engaged or taking initiative for learning.
Not Applicable = 9	Student did not have the opportunity to demonstrate this behavior. No opportunities present to observe this behavior.

**NOTE: Whenever there is a rating of 1 at midterm, the student, Internship Instructor, and Internship Coordinator should meet to discuss and develop a plan to promote student improvement; whenever there is a 9 at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the Internship. A rating of 5 cannot be given at midterm.*

Revised June 2025

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors	Activities	Date Completed
<p>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 within the profession as appropriate to context.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> • Maintain appropriate professional boundaries with clients and colleagues and discuss in daily log. • Keep a copy of the NASW Code of Ethics at your internship placement and become familiar with it. • Observe other workers as they describe the rules and limits of confidentiality with clients, then practice doing this. (Skills) • Learn agency rules regarding protecting client information, such as chart storage, computer safety, emails, faxes, cellphones, letters, lobby, and front desk policies. • Observe and practice describing Release of Information forms to clients. • Be punctual and prepared in keeping appointments with clients, colleagues, staff, and community contacts. • Learn the agency's policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse. • Represent the agency in a professional manner when in community meetings, court, other agencies, etc. • Read reports of other social workers and ask questions about what is included and why. • Be prepared for each supervisory meeting by developing an agenda with questions and discussion points ready before the meeting. • Read agency manuals, brochures, website, annual report, etc. about agency and discuss with internship instructor. (Knowledge) • In supervision, identify how one's biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one's behavior accordingly. (Cognitive and Affective Process) 	
<p>Demonstrate professional behavior; appearance; and oral, written, and electronic communication.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> • Have supervisor review all written work before it enters a permanent record or leaves the agency. • Keep supervisor informed about school related events and deadlines; go over the internship manual with supervisor and make a plan about schedule, time off, sick days, etc. • Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines. • Accept evaluative feedback in a professional manner and begin to integrate the feedback into practice. • Use at least one supervision hour to discuss personal values, biases, and life experience and how they impact professional relationships in the agency context. (Values) 	
<p>Use technology ethically and appropriately to facilitate practice outcomes.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> • Review social media policy. If agency does not have a social media policy discuss social media use in supervision. • In supervision, discuss one ethical dilemma you have experienced in the agency. Discuss with supervisor how ethical dilemmas are addressed and documented at the agency. • Observe a case presentation and then in supervision use reflection to share your perspective. • In supervision, practice articulating thoughts using professional language. • Receive feedback on written and oral work and integrate into practice. • Discuss in supervision the way that practice, and policy decisions are made at the agency. 	
<p>Use supervision and consultation to guide professional judgment and behavior.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> • In supervision, practice articulating thoughts using professional language. • Receive feedback on written and oral work and integrate into practice. • Discuss in supervision the way that practice, and policy decisions are made at the agency. 	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Behaviors	Activities	Date Completed
<p>Advocate for human rights at the individual, family, group, organizational, and community system levels.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p> <p>Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review the agency's mission statement and reflect in daily log on how it relates to larger issues of social, political, and economic justice. (Knowledge) <input type="checkbox"/> Advocate for client access to services and discuss in your daily log. (Skills) <input type="checkbox"/> Take a bus to or from the agency; learn how to find and read bus schedules. Note the details in your daily log. <input type="checkbox"/> Sit with a client while attempting to contact a referral source by telephone to model for the client how to access services. <input type="checkbox"/> Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency and assess appropriateness of agency's services array. Discuss in daily log. (Cognitive and Affective Process) <input type="checkbox"/> Attend a city council meeting and talk with council members about the needs of the community. <input type="checkbox"/> Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client's behalf. (Skills) <input type="checkbox"/> Discuss in supervision about how poverty impacts service delivery, such as daycare availability, transportation, and stigma. (Values) 	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Behaviors	Activities	Date Completed
<p>Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<p><input type="checkbox"/> Learn the agency's policies and practices when working with client systems who do not speak English or who have a hearing or visual impairment or any other challenging condition.</p> <p><input type="checkbox"/> Shadow other social workers when they meet with client systems and then discuss how differences were handled.</p>	
<p>Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<p><input type="checkbox"/> Interview staff members to learn the history of the agency context, such as the different racial and ethnic population shifts in the community that the agency serves. (Knowledge)</p> <p><input type="checkbox"/> Attend a cultural event in the community and reflect in supervision on the experience.</p> <p><input type="checkbox"/> In your daily log self-reflect about personal beliefs or values about groups that are different than you and assess how that might impact interactions with various clients.</p> <p><input type="checkbox"/> Attend a community event that addresses the needs of an underserved population.</p> <p><input type="checkbox"/> Expand the use of basic engagement skills to include understanding of culturally specific norms, customs, and values.</p> <p><input type="checkbox"/> Create a public list of groups or organizations that focus on an area of diversity and difference in practice. (Skills)</p> <p><input type="checkbox"/> Search for articles about an issue of diversity that is important to you and write a summary paragraph in your daily log. Consider focusing your paragraph on how the article supports or does not support the dignity and worth of the person.</p> <p><input type="checkbox"/> Read NASW's Standards for Cultural Competence in Social Work Practice. Identify three ways you could develop culturally competent knowledge and skills as a social work student and in the future as a social work practitioner.</p> <p><input type="checkbox"/> Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction. (Cognitive and Affective Processes)</p> <p><input type="checkbox"/> Discuss with supervisor observations about how the agency promotes, celebrates, or ignores diversity in its written materials, physical space, décor, etc.</p> <p><input type="checkbox"/> Set aside and use a supervision session to explicitly discuss specific biases and assumptions related to the client population. (Values)</p> <p><input type="checkbox"/> In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff.</p>	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

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

Behaviors	Activities	Date Completed
<p>Apply research findings to inform and improve practice, policy, and programs.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p> <p>Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Find out what data the agency collects and how it is used. <input type="checkbox"/> Interview staff members about how the agency has responded to the demand for evidenced based practice approaches. <input type="checkbox"/> Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice. <input type="checkbox"/> Identify a statement from the Code of Ethics Section 1 "Social Workers Ethical Responsibilities to Clients" to fully demonstrate social workers obligation for research. Reflect your personal feelings regarding this in daily log. (Values) <input type="checkbox"/> Read a social work journal and bring relevant articles to supervision. (Knowledge) <input type="checkbox"/> With Internship Instructor, discuss possible research projects and opportunities within the agency. <input type="checkbox"/> Use feedback from supervision to evaluate one's own practice; what works, what does not, and why. (Skill) <input type="checkbox"/> Read journal articles that address evidence-based interventions relevant to the agency. Discuss the results during supervision. (Cognitive and Affective Processes) 	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 5: Engage in Policy Practice

Behaviors	Activities	Date Completed
<p>Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Learn the agency's policies and procedures for reporting abuse. <input type="checkbox"/> Discuss how social welfare programs (Social Security, Medicaid, public housing etc.) affect client systems at the agency. <input type="checkbox"/> Choose one major social policy area and start to become more knowledgeable about it by reading, attending meetings, interviewing others, etc. Discuss in daily log. (Knowledge) <input type="checkbox"/> Find local news and stay up to date on news regarding issues related to the agency. <input type="checkbox"/> Have a social worker present to you the flow of a typical agency case from start to finish, such as the steps of intake, assessment, intervention, termination, and evaluation. 	
<p>Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Interview a staff person or read an agency report on finances to learn how the agency is funded and discuss in supervision how this impacts services. <ul style="list-style-type: none"> <input type="checkbox"/> Research legislative history of an existing or proposed program. <input type="checkbox"/> Contact legislative or bureaucratic decision makers to explain/advocate for policy. (Cognitive and Affective Processes) <input type="checkbox"/> Write a letter to a legislator detailing your stance on legislation along with supportive information relevant to your stance. Share with your internship instructor and consider mailing. (Values) <input type="checkbox"/> Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency. (Skills) <ul style="list-style-type: none"> <input type="checkbox"/> Complete the online Child Abuse Mandated Reporters training. Save certificate for your records. <input type="checkbox"/> Complete the online Adult Abuse Mandated Reporters training. Save certificate for your records. <input type="checkbox"/> During supervision, identify social policies that affect agency clients. 	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

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

Behaviors	Activities	Date Completed
<p>Apply knowledge of human behavior and the person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 <i>(Circle one)</i> Final Evaluation: 5 4 3 2 1 <i>(Circle one)</i></p> <p>Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 <i>(Circle one)</i> Final Evaluation: 5 4 3 2 1 <i>(Circle one)</i></p>	<p><input type="checkbox"/> Learn the agency's eligibility criteria and the appropriate referral resources. <i>(Knowledge)</i></p> <p><input type="checkbox"/> Practice describing the agency and its services to clients and others in the community.</p> <p><input type="checkbox"/> Represent the agency at a community event.</p> <p><input type="checkbox"/> Observe several different social workers in their initial encounters with a client system, take notes, and discuss how engagement is achieved.</p> <p><input type="checkbox"/> Attend a multidisciplinary team meeting.</p> <p><input type="checkbox"/> Develop a user-friendly referral list that includes contact information for 10 community resources.</p> <p><input type="checkbox"/> Identify in your daily log a client situation in which it was difficult to engage a client and what you could have done differently. <i>(Cognitive and Affective Process)</i></p> <p><input type="checkbox"/> Identify a statement from the Code of Ethics Section 1 "Social Workers Ethical Responsibilities to Clients" to fully demonstrate social workers obligation for engagement. Reflect your personal feelings regarding this in daily log. <i>(Values)</i></p> <p><input type="checkbox"/> Have internship instructor observe your work with clients to see that nonverbal and verbal messages are congruent; that empathetic response and listening skills are evident. <i>(Skills)</i></p> <p><input type="checkbox"/> Have supervisor sit in on sessions and provide feedback.</p>	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

Behaviors	Activities	Date Completed
<p>Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p> <p>Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Role play an interviewer, with another worker or intern as a new client. <i>(Skills)</i> <input type="checkbox"/> Observe an assessment and contribute to the interview by asking applicable questions and giving input. <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. <input type="checkbox"/> Reflect on how presenting problems are related to underlying issues. <i>(Cognitive and Affective Processes)</i> <input type="checkbox"/> Develop a list of 10 questions that elicit client strengths. <input type="checkbox"/> Conduct an individual interview, family interview, or group session and discuss the experience with supervisor. <input type="checkbox"/> Interview staff in other disciplines associated with the agency to understand how their roles compliment the social work role. <i>(Knowledge)</i> <input type="checkbox"/> Identify high risk clients served by the agency and present possible prevention services. <i>(Values)</i> <input type="checkbox"/> Interview a client/family and complete the agency assessment form. <input type="checkbox"/> Get feedback to internship instructor about whether assessments have a proper balance of strengths and needs. 	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

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

Behaviors	Activities	Date Completed
<p>Engage clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p> <p>Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Observe various social workers during class, face to face meetings, groups, home visits, etc. <input type="checkbox"/> Document progress notes professionally during a session so that it does not interfere with treatment. (<i>Skills</i>) <input type="checkbox"/> Sit in on a group led by another social worker; then co-lead a session. <input type="checkbox"/> Review existing treatment plans or other documents and determine how the life course perspective can be incorporated into them. <input type="checkbox"/> Explain to a client what the intervention plan is and why this approach was chosen. <input type="checkbox"/> View webinars or online trainings related to specific intervention techniques. (<i>Knowledge</i>) <input type="checkbox"/> Observe a social worker handle a crisis situation, such as facilitating a hospitalization or reporting child abuse; reflect in supervision. <input type="checkbox"/> Gather assessment information and develop a genogram and eco map to demonstrate an understanding of the family supports and dynamics. (<i>Cognitive and Affective Processes</i>) <input type="checkbox"/> Participate in the development and planning of an agency community event/fundraiser. <input type="checkbox"/> Develop a culturally sensitive intervention that utilizes a client's support network (religious leaders, elders, healers, etc.). (<i>Values</i>) 	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Behaviors	Activities	Date Completed
<p>Select and use appropriate methods for evaluation of outcomes.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p> <p>Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Ask for feedback from clients at the end of sessions. <input type="checkbox"/> Set concrete, measurable goals for your session with a client. <input type="checkbox"/> Check in with each client system during each session to determine if progress toward goals is being made or if the goals need to be revised. (Skills) <input type="checkbox"/> Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings. <input type="checkbox"/> Attempt to make contact with client systems who fail to attend appointments and determine why this is the case. <input type="checkbox"/> Follow up with a client or collateral after services have ended to determine if the intervention was effective. <input type="checkbox"/> Reflect on the outcome of a case and explain if and how dignity and worth of the person was demonstrated. (Cognitive and Affective Processes) <input type="checkbox"/> Identify a statement from the Code of Ethics Section 1 "Social Workers Ethical Responsibilities to Clients" to fully demonstrate social workers obligation for evaluation. Reflect your personal feelings regarding this in daily log. (Values) <input type="checkbox"/> Discover how the agency evaluates client satisfaction and how the results are used. <input type="checkbox"/> Review and discuss with supervisor the case file system for a client served by the agency. (Knowledge) <input type="checkbox"/> Learn the tools the agency uses to measure quality assurance and discuss with supervisor. 	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Behavior Assessment	Activities
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student communicates effectively with internship agency instructor.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student is punctual in attendance and in work production.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student develops effective professional relationships with co-workers and professionals in other agencies and in the community at large.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student accurately identifies the primary duties and responsibilities of staff with whom she/he had contact.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student accurately interprets her/his own agency role and function with clients, collaterals, and other professionals.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student actively participates in collaborative and cooperative work such as team meetings, staff meetings, and committees.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student demonstrates ability to handle stress and maintains poise and self-control in crisis situations and other times of stress.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student demonstrates appropriate use of supervision.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student recognizes and conforms to professional behavior with regard to appearance and presentation of self.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student demonstrates ethical behavior and integrity consistent with NASW Code of Ethics.

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor

Behavior Assessment	Activities
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student demonstrates ability to work effectively with consumers/clients.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student takes initiative and demonstrates effectiveness in planning, organizing, and completing placement responsibilities.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student assists co-workers/peers and assumes additional responsibilities when needed.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student manages time effectively.

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor

COMMENTS REGARDING STUDENT'S BEHAVIORAL ASSESSMENT

Midterm: strengths/needs, specific areas for improvement

Final: strengths/needs, specific areas for improvement

FINAL OVERALL Internship Instructor Comments:

FINAL OVERALL Student Comments:

Signatures indicate comprehensive review of learning agreement and development of a plan for achievement.

To be signed in the first ten (10) days of placement

Student: _____ Date: _____
Internship Instructor: _____ Date: _____
Internship Coordinator: _____ Date: _____

Signatures for Midterm

Student: _____ Date: _____
Internship Instructor: _____ Date: _____
Internship Coordinator: _____ Date: _____

Internship Instructor Recommended Letter Grade: (circle)

A B C D F

Signatures for Final

Signature certifies that student has completed the learning agreement and required 450 hours.

Student: _____ Date: _____
Internship Instructor: _____ Date: _____
Internship Coordinator: _____ Date: _____

Jacksonville State University
SW 5951 Internship Learning Contract and Evaluation

Student's Name: _____

Agency: _____

Internship Instructor: _____

Internship Instructor Phone: _____

Internship Instructor Email: _____

Semester/Year: _____

The Council on Social Work Education (CSWE)-EPAS states that social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. CSWE recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base.

Student proficiency for each competency is assessed through the engagement of practice activities available in their internship/practicum/ placement. In the Internship Learning Agreement and Evaluation, activities are listed next to each competency and related behaviors. Each list includes a minimum of one activity related to knowledge, values, skills, and cognitive and affective processes necessary to exhibit competency.

Internship Learning Contract and Evaluation (ILCE) (Advanced) Year (SW 5951) Rating Scale

The ILCE (SW 5951) is based upon the nine 2022 CSWE-EPAS. Internship Instructors use the following scale to evaluate student performance. It is a five-point Likert scale for internship agency supervisors to rate each student on the behaviors that operationalize the competencies from 1=Poor Performance to 5=Advanced Performance. Each student is rated on the degree to which she/he has exhibited competence in performing each of the 9 competencies and 27 associated behaviors. Competencies are complex; the student is expected to exhibit the behaviors for the competency with several groups or in several settings. To achieve a high rating, the student should have exhibited the behavior(s) and demonstrated understanding and integration of curriculum knowledge in all ways. Ratings should be based on the student's performance of the behaviors in multiple settings and/or for multiple groups. The following chart demonstrates the rating scale and description of performance. (*Note, "9" is not an allowable rating for the final evaluation*)

Rating Scale	Description
Advanced Performance = 5	Student performance consistently exceeds expectations. Student demonstrates proficiency in application of knowledge, values and skills related to the behavior. All components of the behavior are present, superior level of practice is demonstrated; mastery of the behavior is present.
Competent Performance = 4	Student performance shows competent application of knowledge, values and skills related to the behavior. All components of the behavior are present, competent level of practice is demonstrated.
Progressing Performance = 3	Student performance continues to progress toward competent application of knowledge, values, and skills related to the behavior. Student is engaged and taking initiative for learning.
Inadequate Performance = 2	Student performance is below expectations; student shows only the beginning application of knowledge, values and skills related to the behavior. Evidence of the behavior failed to reach an acceptable standard; significant gaps in performance of the behavior components are present.
Poor Performance = 1	Student performance falls significantly below expectations; student has not demonstrated the application of the knowledge, values, and skills of the behavior. Presence of practice behavior is missing; student was unable to demonstrate and components of the behavior.
Not Applicable = 9	Student did not have the opportunity to demonstrate this behavior. No opportunities present to observe this behavior.

**NOTE: Whenever there is a rating of 1 at midterm, the student, Internship instructor, and Internship Coordinator should meet to discuss and develop a plan to promote student improvement; whenever there is a 9 at midterm, plans should be made to ensure there will be an opportunity for the student to exhibit the behavior before the conclusion of the internship. A rating of 5 cannot be given at midterm.*

Revised June 2024

Competency 1: Demonstrate Ethical and Professional Behavior

Behaviors	Activities	Date Completed
<p>Manage and model personal and professional values and boundaries as they affect the unique relationships and challenges inherent in smaller, as well as diverse communities at multiple system levels through self-reflection and self-regulation.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify and discuss ambiguity in resolving a specific ethical conflict that arises. Select a solution and support decision with Code of Ethics content. <input type="checkbox"/> Learn and use appropriately terminology/abbreviations unique to the placement, and complete accurate documentation as required by the placement. <input type="checkbox"/> Attend any care conferences or interdisciplinary team meetings and provide updates and observations appropriately/professionally – and advocate for client as needed, explaining rationale. <input type="checkbox"/> Read agency manuals, brochures, website, annual report, etc. about agency and discuss with internship instructor. Identify areas consistent and/or inconsistent with social work values. (Knowledge) <input type="checkbox"/> Accept evaluative feedback in a professional manner and begin to integrate the feedback into practice. Integrate feedback for professional development/practice improvement. 	
<p>Promote and demonstrate a commitment to the social work practice and professional development through participation in professional relationships/partnerships, community engagement, and life-long learning.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Keep a copy of the NASW Code of Ethics at your internship placement and become familiar with it. Document situations where code was referenced for clarification. <input type="checkbox"/> Learn the agency's policy on documentation of sensitive information, such as health conditions, legal histories, and substance abuse. <input type="checkbox"/> Learn the agency's policies and procedures for reporting abuse. Document a situation of mandatory reporting. <input type="checkbox"/> Learn agency rules regarding protecting client information, such as chart storage, computer safety, emails, faxes, cellphones, letters, lobby, and front desk policies. <input type="checkbox"/> Prepare a summary of agency security and assess effectiveness. <input type="checkbox"/> Discuss with supervisor how ethical dilemmas are addressed and documented at the agency. 	
<p>Apply ethical frameworks in decision-making and reasoning to address complex, multidimensional ethical challenges.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Have a social worker present to you the flow of a typical agency case from start to finish, such as the steps of intake, assessment, intervention, termination, and evaluation. Critically assess process and discuss social worker's opinion of system. <input type="checkbox"/> Receive feedback on written and oral work and integrate into practice. <input type="checkbox"/> Represent the agency in a professional manner when in community meetings, court, other agencies, etc. <input type="checkbox"/> Review existing treatment plans or other documents and determine how the life course perspective can be incorporated into them. 	
<p>Use supervision and consultation to guide professional judgement and behavior.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Be prepared for each supervisory meeting by developing an agenda with questions and discussion points ready before the meeting. <input type="checkbox"/> In supervision, identify how one's biases and life experiences affect the development of professional relationships, including work with clients and colleagues, and demonstrate the ability to modify one's behavior accordingly. (Values) <input type="checkbox"/> Use at least one supervision hour to discuss personal values, biases, and life experience and how they impact professional relationships in the agency context. (Cognitive and Affective Processes) <input type="checkbox"/> Review social media policy. If agency does not have a social media policy discuss social media use in supervision. Develop a policy if one is missing. <input type="checkbox"/> In supervision, discuss one ethical dilemma you have experienced in the agency. <input type="checkbox"/> Discuss in supervision the way that practice, and policy decisions are made at the agency. Assess how they agree/disagree with social work values. <input type="checkbox"/> Maintain documentation of issues discussed in supervision, as well as assignments, advice, and work deadlines. (Skills) 	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Behaviors	Activities	Date Completed
Advocate for, as well as educate individuals, families, and groups regarding empowerment on behalf of clients or with clients through direct intervention and/or coordination with others to promote human rights and well-being. Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to educate self about causes of poverty and the systems and environments of poverty. <input type="checkbox"/> Discuss with supervisor. Identify how poverty limits access. (Knowledge) <input type="checkbox"/> Identify and discuss at least two forms of discriminations you've observed that have been directed to the specific population you are working with. <input type="checkbox"/> Develop strategies to address the discrimination. (Values) <input type="checkbox"/> Review the agency's mission statement and reflect on how it relates to larger issues of social, political, and economic justice. <input type="checkbox"/> Discuss and gain understanding about how poverty impacts service delivery, such as daycare availability, transportation, and stigma. <input type="checkbox"/> Take a bus to or from the agency; learn how to find bus schedules. <input type="checkbox"/> Identify and discuss the community context for client system and agency. <input type="checkbox"/> Identify issues of persistent poverty, discrimination, and oppression that can be seen in relation to clients served by the agency. <input type="checkbox"/> Describe an effective strategy you as a social worker could use to advocate for your client. 	
Demonstrate leadership and advocacy within micro, mezzo, and macro systems to foster human rights and social, economic, and environmental justice through collaboration with clients, colleagues, and constituencies. Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in a community advocacy event. (Skills) <input type="checkbox"/> Attend a city council meeting and talk with council members about the needs of the community. <input type="checkbox"/> Review a case and identify barriers caused by social injustice and discuss/develop a plan with supervisors on ways to advocate on client's behalf. (Cognitive and Affective Processes) <input type="checkbox"/> Create a public list of advocacy organizations on Twitter related to social or economic justice issues such as poverty or health care disparities. 	
Use research and analysis to understand and design planned change opportunities that address gaps, challenges, and/or lack of access or availability of resources and services within rural and smaller communities. Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	<ul style="list-style-type: none"> 	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Behaviors	Activities	Date Completed
Communicate and demonstrate respect for equality, recognizing that stigma and privilege influences the perception of diversity and difference.	<input type="checkbox"/> Participate in meetings at the individual, divisional, and organizational level; consider and discuss diversity in these groups. <input type="checkbox"/> Develop a training tool that might be used for staff and/or volunteers to appreciate diversity and to challenge their own judgments. (<i>Skills</i>) <input type="checkbox"/> Understand and identify differences and similarities between generations/discuss with supervisor. <input type="checkbox"/> Research practice interventions that are culturally sensitive and appropriate for a specific client. Discuss with your supervisor.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)		
Assess the cultural, spiritual, and/or ethnic values, beliefs and behaviors of diverse groups within the context of the client and/or system environment to shape interventions in practice.	<input type="checkbox"/> Demonstrate an understanding of the forms and mechanisms of oppression and discrimination and their effects on vulnerable populations. (<i>Cognitive and Affective Processes</i>) <input type="checkbox"/> Review the agency's mission statement and reflect on how it relates to larger issues of social, political, and economic justice. <input type="checkbox"/> Learn the agency's policies and practices when working with client systems who do not speak English or who have a hearing or visual impairment or any other challenging condition. (<i>Knowledge</i>) <input type="checkbox"/> Discuss with supervisor observations about how the agency promotes, celebrates, or ignores diversity in its written materials, physical space, décor, etc. <input type="checkbox"/> Identify one-way social work values can support the identified population. <input type="checkbox"/> Utilize journaling to self-reflect personal beliefs or values about groups that are different than you and assess how that might impact interactions with various clients. Identify one strategy you can use to increase your cultural competency. (<i>Values</i>)	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)		
Utilize technology to develop coalitions and social networks to increase access to resources and information.	<input type="checkbox"/> Attend a community event that addresses the needs of an underserved population. Summarize reasons the population is underserved. <input type="checkbox"/> Expand the use of basic engagement skills to include understanding of culturally specific norms, customs, and values. <input type="checkbox"/> Create a public list of groups or organizations that focus on an area of diversity and difference in practice. <input type="checkbox"/> Search for articles about an issue of diversity that is important to you and write a summary paragraph. Consider focusing your paragraph on how the article supports or does not support the dignity and worth of the person.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)		
Present themselves as learners and engage clients and constituencies as experts of their own experiences with an emphasis on practice in smaller and non-urban communities.	<input type="checkbox"/> Read NASW's Standards for Cultural Competence in Social Work Practice. Identify three ways you could develop culturally competent knowledge and skills as a social work student and in the future as a social work practitioner. <input type="checkbox"/> Be alert to national and international events that relate to the lives of the specific population with whom you work. Share information in individual and group supervision. Discuss. Are there any actions you can take? <input type="checkbox"/> Discuss in supervision how differences such as race, age, and gender can impact what a social worker hears and sees from a client interaction. <input type="checkbox"/> Attend a cultural event in the community and reflect in supervision on the experience. <input type="checkbox"/> In supervision, identify one societal or institutional barrier resulting in different experiences between clients and staff.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)		

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

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

Behaviors	Activities	Date Completed
<p>Assess, critique, and apply evidence-based practice theories and interventions in order to develop successful models of planned change at the micro, mezzo, and macro levels of practice.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p> <p>Demonstrate cultural sensitivity, cultural humility, and awareness of diversity, and difference when engaging in research activities to better protect for any risks that may be racist, oppressive, or a cause of bias for human subjects.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develop and implement a simple research project within your placement as approved by your supervisor. (Example: A pre-test of knowledge of resources of clients at intake—a post-test at discharge. Pre/post tests before/after you teach a class, etc.). <input type="checkbox"/> Describe what data tells you and how it can be used to improve the system. <input type="checkbox"/> Design an outcome measurement tool for a certain aspect of your placement. <input type="checkbox"/> Assess if it is helpful in determining whether the program is effective; if it is not effective, what changes might be made. <input type="checkbox"/> Examine a recent research article that is applicable to the population you serve. How can you use it to inform your practice? <input type="checkbox"/> Discuss with supervisor and also share with other like-minded agencies. (<i>Values</i>) <input type="checkbox"/> Find out what data the agency collects and how it is used. Discover other data that would be helpful to collect and determine how to collect it. (<i>Knowledge</i>) <input type="checkbox"/> Interview staff members about how the agency has responded to the demand for evidenced based practice approaches. <input type="checkbox"/> Locate and read the agency's monthly or yearly reports and assess how the information impacts the agency's practice. <input type="checkbox"/> List ways data could be used to sustain agency operation. <input type="checkbox"/> Use feedback from supervision to evaluate one's own practice (what works, what does not, and why). (<i>Cognitive and Affective Processes</i>) <input type="checkbox"/> Read journal articles that address evidence-based interventions relevant to the agency. <input type="checkbox"/> Discuss the results during supervision. <input type="checkbox"/> Select an evidenced based intervention that is effective for a problem that the client presents. (<i>Skills</i>) 	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 5: Engage in Policy Practice		
Behaviors	Activities	Date Completed
Identify and assess social policy at all levels, with emphasis on how policy impacts availability of rights-based services and access to services, as well as, service outcomes/well-being. Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	<input type="checkbox"/> Discuss how a policy may have been detrimental to a specific client. Determine whether there is a possibility for you to advocate on behalf of that client. Re-write policy in a way that advocates for your client. (<i>Cognitive and Affective Processes</i>) <input type="checkbox"/> Become familiar with Medicaid and Medicare Policies. Describe a specific client. Are the policies surrounding these programs beneficial for that client? Is there a policy/regulation that is making access to services more difficult? <input type="checkbox"/> Examine placement's policies to determine are services being delivered effectively; is delivery of services done in a way that is empowering to clients. Do any agency policies exclude clients unfairly? How could policy be changed? (<i>Values</i>) <input type="checkbox"/> Attend your placement's Board meetings. Contribute to any discussions regarding policy. Be able to share your rationale for the effectiveness/ineffectiveness of specific policies. <input type="checkbox"/> Discuss how social welfare programs (Social Security, Medicaid, public housing etc.) affect client systems at the agency. (<i>Knowledge</i>) <input type="checkbox"/> Choose one major social policy area and start to become more knowledgeable about it by reading, attending meetings, interviewing others, etc. <input type="checkbox"/> Read local news and stay up to date on news regarding issues related to the agency. <input type="checkbox"/> Interview a staff person or read an agency report on finances to learn how the agency is funded and discuss in supervision how this impacts services. Who favors the funding and who opposes it? Why? <input type="checkbox"/> Research legislative history of an existing or proposed program. <input type="checkbox"/> Contact legislative or bureaucratic decision makers to explain/advocate for policy. <input type="checkbox"/> Attend a policy development meeting at your agency. (<i>Skills</i>) <input type="checkbox"/> Write a draft letter to a legislator or to the newspaper editor detailing your stance on legislation along with supportive information relevant to your stance. Share with your internship instructor. <input type="checkbox"/> Research a legislative issue and interview advocates both for and against the issue in order to learn more about the topic. Present information to agency. <input type="checkbox"/> During supervision, identify social policies that affect agency clients.	
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice, with emphasis on populations in rural, non-urban environments. Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)		
Demonstrate leadership in communicating and advocating for policies reflective of socially just actions which are built with anti-racist and anti-oppressive lenses. Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)		

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

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

Behaviors	Activities	Date Completed
Apply strategies and culturally sensitive approaches to engage diverse clients and constituencies to advance practice effectiveness.	<input type="checkbox"/> Critically evaluate underlying assumptions, values, strengths/weaknesses of a specific theory for practice that you have employed during sessions with clients. (<i>Cognitive and Affective Processes</i>) <input type="checkbox"/> Identify strong personal reaction experienced when engaging with client, group, organization, or community. Discuss with your supervisor how you managed. (<i>Values</i>) <input type="checkbox"/> Learn the agency's eligibility criteria and the appropriate referral resources. Discuss your opinion of why eligibility is too rigid or too lenient as it relates to social work values. (<i>Knowledge</i>) <input type="checkbox"/> Have Internship instructor observe your work with clients to see that nonverbal and verbal messages are congruent; that empathetic response and listening skills are evident. (<i>Skills</i>) <input type="checkbox"/> Practice describing the agency and its services to clients and others in the community. <input type="checkbox"/> Have supervisor sit in on sessions and provide feedback. <input type="checkbox"/> Represent the agency at a community event. <input type="checkbox"/> Attend a multidisciplinary team meeting. Prepare a brief report of your client and include how support system (family, community) is involved in client's situation. <input type="checkbox"/> Identify agencies that are community partners and develop a resource directory. <input type="checkbox"/> Develop a user-friendly referral list that includes contact information for community resources. Pilot the instrument with agency social work staff and receive feedback. <input type="checkbox"/> Use motivational interviewing techniques to engage with clients.	
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies in smaller and rural communities.		
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)		
Employ relationship building skills including empathy and respect for difference, to facilitate engagement, including engaging in interprofessional collaborations to better serve clients and constituencies..		
Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)		

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

Behaviors	Activities	Date Completed
Use or develop assessment tools or methods that use a strengths-based approach to collect and organize data and apply critical thinking to interpret information from diverse clients and constituencies. Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	<input type="checkbox"/> Identify and discuss with supervisor what factors in systems at all levels are contributing to a specific client's difficulties/vulnerabilities. (<i>Cognitive and Affective Processes</i>) <input type="checkbox"/> Describe a conflicting expectation and reality of a specific client in contracting. Discuss how you worked through the process to formulate an acceptable agreement. <input type="checkbox"/> Assist client in recognizing/listing strengths, setting goals, and breaking goals down into attainable steps. (<i>Skills</i>) <input type="checkbox"/> Participate in treatment team meetings in order to observe the development of a case plan. <input type="checkbox"/> Begin to proactively participate in treatment team and staff meetings by updating the team on a client and / or agency progress. <input type="checkbox"/> Reflect on how presenting problems are related to underlying issues. Assess patient stage of change and develop motivational interviewing dialogue (pros and cons) to address issue. (<i>Knowledge</i>) <input type="checkbox"/> Observe three assessment procedures; compare and contrast the process and results. <input type="checkbox"/> Get feedback about whether assessments have a proper balance of strengths and needs. (<i>Values</i>)	
Utilize a collaborative process to conduct comprehensive assessments of the client system appropriate to practice context that recognizes diversity and difference within clients and constituencies. Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	<input type="checkbox"/> Conduct an individual interview, family interview, or group session and discuss the experience with supervisor. Summarize your individual strengths and needs of interviewing process. <input type="checkbox"/> Identify high risk clients served by the agency and present possible prevention services. <input type="checkbox"/> Practice using the agency's assessment tools by scoring assessments. Discuss in supervision what scores mean and how scores influence strategies for change.	
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and communities in smaller and rural communities. Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)		

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

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

Behaviors	Activities	Date Completed
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies with respect to diversity and difference in smaller and rural communities. Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	<ul style="list-style-type: none"> <input type="checkbox"/> Start determining one method of intervention over which you will achieve mastery. (<i>Skills</i>) <input type="checkbox"/> Explain to a client what the intervention plan is and why this approach was chosen. Assist client in describing various options and understanding/selecting best individual option. <input type="checkbox"/> Plan and lead a group. <input type="checkbox"/> View webinars or online trainings related to specific intervention techniques. Discuss settings in which each strategy would best be used. (<i>Knowledge</i>) <input type="checkbox"/> Attend a training about an intervention approach or technique. <input type="checkbox"/> Gather assessment information and develop a genogram to demonstrate an understanding of the family supports and dynamics. <input type="checkbox"/> Participate in the development and planning of an agency community event/fundraiser. Describe how the event will potentially help the client. (<i>Cognitive and Affective Processes</i>) <input type="checkbox"/> Develop a culturally sensitive intervention that utilizes a client's support network (religious leaders, elders, healers, etc.). (<i>Values</i>) 	
Apply knowledge of human behavior and the social environment, person-in-environment, the strengths-based perspective, self-determination, and other interprofessional conceptual frameworks within diverse communities and diverse populations. Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)		
Cooperatively design and implement culturally responsive practice interventions and actions to advance mutually developed goals. Mid-Term Evaluation: 4 3 2 1 9 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)		

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

Behaviors	Activities	Date Completed
<p>Plan, select, and conduct culturally responsive methods of evaluative activities and critically analyze findings to continuously improve interventions, programs, and services.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p> <p>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.</p> <p>Mid-Term Evaluation: 4 3 2 1 9 (Circle one)</p> <p>Final Evaluation: 5 4 3 2 1 (Circle one)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Review and discuss with supervisor the case file system for a client served by the agency. <input type="checkbox"/> Describe effectiveness of a specific approach or intervention. How was it effective? How was it not effective? What might you have done—or do—differently? How do your decisions reflect social work values? <input type="checkbox"/> Design and implement an evaluation tool to determine the effectiveness of interventions. (Knowledge) <input type="checkbox"/> Review assessment tools currently being used in your placement and identify whether they are able to fully measure the desired outcomes at different system levels. (Cognitive and Affective Processes) <input type="checkbox"/> Set concrete, measurable goals for your session with a client. Evaluate the effectiveness of your session using established goals. <input type="checkbox"/> Check in with each client system during each session to determine if progress toward goals is being made or if the goals need to be revised. <input type="checkbox"/> Contact an outside agency or person when appropriate to determine if progress is being noticed in other settings. <input type="checkbox"/> Attempt to make contact with client systems who fail to attend appointments and determine why this is the case. Develop a spreadsheet of reasons, identify trends, and develop strategies to improve. <input type="checkbox"/> Follow up with a client or collateral after services have ended to determine if the intervention was effective. <input type="checkbox"/> Submit client system goals to internship instructor for refining the measurability / achievability of the goals. <input type="checkbox"/> Develop or use an existing tool to measure client satisfaction with services. (Values) <input type="checkbox"/> Learn the tools the agency uses to measure quality assurance. <input type="checkbox"/> Review a case and identify the phases of treatment in the social work process. (Skills) <input type="checkbox"/> Participate in or observe a program evaluation. 	

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor 9=Not Applicable

Behavior Assessment	Activities
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student communicates effectively with Internship supervisor.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student is punctual in attendance and in work production.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student develops effective professional relationships with co-workers and professionals in other agencies and in the community at large.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student accurately identifies the primary duties and responsibilities of staff with whom she/he had contact.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student accurately interprets her/his own agency role and function with clients, collaterals, and other professionals.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student actively participates in collaborative and cooperative work such as team meetings, staff meetings, and committees.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student demonstrates ability to handle stress and maintains poise and self-control in crisis situations and other times of stress.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student demonstrates appropriate use of supervision.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student recognizes and conforms to professional behavior with regard to appearance and presentation of self.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student demonstrates ethical behavior and integrity consistent with NASW Code of Ethics.

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor

Behavior Assessment	Activities
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student demonstrates ability to work effectively with consumers/clients.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student takes initiative and demonstrates effectiveness in planning, organizing, and completing placement responsibilities.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student assists co-workers/peers and assumes additional responsibilities when needed.
Mid-Term Evaluation: 4 3 2 1 (Circle one) Final Evaluation: 5 4 3 2 1 (Circle one)	Student manages time effectively.

Rating Scale: 5=Advanced 4=Competent 3=Progressing 2=Inadequate 1=Poor

COMMENTS REGARDING STUDENT'S BEHAVIORAL ASSESSMENT

Midterm: strengths/needs, specific areas for improvement

Final: strengths/needs, specific areas for improvement

FINAL OVERALL Internship Instructor Comments:

FINAL OVERALL Student Comments:

Signatures indicate comprehensive review of learning agreement and development of a plan for achievement.

To be signed in the first ten (10) days of placement

Student: _____ Date: _____
Internship Instructor: _____ Date: _____
Internship Coordinator: _____ Date: _____

Signatures for Midterm

Student: _____ Date: _____
Internship Instructor: _____ Date: _____
Internship Coordinator: _____ Date: _____

Internship Instructor Recommended Letter Grade: (circle)

A B C D F

Signatures for Final

Signatures certify that the student has completed the learning agreement and required 450 hours.

Student: _____ Date: _____
Internship Instructor: _____ Date: _____
Internship Coordinator: _____ Date: _____

Month

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>

Student Signature

Field Agency Instructor Signature

Tim

Student Name _____

Student ID#: _____

Agency Name _____

Semester: _____

Student Evaluation of Internship Experience

The student is to rate the agency in which internship work was completed by writing in the number from 1-3 as:

1=below expectations

2=met expectations

3=exceeded expectations

- _____ 1. How would you rate internship instructor's availability to you?
- _____ 2. How would you rate the internship instructor's ability to schedule and keep conference meetings with you?
- _____ 3. How would you rate the ability of the agency to provide an environment that is conducive to learning and professional development?
- _____ 4. How would you rate the internship instructor's approachability?
- _____ 5. How would you rate the internship instructor's response to your ideas and new approaches?
- _____ 6. How would you rate the agency in terms of varied experiences offered?
- _____ 7. How would you rate the internship instructor's ability to establish a clear understanding of your learning goals and objectives?
- _____ 8. How would you rate the internship instructor's practice and knowledge of social work values and ethics?
- _____ 9. How would you rate the agency's policies related to practice and knowledge of social work values and ethics?
- _____ 10. How would you rate the atmosphere of working relationships at the agency?
- _____ 11. To what extent did your internship instructor make you aware of strengths that will enable you practice social work?
- _____ 12. How would you rate the agency's facilities (parking availability, etc.)?
- _____ 13. How would you rate the attitude of agency personnel toward you?
- _____ 14. How would you rate the overall experience of your internship experience?

What was your favorite aspect of internship with this agency? _____

What was the biggest difficulty you had during internship? _____

Would you recommend this agency to another person considering internship? Please explain why or why not? _____

How did this internship influence your attitude toward social work practice and your future plans?

Additional Comments: _____

This evaluation is to be reviewed only by the Internship Coordinator after the completion of Internship Instruction and the assignment of the grade.

JACKSONVILLE STATE UNIVERSITY

APPENDIX C

(Syllabi)

JACKSONVILLE STATE UNIVERSITY

Department of Social Work Fall 2025

SW 449/450 Social Work Internship and Internship Seminar

**Internship (SW 449)-Typically 8-5 Monday,
Tuesday, Thursday, and Friday**

**Seminar (SW 450)-Wednesday 9-12 in Brewer
Hall**

Course Faculty Information

Instructor/Internship Coordinator: Julie Nix

OFFICE LOCATION: 311 Brewer Hall

PHONE: (256)782-5815 or (256)782-8208 (Social Work Department Office

EMAIL: jnix@jsu.edu

OFFICE HOURS:

Monday	Tuesday	Wednesday	Thursday	Friday

Communication Policy/Preferences

Students should check their email and CANVAS announcements regularly. All email communication between faculty and students should be via JSU email and/or CANVAS. Faculty will respond within 48 hours other than weekends, holidays, or faculty emergency. Please note that emailing right before an exam or major assignment may not guarantee feedback or a response in time to impact your work, so please plan your time accordingly.

Students may also request TEAMS or an in-person meeting with faculty during their office hours. Faculty may also be available during other times with appointments.

Course Description

SW 449 Internship Instruction Placement (9). Internship in a social service agency for 450 hours of supervised practice.

SW 450 Internship Instruction Seminar (3). Class meets once per week during internship semester.

This course is dedicated to open, respectful dialogue. It does not endorse or require agreement with any concept that assigns superiority, inferiority, blame, guilt, or moral character based on race, color, religion, sex, ethnicity, or national origin. Our goal is to encourage critical thinking and mutual understanding while honoring diverse perspectives.

Prerequisite Information

Prerequisite(s): All other courses for the BSW degree except SW 448, SW 449, and SW 450 and admission to Internship Instruction Placement.

Corequisite(s): SW 448, SW 449, and SW 450 are taken as corequisite courses during the final semester of the program.

Textbook and Materials

Required Materials: *Code of Ethics (2021). National Association of Social Workers.*

The **Internship Manual** located in the [BSW Program Canvas Shell](#) contains details regarding placement process and the roles of the Student, the Agency Internship Instructor, and the Coordinator of Internship Education.

Recommended Materials

- The Agency Internship Instructor will make available to student any required or suggested reading materials designed to enhance the student's educational experience in a practice setting. JSU's Coordinator of Internship Education will also make required assigned readings.

Technology Requirements

Jax State Student Laptop Policy

JAX State students will need a laptop that runs either Windows or Macintosh operating systems. Students are encouraged to bring laptops to classes and learning spaces on campus to access virtual labs and other computing resources available online. This laptop requirement ensures you will have adequate and timely access to the electronic resources necessary to be a successful JAX State Gamecock. **Chromebooks, tablets, and smartphones cannot access all the electronic educational material and resources used at JAX State and are therefore not suitable devices.**

- Internet Access
You must have access to the Internet, preferably high-speed Internet, for the duration of this course. This is to access, and view required videos and other materials as assigned.

- Software
You must have access to a computer with the following software installed:
 - *Microsoft Office* - You must have consistent access to a professional word processor, a spreadsheet program, and a presentation program. This may be downloaded free of charge via Microsoft 365 that is provided with your JSU e-mail.
- Browsers, Players, Plug-ins, and Viewers - In order to take full advantage of all the features in this course, be sure you have the right technology at your fingertips. This includes:
 - Canvas supports the current and first previous major releases of the following browsers:
 - **Chrome** 126
 - **Firefox** 127 ([Extended Releases](#) are not supported*)
 - **Edge** 126
 - **Safari** 16 | 17 (Macintosh only) --Does not support recording media.
 - Cookies must be enabled. Additionally, some Canvas functionality requires third-party cookies to be enabled. You can [learn how to enable third-party cookies](#).
 - JavaScript must be enabled to run Canvas.
 - Adobe Acrobat Reader
 - Notes for Students Using Screen Readers
 - [JAWS](#) (latest version for Chrome/Firefox on Windows)
 - [NVDA](#) (latest version for Chrome/Firefox on Windows)
 - [VoiceOver](#) (latest version for Safari/Chrome on Macintosh and iOS mobile)
 - [Talkback](#) (latest version for Android mobile)

Competency-Based Education Framework

"Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning" ([CSWE, 2022](#)).

If you would like additional information on the CSWE EPAs 2022 or would like to connect with your social work peers, you can always visit the [BSW Program Canvas Shell](#).

CSWE Social Work Competencies Measured in SW 449/450

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit Baccalaureate and Master's Social Work Programs. EPAS supports academic excellence by establishing thresholds for professional competence. The following competencies reflect these standards in order to ensure students receive the necessary education for professional social work practice. Therefore, in these courses, it is expected that students will begin developing specific practice behaviors related to all 9 Competencies. Each competency is restated below with practice behaviors and specific assignments that will assist in the development of each competency (Note: This does not necessarily list every activity or competency covered in the course. More specific information about assignments and measures of acceptable achievement are found in Course Requirements.). For full descriptions of competencies, please refer to the Internship Manual.

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values.

Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for

ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;

- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Assignments/Activities:

- In-class activities and discussion of expected professional behaviors
- Networking project
- Daily log of internship activities
- Review of Internship Manual and materials
- Guest Speakers
- Professional Resume Workshop
- Seminar Activities/Discussions (Role plays and vignettes); includes IPE exercise

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels; and
- engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Assignments/Activities:

- Malpractice and liability activity
- Classroom discussions and activities
- Comprehensive Assessment
- Networking project
- Daily log of internship activities

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Advanced Generalist social workers understand human behavior and society and the function of culture from a strengths-based perspective that emphasizes how diversity and difference shape identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and abilities, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, geographic location, and tribal sovereign status. Advanced generalist social workers use research to understand the importance of considering diversity, oppression, and discrimination regarding privilege and power, in the provision of culturally sensitive services which are anti-racist and anti-oppressive. They understand the value of self-reflection and recognition of personal bias when practicing with diverse populations. Advanced generalist social workers understand practice in diverse communities of size and type, as well as historical context leads to complex issues that may be systemic and include poverty, health disparity, discrimination and oppression. They also understand that practice in small or rural communities may be impacted at the micro, mezzo, and macro levels due to access and availability of resources.

Social Workers:

- Communicate and demonstrate respect for equality, recognizing that stigma and privilege influences the perception of diversity and difference;
- Assess the cultural, spiritual, and/or ethnic values, beliefs and behaviors of diverse groups within the context of the client and/or system environment to shape interventions in practice;
- Utilize technology to develop coalitions and social networks to increase access to resources and information;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences with an emphasis on practice in smaller and non-urban communities.

Assignments/Activities

- Malpractice and liability activity
- Classroom discussions and activities
- Comprehensive Assessment
- Daily log of internship activities
- Guest Speakers

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

Advanced generalist social workers understand opportunities for quantitative and/or qualitative research at all levels of practice and the impact on planned change, intervention outcomes, policy outcomes and evaluation of practice. They know the principles of logic scientific inquiry, and culturally informed and ethical approaches to building knowledge. Advanced generalist social workers understand that new research-

based knowledge is used to quantify social problems and develop appropriate and effective, anti-racist and anti-oppressive evidence-based interventions. They understand that research findings influence all levels of agency and legislative policy, including government/community-funded programs, and that this may be more directly evident in smaller and rural communities that are likely to lack access to or availability of appropriate and necessary services to meet holistic well-being. Advanced generalist social workers understand that research skills include, but are not limited to, expertise with the application and integration of technology, including, database development and management, data analysis and simulation activities/research. They understand the importance of practice evaluation and interprofessional collaboration with others to critically evaluate client services with an anti-racist and anti-oppressive lens. Advanced generalist social workers understand the importance of conducting ethical forms of research in practice for the protection of human subjects.

Advanced Generalist Social Workers:

- Assess, critique and apply evidence-based practice theories and interventions in order to develop successful models of planned change at the micro, mezzo, and macro levels of practice; and
- Demonstrate cultural sensitivity, cultural humility, and awareness of diversity and difference when engaging in research activities to better protect for any risks that may be racist, oppressive, or a cause of bias for human subjects.

Assignments/Activities:

- Seminar Activities/Discussions
- Daily Log of Internship activities
- Networking project
- Guest Speakers

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, 2022 Educational Policy and Accreditation Standards 10 implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services;
- apply critical thinking to analyze, formulate, and advocate for policies that

advance human rights and social, racial, economic, and environmental justice

Assignments/Activities

- Networking Project
- Comprehensive Assessment
- Daily Log of internship activities
- Seminar discussions
- Malpractice and liability Activity

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Assignments/Activities:

- Comprehensive Assessment
- Seminar Activities/Discussions (Role plays and vignettes); includes IPE exercise
- Networking project
- Daily log of Internship activities
- Seminar Activities/Discussions (Role plays and vignettes); includes IPE exercise

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of

human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and
- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan

Assignments/Activities:

- Comprehensive Assessment
- Networking Project
- Malpractice and Liability Activity
- Guest Speakers
- Daily Log of internship activities
- Seminar Activities/Discussions (Role plays and vignettes); includes IPE exercise

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and

constituency goals; and

b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Assignments/Activities:

- Seminar Activities/Discussions
- Guest Speakers
- Licensure Activities
- Comprehensive Assessment
- Networking project
- Daily Log of internship activities
- Seminar Activities/Discussions (Role plays and vignettes); includes IPE exercise

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities

Assignments/Activities:

- Networking project
- Seminar Activities/Discussions (Role plays and vignettes); includes IPE exercise
- Comprehensive Assessment
- Daily Log of internship activities

Generalist Social Work Practice

The NASW Code of Ethics, an appreciation of human diversity, and a commitment to social and economic justice guides social work practice. Generalist social work practice

recognizes the profession's dual purpose and responsibility to influence social as well as individual change.

- Generalist social work is an approach to social work practice that is based on research-guided knowledge, leading to evidence-based practice—directed at determining the level or levels of intervention (micro-, mezzo-, macrolevels).
- Generalist social work involves a planned change process (assessment, planning, intervention, and evaluation of self and practice). The planned change process is based on a liberal arts foundation that is integrated into professional social work practice and draws from social systems theory closely linked to an ecological perspective that is attentive to the interactions of the person and environment.
- A strengths-based perspective and the ability of social workers to empower themselves and their clients to engage in system change is the foundation for generalist social work practice.

Mission Statement of the Social Work Program

The mission of the Bachelor of Social Work (BSW) degree program at Jacksonville State University is to prepare generalist practitioners with the knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, and service to advance individual and societal well-being. The BSW program succeeds through partnerships of service and a central focus of being a regionally responsive, community-based, and practice-centered program.

The JSU BSW Program has five program goals that are derived from the programs mission. Below we identify the program goals and the relationship between the program mission and goals.

Social Work Program Goals

1. To educate social work students as competent generalist social work practitioners prepared for practice with diverse client systems, in diverse communities, and in organizations of various sizes and types.
2. To prepare students for generalist practice through an academic foundation grounded in the liberal arts and person-in-environment framework.
3. To prepare students to pursue social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty and inequality, and the enhancement of the quality of life for all.
4. To prepare students to apply scientific inquiry and critical analysis to evidence-based practice interventions and to evaluate their own practice outcomes.
5. To foster an environment for students to develop a professional identity that incorporates the values and ethics of the social work profession guided by the NASW Code of Ethics.

Student Expectations and Policies

Student Conduct

All students shall abide by the [National Association of Social Workers Code of Ethics](#); [JSU Student Code of Conduct](#); and the Classroom Policies. Links may also be located within JSU and Social Work Resources Tabs.

Academic Honesty Policy

In a university community, true knowledge can be gained only through honest means. A Scholar's Code can be found in both the Undergraduate and Graduate Catalogs and the Student Handbook. Students who violate the Scholar's Code will be subject to disciplinary actions which could range from a zero on an assignment to failure of the course; repeated offenses can result in dismissal from the university. Records of academic dishonesty are kept in the Office of Community Standards and Student Ethics. To learn more visit [Scholar's Code](#) webpage.

Student Privacy Policy

Jacksonville State University protects the privacy of all students, including online and distance learning students, through adherence to the Family Educational Rights and Privacy Act of 1974 (FERPA) through compliance with other institutional policies and procedures governing the management and security of protected information of faculty, staff, and students, and by outlining the expectations of privacy for the university community as regards to electronic information. To view the full policy please visit the [JSU Student Privacy Policy](#) website.

Jax State Student Laptop Policy

JAX State students will need a laptop that runs either Windows or Macintosh operating systems. Students are encouraged to bring laptops to classes and learning spaces on campus to access virtual labs and other computing resources available online. This laptop requirement ensures you will have adequate and timely access to the electronic resources necessary to be a successful JAX State Gamecock. **Chromebooks, tablets, and smartphones cannot access all the electronic educational material and resources used at JAX State and are therefore not suitable devices.**

Verification of Student Attendance Policy

The University must abide by federal guidelines to verify the participation of students. For all course types, including thesis, internships, labs, online courses, etc., the instructor must verify your participation based on some type of participation. This may include submission of an online assignment or other course related contact with the instructor. **(However, simply logging into Canvas will not count as an academically related activity.)**

Social Work Attendance Policy

Jax State believes that the extent to which students are committed to their academic and professional responsibilities is reflected in their efforts to attend class regularly and on time. When circumstances prevent a student from meeting these responsibilities, the

student is expected to give prior notice to the course instructor or present documentation that emergency circumstances prevented prior notice.

The BSW and MSW program at JSU are accredited by the Council on Social Work Education. Due to our responsibility to address accreditation standards in our academic programs, it is the policy of the Social Work Program that students ***must attend and participate in at least 80% of the scheduled in-person classes in order to receive a passing grade for the course.***

If your class is hybrid or 100% online, your instructor will determine if you have attended and/or participated in 80% of the class through various means, including, but not limited to: assignments with due dates, exams, discussion boards, virtual class meetings, etc.

Class absences are strongly discouraged. However, we understand that illness, accidents, and other emergency situations may arise through no fault of your own. If your absences are likely to lead to you missing more than 20% of the class, your instructor and your advisor will discuss academic options to determine what best meets your needs and the requirements of the program.

Unexcused absences are recorded and reported directly to your advisor. Unexcused absences for student athletes and students on scholarship or any type of financial assistance (including for veterans) are reported additionally to respective coaches and/or advisors.

A social work program approved or a JSU sanctioned event, may be counted as professional off-campus education and may be excluded from this attendance policy.

Because tardiness is disruptive and disrespectful to a class meeting, three (3) tardies, as defined by the instructor, will equal one (1) absence. Likewise, leaving early is unacceptable and may result in an absence for the class. Students who leave the classroom and return beyond a scheduled break may be counted as tardy at the discretion of the instructor. In order to be counted as present, the student is responsible for signing the roll sheet.

Honorlock Use Policy

The instructor of this course may elect to utilize Honorlock to proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection.

To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install.

When you are ready to test, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

NOTE: You must have a reliable webcam, microphone, and high-speed internet in order to complete the exams via Honorlock. The Honorlock internet speed

requirements are 1.5 Mbps download and 750 Kbps upload. Everyone should test their internet speed immediately. You can test your internet speed using an online internet speed test.

Policy on Incomplete Grades

Students wishing to request a grade of “Incomplete” or “I” for a course must complete the following steps:

- To be eligible you must be passing the course after the last day to drop from the current term.
- Discuss with their instructor a completion plan for the requested Incomplete grade.
- Fill out the [Incomplete Grade Completion Plan Form](#)

Please Note: This form is used to request an Incomplete grade for only one course. Students needing to request multiple Incomplete grades for multiple courses should submit one form for each course.

Additional Information:

- Coursework for a grade of “I” must be completed within the next major (fall or spring) semester.
- Once the student has completed all coursework requirements for a grade of “I,” the instructor submits a grade change to the Registrar’s Office. The Registrar then notifies the student of the grade change.
- Students who are approved for an “I” in a course should not register for the course again.
- Failure to complete coursework requirements within the established time frame will result in a grade of “F” being assigned or grades of “I” will roll to “F” on the day grades are due in each term.
- If at any time the instructor is not available, the appropriate department head and/or academic dean of the course will represent the instructor’s interest.
- All Incomplete grades for all courses, including those not required, must be completed prior to a degree being awarded. Otherwise, the grade of "I" will be converted to "F" for the degree GPA to be calculated.

Requesting extensions: The student must submit a written request for an extension to remove an “Incomplete.” The instructor, department head, and dean must approve the extension before the registrar grants an extension of time. *Graduate students must also submit all incomplete grade extensions to the Director of Graduate Studies prior to the last day of classes in the fall and spring semesters and prior to the day before grades are due in the final summer term. The instructor and graduate director must approve the extension before the Registrar processes the request. If at any time during the process, as detailed above, the instructor is not available, the appropriate department head and/or academic dean will represent the instructor’s interest.

Late Assignments Policy

All assignments are due at the time noted by the instructor. **A 10% deduction for late assignments will be taken each calendar day.** Any late assignments submitted without prior approval will not be accepted for credit.

No Binding Obligation

This syllabus is designed to guide our learning in this course, but it is subject to change based upon factors such as realizing course goals and learning outcomes, student progress, etc. Changes are effective, if and when made at any time during the semester, with oral notice to those in attendance or using our Learning Management System (Canvas) or Navigate Communication System.

Academic Grievance

A student may appeal an assigned grade, or a similar decision related to academic performance if the student has evidence or reason to believe a grade was assigned or a decision was made in a malicious, (intentionally harmful; spiteful) capricious, (subject to, led by, or indicative of a sudden, odd notion or unpredictable change; erratic) erroneous, (containing error; mistaken; incorrect; wrong) or arbitrary (based on whim or personal preference, without reason or pattern; random) manner. The burden of proof and preponderance of evidence shall be upon the student such that the student challenging the decision, action or final grade assigned has the burden of supplying evidence that proves that the instructor's decision was incorrect.

In cases where the academic decision is based on a deficiency in or a violation of a clinical or professional standard, the deficiency or violation may be considered sufficient proof to support an academic failure or dismissal notwithstanding a student's success in other areas of academic performance.

For the grievance to be valid, the student must follow the steps outlined below in the order indicated and within the given timelines. Furthermore, the grievance at each additional step in the process must be in writing, utilizing the form located on the Academic Affairs webpage. Documents submitted for the purpose of the grievance will become the property of Jacksonville State University and will be used solely for the purpose of investigating the grievance. For additional information on how to file a grievance, please go to [the JSU Student Handbook](#).

Military-Connected Students Statement

The Office of Military & Post-Traditional Student Services serves all active duty, guard, reserve, veteran, and dependent students at JSU. If you have any questions, please contact (256) 782-8838, veterans@jsu.edu, or at the physical location in the basement of Daugette Hall. If you are a student currently serving in the military (Active Duty, Guard, or Reserves) with the potential of being called to military service or training during the course of the semester, you are encouraged to contact your course instructor no later than the first week of class to discuss the class attendance policy. The instructor may make accommodations for this absence or suggest that you take the course at another time.

Jacksonville State Title IX & Clery Policy

Jacksonville State University does not discriminate on the basis of sex in the educational programs or activities that it operates. JSU is required, by Title IX of the Education Amendments of 1972 and the Department of Education regulations to implement Title IX, not to discriminate in such a manner. This requirement to not discriminate in educational programs and activities extends to employment by the university and to admission thereto. This may include sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and other conduct that is addressed in our "[Sex-Based Harassment and Misconduct Policy](#)". Anyone with knowledge of this type of conduct is asked to immediately report such incidents to the University Police Department at (256) 782-5050 or the Title IX Coordinator at (256) 782-5769. If an individual wishes to keep the information confidential, the individual speak with a counselor at the Counseling Services office at (256) 782-5475 or a medical provider at JSU's Health Center (256) 782-5310. For more information about Title IX or to report a concern, please visit the [JSU Title IX webpage](#).

Clery Notice: In compliance with the [Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act](#), the [Jacksonville State University Police](#) provide information on crimes statistics, crime prevention, law enforcement, crime reporting, and other related issues for the past three calendar years. The [JSU Annual Campus Security and Fire Report](#) is available online.

In addition to this extensive policy outlining response to any type of student harassment and/or discriminatory or hostile act, various sites on campus are designated "Safe Zones" where students may speak with faculty and/or staff regarding questions about or reporting an actual hostile act. These sites are indicated by a round green sticker labeled Safe Zone + located on office walls, doors, windows, or bulletin boards.

Students with Disabilities Policy

Jacksonville State University is committed to creating an inclusive learning environment that meets the needs of its diverse student body. If you are currently experiencing or anticipate that you will have any barriers to learning in this course, please feel welcome to discuss your concerns with me. It is my goal to create a learning experience that is as accessible as possible. The Department of Social Work accommodates students with disabilities, pursuant to federal and state law. If you have a disability, or think you may have a disability, that may have some impact on your work in this course and for which you may require academic adjustments or accommodations, please work with a staff member in Disability Resources so that accommodations can be considered. Students that receive accommodation letters, or Individualized Post-Secondary Plans (IPPs) should meet with me to discuss the provisions of your accommodations as early in the semester as possible. You can find more information about the [Office of Disability Resources on the web](#) or by visiting the Student Success Center on the 2nd Floor of the Houston Cole Library. You may also call (256) 782-8380 or email at disabilityresources@jsu.edu. All discussions will remain confidential.

Student Responsibilities

It is the student's responsibility to be prepared to discuss the assigned reading materials and to participate in all class discussions including those managed in blogs and other electronic formats. At all times, the student is expected to be courteous and respectful to their classmates and instructor. It is the student's responsibility to obtain any lecture notes, handouts or information presented in class when they are absent from a scheduled class. Information should be obtained from peers. Students will not be permitted to make up pop quizzes that are missed due to absence. Students will not be permitted to take a pop quiz that is already in progress if they are tardy. Make-up Exams are scheduled by the instructor for each course. Students who miss a scheduled make-up exam will receive a ZERO for that exam. Please remember that you are preparing for a professional career where missed deadlines could lead to the loss of a job or could have negative repercussions for a client. Please take all deadlines seriously. In addition, excessive tardiness or leaving class early will not be condoned.

Failure to complete any portion of this course's assigned work may prevent the completion of this course. Assignments are aligned with CSWE competencies. Therefore, when not completed, the student has not sufficiently demonstrated mastery of the competency as required. Specifically, students who do not submit assignments correlated to the CSWE competencies will not pass the course.

It is expected that students exhibit professional social work behaviors. As such, not having your book and/or required course materials for class is not an excuse for late work or lack of participation. Failure to timely complete any portion of assigned work may prevent successful completion of the course.

Social Work Program Professionalism Policy

Professionalism is a required attribute among social workers. Most importantly, professionalism is demonstrating the values of the social work profession through words, ethics, actions, and demeanor. Professionalism in the classroom entails coming to class on time, being appropriately dressed for an adult learning environment, reading the assigned materials and critically reflecting on it, being prepared to engage in discussion, and completing all assigned activities. Additionally, it contributes appropriately to in-class exercises and small group activities.

Disruptive behavior will not be tolerated—this includes side conversations with peers during scheduled class time. Be prepared to begin class promptly at the assigned time—excessive tardiness and absenteeism will not be tolerated. Please silence cellphones prior to entering the classroom. Texting, checking email, chat room discussions, playing online games, blogging, and social media communication is strictly prohibited while class is in session. Outside of the classroom additional professional behavior is expected - this includes not gossiping about classmates or events occurring in the classroom or at practicum. Professionalism extends to social media - having a

blog or other means of communication that is subversive or harmful to the classroom environment/classmates/ faculty is considered a violation of the professionalism policy.

Social Work Education, as well as Professional Social Work Practice, mandates that all social workers engage in diversity and difference in practice. We are instructed to have knowledge and skills to engage in practice that is anti-racist, diverse, and reflects equity and inclusion (ADEI). Specifically, CSWE, the accrediting body of social work education states that social workers should "understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group organizational and community levels and in policy and research." (CSWE EPAS 2022) The content and discussions of this course are designed to promote a deeper understanding of social issues and professional competence in social work practice. By participating in this course, students are not being asked to assent with the faculty, but they are agreeing to uphold these principles and contribute to a productive and respectful learning environment.

Scholars' Code

The University recognizes that the open exchange of ideas plays a vital role in the academic endeavor, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept. Therefore, students generally are encouraged to engage in conversations with their teachers and classmates about their courses, their research, and even their assignments. These kinds of discussions and debates in some ways represent the essence of life in an academic community. Even so, it is important for all scholars to maintain academic integrity in all aspects of their work, clearly noting when they have relied upon or incorporated the work of others.

To ensure academic honesty and provide support for students who may have engaged in minor violations, the university proposes the Scholars' Code as means by which the course instructor can work with students in an educational and restorative manner while also securing the academic integrity of the university.

This policy emphasizes several values in order to provide students a clear path forward if they have committed an offense and to provide faculty with clear steps to follow when a student has committed an offense in their class. The first of those values is the student's academic responsibility, followed by values impacting the process through which an offense is adjudicated: nondiscrimination, equal and consistent treatment, confidentiality, and respect.

To that end, the policy consists of the following aspects:

- Violations
 - Levels of offense
 - Procedures and standards for course instructor reporting
 - Process

- Levels of sanction based on offense
- Appeals process

This policy is intended to provide a consistent view of academic dishonesty and a practice to follow for course instructors in reporting incidents of academic dishonesty and in initiating the formal adjudication process on the university level.

Violations

In a university community, true knowledge can be gained only through honest means. Therefore, all academic dishonesty is expressly prohibited, whether in the traditional classroom or in online or hybrid settings.

Violations include, but are not limited to, the following:

- The use of unauthorized materials or the receipt of unauthorized assistance during an examination or in the completion of any other assignment, exercise, experiment, or project for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers, or other supplementary items.
- Copying or utilizing information from a paper of another student during an examination.
- Rendering unauthorized assistance to another student by knowingly permitting him or her to copy an examination, project, paper, assignment, exhibit, exercise, or other material to be submitted for academic credit.
- Illegally obtaining or attempting to obtain unauthorized prior knowledge of an examination or test materials.
- Selling or giving to another student, unauthorized copies of tests or examinations, or research assignments.
- The use of a commercially prepared term paper or research project or the submission of a paper, project, or experiment completed by someone other than the student submitting any of the above for academic credit.
- Falsifying class attendance.
- Falsifying reasons why a student did not attend a required class or take a scheduled examination.
- Taking an examination in the place of another student.
- Making unauthorized changes in any reported grade or on an official academic report form.
- Unauthorized collaboration between two or more students on an examination, paper, or project.

- Plagiarism, which is the deliberate act of copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgement of their true source.
- Making use of computing facilities and electronic devices in an academically dishonest manner including personal devices such as phones, tablets, dual monitors, watches, and glasses.
- Using online sources and programs, such as artificial intelligence, ChatGPT, and other generative AI, to produce content without proper acknowledgment or authorization.

Levels of Offense

The following levels of offense provide specific examples of academic dishonesty in three categories: collaboration, cheating, and plagiarism.

MINOR OFFENSES: In general, minor offenses involve errors in judgment that, in the course instructor's professional opinion, violate academic integrity, such as:

- Minor Collaboration example: student copies part of the work of another student exactly on an assignment on which collaboration is allowed but copying is not.
- Minor Cheating example: A student is caught glancing at another exam, but there is no evidence of premeditation or collaboration between those students.
- Minor Plagiarism example: student indicates that source of information is not original but does not follow proper citation procedures.

MODERATE OFFENSES: In general, moderate offenses are unpremeditated dishonest acts that directly affect only one student, such as:

- Moderate Collaboration example: student paraphrases or copies a sentence (or two) without citing the source or provides an improper citation.
- Moderate Cheating example: student cheats, or facilitates the cheating of another, on an examination (in cases where there is no evidence of premeditation). A student tries to gain an advantage in an exam by removing reserved materials from a lab or library to have additional study time at home.
- Moderate Plagiarism example: student paraphrases or copies a portion of a document without citing the source or provides an improper citation.

MAJOR OFFENSES: In general, major offenses are premeditated dishonest acts or dishonest acts that directly affect the offenders and/or other students' grades, such as:

- Major Collaboration example: student poses as, or facilitates another posing as, someone else during an exam; student requests or receives payment for unauthorized academic content; student directs another student on how to evade detection.

- Major Cheating example: student cheats or facilitates the cheating of another on an examination in a way that is premeditated (e.g., using a cheat sheet, a prearranged system of sharing answers, a prearranged system of accessing unauthorized academic content, or some similar method that was planned in advance).
- Major Plagiarism example: student places his/her name on a written assignment he/she did not write.

The Department of Social Work maintains standard policies relating to Honesty, Attendance, Grading, and Written Work. Please consult the [JSU SW Student Handbook](#) for this information. The Department also adheres to the University policy regarding academic discipline: [JSU Student Handbook](#). The BSW and MSW are professional level degrees, therefore, professional conduct is expected. Students who are caught plagiarizing assignments or cheating on exams may not get credit for the assignment or exam; may be expelled from the class, the Social Work Program, or the University. It is the expectation of the faculty of the Department of Social Work that students adhere to the standards of the [National Association of Social Workers Code of Ethics](#).

Personal Electronic Communication Devices

All forms of personal electronic communication devices must be out of sight and in the power-off mode for class and testing periods. During a testing period in class, any use of a personal electronic communication device, without the prior consent of the instructor, constitutes *prima-facie* evidence of academic dishonesty with no right of grade appeal. If the instructor observes the device, the presumption is that cheating has occurred and a grade of "F" will be assigned for that exam, quiz, etc.

Cell phones are to remain out of sight and in power-off mode during class. If a student has an outside emergency, they can be reached at 256-782-5591. Students should provide this number to their families, and children's daycare/schools.

Course Learning Outcomes and Assessment

The BSW Social Work Internship enables students to apply CSWE competencies by demonstrating ethical and professional behavior, engaging in critical thinking, and using evidence-based practice in diverse social work settings. Students develop competencies in client engagement, assessment, intervention, and evaluation, while enhancing skills in cultural humility, advocacy, and social justice. The 450-hour internship prepares students to promote well-being, empower communities, and practice within the context of ethical, responsive, and effective social work.

Note: The instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via in-person announcement, e-mail, or Canvas announcement, when changes are made in the requirements and/or grading of the course.

Method of Instruction

This course is designed to include a variety of teaching methodologies to achieve the expectation of student mastery of evidence-based practice skills. Learning activities will include 450 hours of supervised practice in a social service setting, readings, writing assignments, lectures, web-based materials, discussions, presentations, and group and individual experiential activities.

Assignment Details and Methods of Evaluation

All assignments, assessments, and/or discussion grades will contribute to the point total as outlined below. Assignments submitted in the correct format and on-time take grading precedence over those submitted incorrectly and late. You will submit written assignments to the course and post your own materials according to the instructions given. You are expected to complete all required assignments. Students will be required to present a doctor's excuse to receive full credit for any work that is turned in late. The only other excused reason for late work will be death in one's immediate family. Prior arrangements should be made with the instructor if a student knows they will be unable to submit an assignment on the due date.

All students will be required to schedule and attend an individual meeting with the instructor prior to the due date for mid-term grades. A sign-up sheet with available times will be provided for students to select their appointment time. At the appointment, students should be prepared to discuss:

- Their current grade and whether it is congruent with both their performance expectation and the expectation of the instructor.
- If the grade is not satisfactory, what steps the student intends to take to remedy the situation.
- What expectations the student has of the instructor and what steps should be taken to accomplish this
- A summary of the learning points covered thus far in the course.

SW 449

1. Calendar Submissions (100 points)

Students will upload calendar submissions for each month of the internship with hours earned with initials and signature of agency internship instructor. Students may upload completed calendars on Canvas by due dates posted. Students must obtain a minimum of 450 hours in their internship placement by the end of the semester in order to pass the course.

2. Agency Networking (50 points)

Students are to explore their placement agency as part of a larger system by identifying a minimum of five (5) agencies the placement agency networks with. Visit the agencies and interview a representative of the agency who can provide information on the networking relationship. Type your findings onto the assignment form provided and

report in seminar. Visiting the agency's website alone is NOT sufficient for purposes of this assignment.

NOTE: Students may not use an agency that is visited in SW 448.

3. Professional Portfolio Assignment (100 points)

Students will attend a Professional Development Seminar with their Career Advisor on campus during a scheduled class. Following the instructions given in this seminar and informational resources on Canvas, students will develop a professional portfolio that includes a resume, cover letter and more. Students will email cover letter and resume to their Career Advisor for feedback before submitting the portfolio to their instructor in class. Students will prepare their "elevator pitch" and share with their peers in seminar. Instructor will return portfolios to students so that they can use during their job search.

4. Comprehensive Assessment Assignment (100 points).

Students will be provided with a format to complete a comprehensive assessment of a consumer identified within internship agency. Additionally, students may be asked complete social history/assessment/s using the format of the assigned placement agency. A draft of this assignment will be submitted and feedback provided by the instructor before the final due date. Students who do not submit the draft on time may not receive timely feedback.

Students will have an opportunity to provide an oral presentation in seminar regarding the case they selected as well as presenting factors, interventions, and outcomes of the case.

5. Daily Log Experiences (200 points total)

Students will keep a daily log of experiences in their internship agency. A specific format must be followed and turned in with the monthly calendar (due dates will be posted). Please see an example of the required format located below. These will periodically be reviewed by the University Instructor. Some refer to this as a journal. It is recommended that you create a template on a Word document to record your daily logs. Record feelings, as well as events. The daily log is also an opportunity to note some of the independent tasks that are listed on the learning agreement. Be sure to link the social work competencies to the activities you are noting in your daily logs.

See example below.

SAMPLE:

Internship Daily Log/Journal

Student Name: Susan Smith

Date: 8-21-25 Hours in internship today: 7

Event/Activity:

- Continued student/parent interviews and orientations
- Began updating student files, re: referrals, behavior lab passes

for future use

- Met with one student “just to talk” for a short period of time

Feelings/Personal Reactions:

This week has been pretty hectic. All the kids have been really testing their boundaries just because it's the beginning of the semester and everything is new. However, I am happy and excited to be meeting a significant amount of the students and also seem to get positive reactions from them. A female student I talked to today shared a lot with me and I can see she is such an intelligent girl. I am excited to work with her.

Professional Analysis/Assessment:

My main task/goal is establishing rapport with the students at this point. I am already realizing the importance of active listening and not so much offering advice or figuring out how to “fix” things. In the beginning of a helping/professional relationship, clients really need to get things out and to just be listened to. I am also coming to realize how much paperwork is involved for each student, but how important it is to keep their files up to date so as to keep their best interests in mind

Date: 8-22-25 Hours: 8

Event/Activity:

Feelings/Personal Reactions:

Professional Analysis/Assessment:

6. Ethical and Professional Behavior Activities:

a. Interprofessional Education (IPE) Exercise:

Students will participate in a **MANDATORY** Interprofessional Education (IPE) exercise each semester to help them understand the roles of other professionals when engaged in interprofessional practice. Each IPE exercise will conclude with discussion and reflection regarding how each profession interacted regarding ethics, values, tasks, and outcomes. IPE scenarios may vary each semester, but details will be provided early in the semester.

b. Homeless Coalition of Northeast Alabama (HCNEA) Activity:

Students will participate in the Point-in-Time Survey or Project Homeless Connect coordinated by the Homeless Coalition of Northeast Alabama (HCNEA). More instructions about locations and instructions will be given

prior to the event. Activities will involve engagement and assessment of individuals deemed homeless.

- c. Throughout the semester, students will participate in additional classroom discussions and activities focused on professionalism, ethics, secondary vicarious traumatic stress, assessment skills etc.

Course Level Grading

Social work majors must earn a minimum of "C" or better in each of the social work courses. Students cannot pass SW 449 without completing the required 450 supervised internship hours in a social service agency.

Students can access their current grade information by clicking on the "Grades" link in Canvas. This will provide an up-to-date grade percentage and ratio of points received out of the points possible. This will be adjusted as new assignments are given and/or graded.

Tentative Calendar

Week	Readings/Class Activities	Assignments
Week 1:	Orientation to Internship Placement and Safety Training-9 am-4 pm Brewer Hall	Please bring forms and verification of liability insurance.
Week 2:	Class and debriefing	Bring learning agreement to every class meeting in case you have questions about specific activities or objectives. Forms due if they have not already been turned in via hard copy or online.
Week 3:	Class and debriefing	

Week 4:	Homeless Coalition of NE AL Event	Ms. Nix and Mr. Adams will provide more details about the event.
Week 5:	No Class Meeting	Daily Logs and Calendars Due
Week 6:	Class and Debriefing Professionalism and Ethical Social Work Practice	Be sure to bring your copy of the NASW Code of Ethics.
Week 7:	Resume Workshop and Interviewing Skills with Ms. Kirsten Hughes, Career Advisor, College of Social and Behavioral Sciences	Bring resume' and charged laptop to class.
Week 8:	No Class Meeting	Resume and cover letter emailed to Ms. Hughes for feedback. Please make changes before submitting on Canvas.
Week 9:	Class, Debriefing	Daily Logs and Calendars Due
Week 10:	Class, Debriefing and Assessment Workshop	Professional Portfolio Assignment Due

Week 11	No Class Meeting	Draft Comprehensive Assessment Due, Ms. Nix will provide feedback before submission of final version.
Week 12	Class, Debriefing	Daily Logs and Calendars Due
Week 13	IPE Exercise	
Week 14	Class, Debriefing and Licensure Prep Resources	Comprehensive Assessment Due-final version
Finals Week		Turn in Daily Logs, completed calendars and completed Learning Agreements

JACKSONVILLE STATE UNIVERSITY
Department of Social Work

SW 5950 Foundation Internship

450 Hours-32-hour weeks

2-hour Bi-Weekly Seminar

Every Other Thursday: 2:00 p.m.- 4:00 p.m.

Location: Brewer Hall 330

***Students are expected to volunteer at the annual social work conference. Students will earn hours towards their internship.**

Course Faculty Information

INSTRUCTOR: **Dominique Maywald, RYT 200, DSW, LICSW-S, LCSW, CSW**

OFFICE LOCATION: **327 Brewer Hall**

PHONE: **256.782.5738**

EMAIL: dmaywald@jsu.edu

OFFICE HOURS

Office Hours are included across syllabi to encourage students to connect with faculty. The office hours provided above are the times I will be on campus and available to meet student needs. Students are encouraged to request appointments with me, during my office hours to discuss grades, research, club activities, and all other concerns. Appointments can be made to occur in person or via Teams. If students need to request an appointment with the course professor, please use GEM (JSU email).

Monday	Tuesday	Wednesday	Thursday	Friday
	2pm-5pm *Virtual Hours (By appointment only)	11am-3pm	10:30am-1:30pm	

Communication Policy/Preferences

Students should check their email and CANVAS announcements regularly. All email communication between faculty and students should be via JSU email and/or CANVAS. Faculty will respond within 48 hours other than weekends, holiday, or faculty emergency. Please note that emailing right before an exam or major assignment may not guarantee feedback or a response in time to impact your work, so please plan your time accordingly.

Students may also request a TEAMS or in-person meeting with faculty during their office hours. Faculty may also be available during other times with appointment.

Course Description

Generalist Year internship instruction in a social welfare setting under the direct supervision of a professional social worker. Focuses on the development of advanced applied skills, knowledge, and values for direct social work practice. Students attains generalist perspective and fundamental skills through exposure to multiple roles and practice approaches while being introduced to the required social work competencies.

Four hundred fifty (450) hours of agency experience and two (2) hour bi-weekly integrative seminar are required for the semester.

This course is dedicated to open, respectful dialogue. It does not endorse or require agreement with any concept that assigns superiority, inferiority, blame, guilt, or moral character based on race, color, religion, sex, ethnicity, or national origin. Our goal is to encourage critical thinking and mutual understanding while honoring diverse perspectives.

This is a nine (9) credit-hour course.

Prerequisite Information

Prerequisites: SW 5150, SW 5160, SW 5118, and SW 5119.

Co-requisites: SW 5170 and SW 5112

Course Rationale

The Generalist Practice year provides the core values, knowledge, functions, and skills essential for entry-level generalist practice roles. The expectation is that students will be able to practice in a variety of direct service roles competently, under direct supervision, with varying sizes and types of systems, using different modalities of practice. Students must be able to demonstrate entry-level practice skills with individuals, families, groups, organizations, and communities. It is also expected that entry-level social work students will be equipped to evaluate their own practice efforts and keep abreast of the social policies and services that affect their practice efforts. The generalist perspective combines multidisciplinary knowledge bases, problem analysis skills, and multiple methods of practice to apply creative solutions to the problems and situational needs of people in their various life roles, or social and economic realities. Central to the generalist perspective are concepts of multi-level person-environment assessment and intervention, multiple targets, and multiple methods. The internship and integrative seminar blends agency-based practice with practice theory, human behavior, social work policy/ services, and social work research.

Textbook and Materials

Students are not required to purchase a textbook for this class. However, non-peer reviewed and peer reviewed articles may be assigned and linked in the learning management system, Canvas.

Technology Requirements

Jax State Student Laptop Policy

JAX State students will need a laptop that runs either Windows or Macintosh operating systems. Students are encouraged to bring laptops to classes and learning spaces on campus to access virtual labs and other computing resources available online. This laptop requirement ensures you will have adequate and timely access to the electronic resources necessary to be a successful JAX State Gamecock. **Chromebooks, tablets, and smartphones cannot access all the electronic educational material and resources used at JAX State and are therefore not suitable devices.**

- Internet Access

You must have access to the Internet, preferably high-speed Internet, for the duration of this course. This is to access and view required videos and other materials as assigned.

- Software

You must have access to a computer with the following software installed:

- *Microsoft Office* - You must have consistent access to a professional word processor, a spreadsheet program, and a presentation program. This may be downloaded free of charge via Microsoft 365 that is provided with your JSU e-mail.

- Browsers, Players, Plug-ins, and Viewers - In order to take full advantage of all the features in this course, be sure you have the right technology at your fingertips. This includes:

- Canvas supports the current and first previous major releases of the following browsers:

- **Chrome** 126
- **Firefox** 127 ([Extended Releases](#) are not supported*)
- **Edge** 126
- **Safari** 16 | 17 (Macintosh only)--Does not support recording media.

- Cookies must be enabled. Additionally, some Canvas functionality requires third-party cookies to be enabled. You can [learn how to enable third-party cookies](#).

- JavaScript must be enabled to run Canvas.

- Adobe Acrobat Reader

- Notes for Students Using Screen Readers

- [JAWS](#) (latest version for Chrome/Firefox on Windows)
- [NVDA](#) (latest version for Chrome/Firefox on Windows)
- [VoiceOver](#) (latest version for Safari/Chrome on Macintosh and iOS mobile)
- [Talkback](#) (latest version for Android mobile)

Competency-Based Education Framework

"Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning" ([CSWE, 2022](#)).

If you would like additional information on the CSWE EPAs 2022 or would like to connect with your social work peers, you can always visit the MSW Program Shell, by accessing the link here <https://jsu.instructure.com/courses/13949>

CSWE Social Work Competencies Measured in SW 5950

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit Baccalaureate and Master's Social Work Programs. EPAS supports academic excellence by establishing thresholds for professional competence. The following competencies reflect these standards in order to ensure students receive the necessary education for professional social work practice. Therefore, in this course, it is expected that students will begin developing specific practice behaviors related to Competencies 1,2,3, 4, 5, 6, 7, 8, & 9. These competencies are restated below with these practice behaviors and specific assignments that will assist in the development of this competency (Note: This does not necessarily list every activity or competency covered in the course. More specific information about assignments and measures of acceptable achievement are found in Course Requirements.). This course will offer students the curriculum material to assist in the development of:

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision-making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social

work. Social Workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior

Assignments:

- In-class activity and discussion of expected professional behaviors
- Agency Networking
- Daily Log of internship activities
- Development of Learning Agreement
- Review of internship requirements
- Recording Minutes of a professional meeting
- Classroom discussion and activities regarding ethics and ethical dilemmas (Role plays, vignettes, videos, PowerPoint)
- Course Discussions
- Special Topics: Professional Social Work Behaviors and Ethics Presentation
- Record Unit Board or Other Meetings + Summary
- Attend In-Service Seminar/Conference + Summary
- Review of the Alabama State Board of Social Work Licensure requirements

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social Workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably, and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- advocate for human rights at the individual, family, group, organizational, and community system levels
- engage in practices that advocate human rights to promote social, racial, economic, and environmental justice

Assignments:

- Special Topics: Professional Social Work Behaviors and Ethics Presentation

- Record Unit Board or Other Meetings + Summary
- Attend In-Service Seminar/Conference + Summary
- Classroom discussions and activities
- Comprehensive Assessment
- Daily log of internship activities
- Course Discussions
- Course Participation

Competency 3: Engage in Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

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

Assignments:

- Special Topics: Professional Social Work Behaviors and Ethics Presentation
- Classroom discussions and activities
- Record Unit Board or Other Meetings + Summary
- Agency Networking
- Attend In-Service Seminar/Conference + Summary
- Daily log of internship activities
- Course Participation
- Comprehensive Assessment

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

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers

understand inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and the interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

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

Assignments:

- Seminar Activities/Discussions
- Daily Log of internship activities
- Agency Networking
- Guest Speakers

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects well-being, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights-based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

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

Assignments:

- Agency Networking
- Record Unit Board or Other Meetings + Summary
- Attend In-Service Seminar/Conference + Summary
- Comprehensive Assessment
- Seminar discussions

- Special Topics: Professional Social Work Behaviors and Ethics Presentation

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
- Understanding the systems theory framework related to social work practice, including a focus on person and environment, as it relates to individuals, families, groups, organizations/communities.
- Gain an understanding of organizational structures and styles that affect the practitioner's ability to gather information for clients.

Assignments:

- Comprehensive Assessment
- Record Unit Board or Other Meetings + Summary
- Attend In-Service Seminar/Conference + Summary
- Agency Networking
- Special Topics: Professional Social Work Behaviors and Ethics Presentation
- Course Discussions
- Course Participation
- Daily Log of internship activities
- Seminar Activities/Discussions (Role plays and vignettes)

Competency 7: Assess Individuals, Families, Groups, Organizations and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand

how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers:

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

Assignments:

- Comprehensive Assessment
- Seminar Activities/Discussions (Role plays and vignettes)
- Agency Networking
- Course Discussions
- Course Participation
- Daily log of internship activities

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

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

Social workers:

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

Assignments:

- Seminar Activities/Discussions

- Course Participation
- Guest Speakers
- Comprehensive Assessment
- Agency Networking
- Daily Log of internship activities
- Seminar Activities/Discussions (Role plays and vignettes)

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

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

Assignments:

- Agency Networking
- Development of Learning Agreement
- Seminar Activities/Discussions (Role plays and vignettes)
- Comprehensive Assessment
- Daily log of internship activities

Advanced Generalist Social Work Practice

Advanced generalist social work practice is defined by its integration of a broad range of knowledge, values, and skills across micro, mezzo, and macro systems (Bolin, 2014). This scope of practice empowers social workers to adapt interventions to fit the unique challenges faced in diverse settings and situations. Key components of this framework include:

- An eclectic foundation that incorporates theoretical and methodological knowledge, as well as research and evaluation complexity, enabling practitioners to tailor their approach to the specific environmental and cultural needs of clients.
- A multimethod approach that applies interventions across individual, family, group, organizational, and community levels of practice to address current and emerging issues and maximize the odds of successful outcomes for human and environmental well-being.

- A commitment to social justice, fostering collaborative efforts between practitioners and clients to redistribute power and resources equitably in support of human and environmental well-being (Derezotes, 2000; Bolin, 2014).

An advanced generalist curriculum is especially appropriate for MSW programs preparing students to practice in rural and non-urban communities where infrastructure and formal service networks are often limited or absent (Derezotes, 2000). In such environments, social workers frequently encounter complex, multidimensional issues that require them to act autonomously, without the option to refer clients to specialized agencies. They must function as versatile practitioners—essentially a “one-stop” resource—capable of addressing individual needs within broader community and environmental contexts. Rural social work demands the competencies cultivated through advanced generalist training, such as ethical decision-making, cultural humility, and the ability to navigate resource-scarce environments (Leotti et al., 2021).

Mission Statement of the Master of Social Work Program

The mission of the social work program at Jacksonville State University is to provide students with the knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, public service, and professional social work practice.

The mission of the Master of Social Work (MSW) program at Jacksonville State University is to provide a high-quality education through academic preparation for graduates to engage in independent advanced generalist social work practice, and to address local, regional, and national workforce needs for social work services. The motivation is for the development of professionals with advanced, ethical, evidence-based social work practice and leadership skills at all practice levels with the goal of improving individual and societal well-being.

A consistent message exists between the profession’s purpose and the mission of the MSW program. The goals of the MSW programs at Jacksonville State University are derived directly from the mission statement.

Social Work Program Goals

The goals of the MSW programs at Jacksonville State University are derived directly from the mission statement. The six (6) goals are as follows:

- To provide academic preparation for advanced generalist social work practice with individuals, families, groups, organizations, and communities, with a goal of enhancing individual and societal well-being.
- To provide advanced generalist social work students with the knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, and public service.
- To provide a high-quality education to graduate level social work students that prepares them for advanced generalist social work practice on a local to global level.
- To provide advanced generalist social work students opportunities for partnerships of service, with a central focus of being a regionally responsive, community-based, and practice-centered program.

- To prepare advanced generalist social work practitioners with the highest level of training and education for successful social work practice emphasizing regional and rural communities.
- To prepare advanced generalist social work practitioners with the knowledge, skills, and attributes to provide quality services to diverse populations living in diverse communities.

Student Expectations and Policies

Student Conduct

All students shall abide by the [National Association of Social Workers Code of Ethics](#); [JSU Student Code of Conduct](#); and the Classroom Policies. Links may also be located within JSU and Social Work Resources Tabs.

Academic Honesty Policy

In a university community, true knowledge can be gained only through honest means. A Scholar's Code can be found in both the Undergraduate and Graduate Catalogs and the Student Handbook. Students who violate the Scholar's Code will be subject to disciplinary actions which could range from a zero on an assignment to failure of the course; repeated offenses can result in dismissal from the university. Records of academic dishonesty are kept in the Office of Community Standards and Student Ethics. To learn more visit [Scholar's Code](#) webpage.

Student Privacy Policy

Jacksonville State University protects the privacy of all students, including online and distance learning students, through adherence to the Family Educational Rights and Privacy Act of 1974 (FERPA) through compliance with other institutional policies and procedures governing the management and security of protected information of faculty, staff, and students, and by outlining the expectations of privacy for the university community as regards to electronic information. To view the full policy please visit the [JSU Student Privacy Policy](#) website.

Jax State Student Laptop Policy

JAX State students will need a laptop that runs either Windows or Macintosh operating systems. Students are encouraged to bring laptops to classes and learning spaces on campus to access virtual labs and other computing resources available online. This laptop requirement ensures you will have adequate and timely access to the electronic resources necessary to be a successful JAX State Gamecock. **Chromebooks, tablets, and smartphones cannot access all the electronic educational material and resources used at JAX State and are therefore not suitable devices.**

Verification of Student Attendance Policy

The University must abide by federal guidelines to verify the participation of students. For all course types, including thesis, internships, labs, online courses, etc., the instructor must verify your participation based on some type of participation. This may include submission of an online assignment or other course related contact with the instructor. **(However, simply logging into Canvas will not count as an academically related activity.)**

Social Work Attendance Policy

Jax State believes that the extent to which students are committed to their academic and professional responsibilities is reflected in their efforts to attend class regularly and on time. When circumstances prevent a student from meeting these responsibilities, the student is expected to give prior notice to the course instructor or present documentation that emergency circumstances prevented prior notice.

The BSW and MSW program at JSU are accredited by the Council on Social Work Education. Due to our responsibility to address accreditation standards in our academic programs, it is the policy of the Social Work Program that students ***must attend and participate in at least 80% of the scheduled in-person classes in order to receive a passing grade for the course.***

If your class is hybrid or 100% online, your instructor will determine if you have attended and/or participated in 80% of the class through various means, including, but not limited to: assignments with due dates, exams, discussion boards, virtual class meetings, etc.

Class absences are strongly discouraged. However, we understand that illness, accidents, and other emergency situations may arise through no fault of your own. If your absences are likely to lead to you missing more than 20% of the class, your instructor and your advisor will discuss academic options to determine what best meets your needs and the requirements of the program.

Unexcused absences are recorded and reported directly to your advisor. Unexcused absences for student athletes and students on scholarship or any type of financial assistance (including for veterans) are reported additionally to respective coaches and/or advisors. **For the purposes of this course, you can miss one and a half course periods, without your absences negatively impacting your grade.**

A social work program approved or a JSU sanctioned event, may be counted as professional off-campus education and may be excluded from this attendance policy.

Because tardiness is disruptive and disrespectful to a class meeting, three (3) tardies, as defined by the instructor, will equal one (1) absence. Likewise, leaving early is unacceptable and may result in an absence for the class. Students who leave the classroom and return beyond a scheduled break may be counted as tardy at the discretion of the instructor. In order to be counted as present, the student is responsible for signing the roll sheet.

Policy on Incomplete Grades

Students wishing to request a grade of "Incomplete" or "I" for a course must complete the following steps:

- To be eligible you must be passing the course after the last day to drop from the current term.
- Discuss with their instructor a completion plan for the requested Incomplete grade.
- Fill out the [Incomplete Grade Completion Plan Form](#)

Please Note: This form is used to request an Incomplete grade for only one course. Students needing to request multiple Incomplete grades for multiple courses should submit one form for each course.

Additional Information:

- Coursework for a grade of "I" must be completed within the next major (fall or spring) semester.

- Once the student has completed all coursework requirements for a grade of "I," the instructor submits a grade change to the Registrar's Office. The Registrar then notifies the student of the grade change.
- Students who are approved for an "I" in a course should not register for the course again.
- Failure to complete coursework requirements within the established time frame will result in a grade of "F" being assigned or grades of "I" will roll to "F" on the day grades are due in each term.
- If at any time the instructor is not available, the appropriate department head and/or academic dean of the course will represent the instructor's interest.
- All Incomplete grades for all courses, including those not required, must be completed prior to a degree being awarded. Otherwise, the grade of "I" will be converted to "F" for the degree GPA to be calculated.

Requesting extensions: The student must submit a written request for an extension to remove an "Incomplete." The instructor, department head, and dean must approve the extension before the registrar grants an extension of time. *Graduate students must also submit all incomplete grade extensions to the Director of Graduate Studies prior to the last day of classes in the fall and spring semesters and prior to the day before grades are due in the final summer term. The instructor and graduate director must approve the extension before the Registrar processes the request. If at any time during the process, as detailed above, the instructor is not available, the appropriate department head and/or academic dean will represent the instructor's interest.

Late Assignments Policy

Assignments are due at by the designated due date (**Wednesdays by 11:59pm, unless otherwise stated**). *Extensions on assignments are offered. However, students will not be granted more than three (3) extensions per semester. Extensions must be requested by the student prior to the assignment's due date. Extensions should be requested via GEM (jsu) email. If an extension is granted by the instructor, the student will receive a 10% deduction for late assignments each calendar day. Assignments are not accepted after the 3rd day.* Any late assignments submitted without prior approval will not be graded for credit. Students will receive a zero on late assignments submitted without extension request.

No Binding Obligation

This syllabus is designed to guide our learning in this course, but it is subject to change based upon factors such as realizing course goals and learning outcomes, student progress, etc. Changes are effective, if and when made at any time during the semester, with oral notice to those in attendance or using our Learning Management System (Canvas) or Navigate Communication System.

Academic Grievance

A student may appeal an assigned grade, or a similar decision related to academic performance if the student has evidence or reason to believe a grade was assigned or a decision was made in a malicious, (intentionally harmful; spiteful) capricious, (subject to, led by, or indicative of a sudden, odd notion or unpredictable change; erratic) erroneous, (containing error; mistaken; incorrect; wrong) or arbitrary (based on whim or personal preference, without reason or pattern; random) manner. The burden of proof and preponderance of evidence shall be upon the student such that the student challenging the

decision, action or final grade assigned has the burden of supplying evidence that proves that the instructor's decision was incorrect.

In cases where the academic decision is based on a deficiency in or a violation of a clinical or professional standard, the deficiency or violation may be considered sufficient proof to support an academic failure or dismissal notwithstanding a student's success in other areas of academic performance.

For the grievance to be valid, the student must follow the steps outlined below in the order indicated and within the given timelines. Furthermore, the grievance at each additional step in the process must be in writing, utilizing the form located on the Academic Affairs webpage. Documents submitted for the purpose of the grievance will become the property of Jacksonville State University and will be used solely for the purpose of investigating the grievance. For additional information on how to file a grievance, please go to [the JSU Student Handbook](#).

Military-Connected Students Statement

The Office of Military & Post-Traditional Student Services serves all active duty, guard, reserve, veteran, and dependent students at JSU. If you have any questions, please contact (256) 782-8838, veterans@jsu.edu, or at the physical location in the basement of Daugette Hall. If you are a student currently serving in the military (Active Duty, Guard, or Reserves) with the potential of being called to military service or training during the course of the semester, you are encouraged to contact your course instructor no later than the first week of class to discuss the class attendance policy. The instructor may make accommodations for this absence or suggest that you take the course at another time.

Jacksonville State Title IX & Clery Policy

Jacksonville State University does not discriminate on the basis of sex in the educational programs or activities that it operates. JSU is required, by Title IX of the Education Amendments of 1972 and the Department of Education regulations to implement Title IX, not to discriminate in such a manner. This requirement to not discriminate in educational programs and activities extends to employment by the university and to admission thereto. This may include sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and other conduct that is addressed in our "[Sex-Based Harassment and Misconduct Policy](#)". Anyone with knowledge of this type of conduct is asked to immediately report such incidents to the University Police Department at (256) 782-5050 or the Title IX Coordinator at (256) 782-5769. If an individual wishes to keep the information confidential, the individual speak with a counselor at the Counseling Services office at (256) 782-5475 or a medical provider at JSU's Health Center (256) 782-5310. For more information about Title IX or to report a concern, please visit the [JSU Title IX webpage](#).

Clery Notice: In compliance with the [Jeanne Clery Disclosure of Campus Security and Crime Statistics Act](#), the [Jacksonville State University Police](#) provide information on crimes statistics, crime prevention, law enforcement, crime reporting, and other related issues for the past three calendar years. The [JSU Annual Campus Security and Fire Report](#) is available online.

In addition to this extensive policy outlining response to any type of student harassment and/or discriminatory or hostile act, various sites on campus are designated "Safe Zones" where students may speak with faculty and/or staff regarding questions about or reporting an actual hostile act. These sites are indicated by a round green sticker labeled Safe Zone + located on office walls, doors, windows, or bulletin boards.

Disability Resources

Jacksonville State University is committed to creating an inclusive learning environment that meets the needs of its diverse student body. If you are currently experiencing or anticipate that you will have any barriers to learning in this course, please feel welcome to discuss your concerns with me. It is my goal to create a learning experience that is as accessible as possible. The Department of Social Work accommodates students with disabilities, pursuant to federal and state law. If you have a disability, or think you may have a disability, that may have some impact on your work in this course and for which you may require academic adjustments or accommodations, please work with a staff member in Disability Resources so that accommodations can be considered. Students that receive accommodation letters, or Individualized Post-Secondary Plans (IPPs) should meet with me to discuss the provisions of your accommodations as early in the semester as possible. You can find more information about the [Office of Disability Resources on the web](#) or by visiting the Student Success Center on the 2nd Floor of the Houston Cole Library. You may also call (256) 782-8380 or email at disabilityresources@jsu.edu. All discussions will remain confidential.

Student Responsibilities

It is the student's responsibility to be prepared to discuss the assigned reading materials and to participate in all class discussions including those managed in blogs and other electronic formats. At all times, the student is expected to be courteous and respectful to their classmates and instructor. It is the student's responsibility to obtain any lecture notes, handouts or information presented in class when they are absent from a scheduled class. Information should be obtained from peers. Students will not be permitted to make up pop quizzes that are missed due to absence. Students will not be permitted to take a pop quiz that is already in progress if they are tardy. Make-up Exams are scheduled by the instructor for each course. Students who miss a scheduled make-up exam will receive a ZERO for that exam. Please remember that you are preparing for a professional career where missed deadlines could lead to the loss of a job or could have negative repercussions for a client. Please take all deadlines seriously. In addition, excessive tardiness or leaving class early will not be condoned.

Failure to complete any portion of this course's assigned work may prevent completion of this course. Assignments are aligned with CSWE competencies. Therefore, when not completed, the student has not sufficiently demonstrated mastery of the competency as required. Specifically, students who do not submit assignments correlated to the CSWE competencies will not pass the course.

It is expected that students will exhibit professional social work behaviors. As such, not having your book and/or required course materials for class is not an excuse for late work or lack of participation. Failure to timely complete any portion of assigned work may prevent successful completion of the course.

Social Work Program Professionalism Policy

Professionalism is a required attribute among social workers. Most importantly, professionalism is demonstrating the values of the social work profession through words, ethics, actions, and demeanor. Professionalism in the classroom entails coming to class on time, being appropriately dressed for an adult learning environment, reading the assigned

materials and critically reflecting on it, being prepared to engage in discussion, and completing all assigned activities. Additionally, it is contributing appropriately to in-class exercises and small group activities.

Disruptive behavior will not be tolerated—this includes side conversations with peers during scheduled class time. Be prepared to begin class promptly at the assigned time—excessive tardiness and absenteeism will not be tolerated. Please silence cellphones prior to entering the classroom. Texting, checking email, chat room discussions, playing online games, blogging, and social media communication is strictly prohibited while class is in session. Outside of the classroom additional professional behavior is expected - this includes not gossiping about classmates or events occurring in the classroom or at practicum. Professionalism extends to social media - having a blog or other means of communication that is subversive or harmful to the classroom environment/classmate's/ faculty is considered a violation of the professionalism policy.

Social Work Education, as well as Professional Social Work Practice, mandates that all social workers engage in diversity and difference in practice. We are instructed to have knowledge and skills to engage in practice that is anti-racist, diverse, and reflects equity and inclusion (ADEI). Specifically, CSWE, the accrediting body of social work education states that social workers should "understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group organizational and community levels and in policy and research." (CSWE EPAS 2022) The content and discussions of this course are designed to promote a deeper understanding of social issues and professional competence in social work practice. By participating in this course, students are not being asked to assent with the faculty, but they are agreeing to uphold these principles and contribute to a productive and respectful learning environment.

Scholars' Code

The University recognizes that the open exchange of ideas plays a vital role in the academic endeavor, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept. Therefore, students generally are encouraged to engage in conversations with their teachers and classmates about their courses, their research, and even their assignments. These kinds of discussions and debates in some ways represent the essence of life in an academic community. Even so, it is important for all scholars to maintain academic integrity in all aspects of their work, clearly noting when they have relied upon or incorporated the work of others.

To ensure academic honesty and provide support for students who may have engaged in minor violations, the university proposes the Scholars' Code as means by which the course instructor can work with students in an educational and restorative manner while also securing the academic integrity of the university.

This policy emphasizes several values in order to provide students a clear path forward if they have committed an offense and to provide faculty with clear steps to follow when a student has committed an offense in their class. The first of those values is the student's

academic responsibility, followed by values impacting the process through which an offense is adjudicated: nondiscrimination, equal and consistent treatment, confidentiality, and respect.

To that end, the policy consists of the following aspects:

- Violations
 - Levels of offense
 - Procedures and standards for course instructor reporting
 - Process
 - Levels of sanction based on offense
 - Appeals process

This policy is intended to provide a consistent view of academic dishonesty and a practice to follow for course instructors in reporting incidents of academic dishonesty and in initiating the formal adjudication process on the university level.

Violations

In a university community, true knowledge can be gained only through honest means. Therefore, all academic dishonesty is expressly prohibited, whether in the traditional classroom or in online or hybrid settings.

Violations include, but are not limited to, the following:

- The use of unauthorized materials or the receipt of unauthorized assistance during an examination or in the completion of any other assignment, exercise, experiment, or project for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers, or other supplementary items.
- Copying or utilizing information from a paper of another student during an examination.
- Rendering unauthorized assistance to another student by knowingly permitting him or her to copy an examination, project, paper, assignment, exhibit, exercise, or other material to be submitted for academic credit.
- Illegally obtaining or attempting to obtain unauthorized prior knowledge of an examination or test materials.
- Selling or giving to another student, unauthorized copies of tests or examinations, or research assignments.
- The use of a commercially prepared term paper or research project or the submission of a paper, project, or experiment completed by someone other than the student submitting any of the above for academic credit.
- Falsifying class attendance.
- Falsifying reasons why a student did not attend a required class or take a scheduled examination.
- Taking an examination in the place of another student.
- Making unauthorized changes in any reported grade or on an official academic report form.

- Unauthorized collaboration between two or more students on an examination, paper, or project.
- Plagiarism, which is the deliberate act of copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgement of their true source.
- Making use of computing facilities and electronic devices in an academically dishonest manner including personal devices such as phones, tablets, dual monitors, watches, and glasses.
- Using online sources and programs, such as artificial intelligence, ChatGPT, and other generative AI, to produce content without proper acknowledgment or authorization.

Levels of Offense

The following levels of offense provide specific examples of academic dishonesty in three categories: collaboration, cheating, and plagiarism.

MINOR OFFENSES: In general, minor offenses involve errors in judgment that, in the course instructor's professional opinion, violate academic integrity, such as:

- Minor Collaboration example: student copies part of the work of another student exactly on an assignment on which collaboration is allowed but copying is not.
- Minor Cheating example: A student is caught glancing at another exam, but there is no evidence of premeditation or collaboration between those students.
- Minor Plagiarism example: student indicates that source of information is not original but does not follow proper citation procedures.

MODERATE OFFENSES: In general, moderate offenses are unpremeditated dishonest acts that directly affect only one student, such as:

- Moderate Collaboration example: student paraphrases or copies a sentence (or two) without citing the source or provides an improper citation.
- Moderate Cheating example: student cheats, or facilitates the cheating of another, on an examination (in cases where there is no evidence of premeditation).
A student tries to gain an advantage in an exam by removing reserved materials from a lab or library to have additional study time at home.
- Moderate Plagiarism example: student paraphrases or copies a portion of a document without citing the source or provides an improper citation.

MAJOR OFFENSES: In general, major offenses are premeditated dishonest acts or dishonest acts that directly affect the offenders and/or other students' grades, such as:

- Major Collaboration example: student poses as, or facilitates another posing as, someone else during an exam; student requests or receives payment for unauthorized academic content; student directs another student on how to evade detection.
- Major Cheating example: student cheats or facilitates the cheating of another on an examination in a way that is premeditated (e.g., using a cheat sheet, a prearranged

system of sharing answers, a prearranged system of accessing unauthorized academic content, or some similar method that was planned in advance).

- Major Plagiarism example: student places his/her name on a written assignment he/she did not write.

The Department of Social Work maintains standard policies relating to Honesty, Attendance, Grading, and Written Work. Please consult the [JSU SW Student Handbook](#) for this information. The Department also adheres to the University policy in regard to academic discipline: [JSU Student Handbook](#). The BSW and MSW are professional level degrees, therefore, professional conduct is expected. Students who are caught plagiarizing assignments or cheating on exams may not get credit for the assignment or exam; may be expelled from the class, the Social Work Program, or the University. It is the expectation of the faculty of the Department of Social Work that students adhere to the standards of the [National Association of Social Workers Code of Ethics](#).

Personal Electronic Communication Devices

All forms of personal electronic communication devices must be out of sight and in the power-off mode for class and testing periods. During a testing period in class, any use of a personal electronic communication device, without the prior consent of the instructor, constitutes *prima-facie* evidence of academic dishonesty with no right of grade appeal. If the instructor observes the device, the presumption is that cheating has occurred and a grade of "F" will be assigned for that exam, quiz, etc.

Cell phones are to remain out of sight and in the power-off mode during class. If a student has an outside emergency, they can be reached at 256-782-5591. Students should provide this number to their families, and children's daycare/schools.

Social Work Resources

[NASW Policies for Rural Social Work](#)

[NASW Code of Ethics](#)

[NASW, ASWE, CSWE, and CSWA Standards for Technology in Social Work Practice](#)

Course Learning Outcomes and Assessment

- Develop an understanding of oneself as a professional in the workplace.
- Demonstrate the professional use of self in work with individuals, families, groups, organization, and community settings.
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- Develop and use critical thinking skills for problem solving related to injustices for individuals, families, groups, and organizations, communities, and large social systems.
- Develop knowledge of trends and issues that promote justice and equality in work with individuals, families, groups, and community organization.

- Practice respectfully and without discrimination the skills best suited to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.
- Develop and demonstrate an understanding and acceptance of evidence-based techniques that address the unique differences of clients and coworkers.
- Integrate knowledge of human behavior, social work values and generalist practice skills for work with individuals, families, groups, organizations, communities and large social systems, and work in social and economic justice.
- Understand the strategies of change that advance social and economic justice and become advocates for clients in all social systems.
- Develop an understanding of how to seek out and process information to expand knowledge of individuals, families, groups, organizations and communities.
- Develop and apply the knowledge necessary for successful engagement of individuals and systems.
- Understand how policies positively and negatively affect practice with clients and influence intervention strategies
- Utilize critical thinking to integrate assessment into intervention decisions likely to produce best results for clients.
- Gain an understanding of the forces (economic, political, social, etc.) that affect the outcomes for individuals, families, groups, organizations and communities.
- Develop knowledge of how the structure of an agency is affected by various means of evaluation.

Method of Instruction

This course is designed to include a variety of teaching methodologies to achieve the expectation of student mastery of evidence-based practice skill in foundational social work practice. Learning activities will include readings, case debriefing, role playing, writing assignments, team competition, lectures, web-based materials, discussions, presentations and group and individual experiential activities.

A main premise of this course is student involvement in class. Key instructional tools used are lecture with question and discussion, as well as weekly quizzes. Learning is the student's responsibility and should not only occur in the "course classroom" but outside the classroom. This course utilizes a "Flipped Classroom" pedagogy. Students are expected to be prepared for class by completing reading assignments, worksheets and, possible exercises. The purpose of the lecture will be to discuss key points and general themes, make connections, and explain difficult material from the reading and the internship of practice. Students are expected to read for overall comprehension of the material. Lecture will also include examples and illustrations as well as other selected contemporary materials of interest.

Assignment Details and Methods of Evaluation

Students will submit typed assignments to Canvas and post their own materials according to the instructions given. Students are expected to complete all required assignments.

Students will be required to present a doctor's excuse to receive full credit for any work that is turned in late. Another excused reason for late work will be death in one's immediate family. Arrangements should be made with the instructor if a student knows he/she/they will be out on an assignment due date. Unless otherwise noted, all assignments are due via Canvas by the due date provided in the syllabus and Canvas.

My goal for this and other courses is for students to make the most of the learning experience, not to simply to earn an 'A'. Student expectations about the grades they receive on assignments will be wholly based on (1) the extent to which the student responds to assignment objectives, (2) the quality of student writing (to include syntax, grammar, spelling, organization, clarity, and APA formatting), and (3) the students' ability to demonstrate critical thinking and write with depth. If there are assignment instructions that are unclear to students, please note that it is the student's responsibility to bring this to my attention and do so in a timely manner. If students have an issue with a grade on an assignment, please document your reasons in writing with specific attention to the three points above. Next, email the document to me, and I will give your concerns fair and careful attention. Grades are not assigned on a curve. Students should not count on extra credit opportunities. The following assignments will be completed during the semester, with points provided for each completed course assignment. Grading will be based on total points accrued. **All assignments are due on Wednesdays by 11:59pm, unless otherwise stated.**

Assignments

Learning Agreement (250pts)

Participation (80pts)

Course Discussions (75pts)

Agency Networking (50pts)

Comprehensive Assessment (100pts)

Special Topics: Professional Social Work Behaviors + Ethics Presentations (100pts)

Attend In-Service Seminar/Conference + Summary (50pts)

Record Unit Board or Other Meetings + Summary (50pts)

Professional Portfolio (75pts)

Daily Log (100pts)

LEARNING AGREEMENT/INTERNSHIP EVALUATION: 250pts (Competencies 1, 2, 3, 4, 5, 6, 7, 8 & 9)

Internship Instructors (FI) and students will develop a learning agreement during the first week of internship placement. FI will rate students during midterm and the final weeks of placement and recommend a grade. This instrument will be discussed and reviewed in detail with both the students and the Internship Instructors as it will be the primary tool in determining the final grade.

Course Discussions: 75 pts (Competencies 1, 2, 6, & 7)

Five (5) course discussions assigned weekly (15 pts each). Students must post a response to the discussion (10pts) and respond to a peer's submission in 150 words or more (5pts) during the same grading period

AGENCY NETWORKING: 50 pts (Competencies 1, 3, 4, 5, & 6)

This assignment is designed to help you understand your placement agency as part of a broader service network. By identifying and exploring its connections to other agencies, you will gain valuable insights into collaboration, resource sharing, and the systems perspective in social work practice. This assignment integrates key social work competencies, including systems theory, professional networking, and effective communication.

Identify Five Networking Agencies

- Begin by consulting with your supervisor or agency staff to identify **five (5) agencies** your placement agency collaborates with regularly. These agencies may include referral partners, funding organizations, service providers, or advocacy groups.
- Focus on agencies with a clear, active networking relationship that supports your placement agency's mission and service delivery.

Visit the Agencies and Conduct Interviews

- Schedule visits to each of the five identified agencies. If in-person visits are not feasible, virtual meetings or phone interviews are acceptable with prior approval from the instructor.
- Identify and interview a representative from each agency who is familiar with the networking relationship (e.g., case manager, program director, or partnership liaison).

Sample Questions:

1. What is the primary role of this agency?
2. How does this agency collaborate with my placement agency?
3. What are the strengths and challenges of this networking relationship?
4. How does the collaboration enhance service delivery or outcomes for clients?
5. Are there any gaps in services or resources within this network?

Summary: Summarize your findings ensuring your responses are clear, detailed, and professionally written.

- For each agency, include the following:
 - Agency name and primary role (e.g., services offered, target population)
 - Description of the networking relationship with your placement agency
 - Key insights from your interview, including identified strengths and challenges
 - Any observed patterns or themes across the five agencies

Special Topics: PROFESSIONAL SOCIAL WORK BEHAVIORS + ETHICS

PRESENTATION: 100 pts (Competencies 1, 2, 3, 5, & 6).

This individual presentation assignment is designed to explore current trends and critical issues related to professional behaviors, ethical considerations, and the development of social work interns in internship education. Each student will lead a 20-minute presentation on a selected topic, demonstrating their ability to apply the NASW Code of Ethics and integrate anti-racism, diversity, equity, and inclusion (ADEI) principles.

Prepare a 20-minute presentation addressing the following:

- A detailed exploration of the topic, supported by evidence-informed research.
- A discussion of how the topic relates to professional behaviors, ethical standards, and the NASW Code of Ethics.
- An analysis of societal stigma related to the topic and its implications for social work practice.
- Integration of ADEI principles, specifically addressing anti-racism, diversity, equity, and inclusion.
- At least three (3) evidence-informed references (peer-reviewed or credible non-peer-reviewed sources) to support your analysis.

- Create an outline summarizing the key points of your presentation. Submit your outline via Canvas seven (7) days prior to your scheduled presentation date.

Presentation Delivery: Deliver a 20-minute presentation to the class, using slides, visuals, or other media as appropriate. Engage peers in meaningful dialogue by including one discussion question related to your topic. Demonstrate professionalism, cultural humility, and critical thinking during your presentation

Special Topics + Presentation Dates

Thursday February 6th

- Using Feedback Effectively: A Key Component of Professional Behavior in Internship Education
- Ethical Challenges in Social Work Internships: Balancing Dual Relationships and Boundaries
- The Role of Cultural Humility in Navigating Ethical Dilemmas During Internship Placements

Thursday February 20th

- Documentation and Confidentiality in Internship Practice: Ethical and Professional Standards
- Developing Self-Awareness: Managing Personal Values in Professional Practice
- Navigating Ethical Decision-Making as a Social Work Intern: Applying the NASW Code of Ethics

Thursday March 6th

- The Importance of Professional Communication in Social Work Internships

Thursday March 20th

- Advocacy as an Intern: Promoting Social Justice and Systemic Change in Internship Placements
- Self-Care and Boundary Setting: Promoting Professional Well-Being for Social Work Interns
- Anti-Racist Social Work Practice in Internships: Addressing Systemic Inequities
- The Use of Reflective Practice to Enhance Ethical and Professional Growth in Internships

Record Unit Board or Other Meetings + Summary: 50 pts (Competencies 1, 2, 3, 5 & 6).

As part of your internship experience, you will attend a professional meeting (e.g., board meeting, staff meeting, or community group meeting) and document it as if you were the official recorder. This exercise is designed to enhance your observation, documentation, and professional writing skills—essential competencies for effective social work practice. The following guidelines will help you structure and prepare your written meeting summary.

Meeting Summary

Write the summary as though you are the official recorder responsible for creating the formal meeting minutes. Use the following structure:

Meeting Details

- Meeting Name/Title: [e.g., Board of Directors Meeting, Community Advocacy Group Meeting]
- Date: [MM/DD/YYYY]
- Time: [Start Time – End Time]

- Location: [Physical or Virtual Meeting Location]
- Attendees: [List names, roles, or titles of key participants. Use "staff" or "community member" if anonymity is required.]

Agenda Overview

Provide a brief overview of the meeting agenda. List the key items discussed in the order they appeared on the agenda. If the agenda was distributed before the meeting, attach it to your submission.

Example:

- Welcome and introductions
- Review and approval of previous meeting minutes
- Discussion of upcoming projects
- Budget review and approval
- Adjournment

Summary of Discussions

For each agenda item, summarize the key points discussed. Be concise but thorough, capturing important decisions, action items, and any relevant debates or differing opinions.

Example: *Budget Review and Approval:* The Treasurer presented the quarterly budget report, highlighting a surplus in program funding. Members discussed reallocating funds toward staff development. A motion was made by [Name] and seconded by [Name] to approve the budget. The motion passed unanimously.

Decisions Made and Action Items

Clearly document all decisions made, including motions passed, tabled discussions, or unresolved issues. List action items with assigned responsibilities and deadlines.

Example:

- *Decisions Made:*
 - Approved the reallocation of surplus funds toward staff development.
- *Action Items:*
 - [Name] to develop a staff development proposal by [Deadline].

Meeting Conclusion

Summarize the meeting's conclusion, including the next steps, any final remarks, and the next scheduled meeting date (if applicable)

Attend In-Service Seminar/Conference + Summary: 50 pts (Competencies 1, 2, 3, 5 & 6).

As part of your internship experience, you will attend an in-service training, seminar, or workshop sponsored by your placement agency or another social service organization in the community. After attending, you will write a one-page summary of your experience. This

assignment is designed to help you critically reflect on your learning and connect your experience to the theories, concepts, and skills discussed in the classroom. Follow the instructions below to ensure a thorough and professional summary.

One Page Summary

Your summary should be concise, reflective, and analytical, demonstrating your ability to connect the training experience to social work concepts and competencies. Structure your one-page summary as follows:

Event Details

- Title of Event: [e.g., “Trauma-Informed Care in School Settings”]
- Date: [MM/DD/YYYY]
- Location: [In-person location or virtual platform]
- Sponsoring Agency/Organization: [Name of the hosting agency or organization]

Overview of the Event

Provide a brief description of the event. Identify the purpose, key topics covered, and the structure of the session (e.g., lecture, interactive activities, panel discussion). Include information about the presenter(s), such as their name, credentials, or expertise.

Example: The seminar, titled “Trauma-Informed Care in School Settings,” was conducted by [Presenter Name], LCSW, and focused on strategies for integrating trauma-informed principles into educational environments. The session included a lecture, case study discussions, and a Q&A segment.

Key Takeaways

Summarize the most important information, insights, or skills you gained from the event. Be specific and focus on points that resonated with you or were particularly relevant to your internship work.

Example: One significant takeaway was the emphasis on the importance of safety and predictability for students who have experienced trauma. The presenter also highlighted the role of self-regulation practices for staff in maintaining a calm and supportive environment.

Connection to Classroom Concepts

Draw clear connections between the event content and the theories, concepts, or frameworks discussed in your coursework. Reflect on how the training reinforced or expanded your understanding of these concepts and how they can be applied in practice.

Example: The seminar reinforced classroom discussions on trauma-informed care, particularly the 12 Core Concepts for Understanding Traumatic Stress Responses in Children and Families. The session deepened my understanding of how environmental factors influence students’ ability to engage in learning, aligning with our discussions on ecological systems theory.

Application to Practice

Reflect on how you can apply the knowledge or skills gained from the event to your current or future social work practice. Identify specific strategies, tools, or approaches you plan to integrate into your internship work.

Example: I plan to incorporate the grounding exercises shared during the session into my one-on-one work with students who exhibit heightened anxiety. Additionally, I will use the

trauma-informed framework to advocate for policy changes in my placement agency that promote consistency in classroom routines.

COMPREHENSIVE ASSESSMENT: 100 pts (Competencies 1, 2, 3, 5, 6, 7, & 8).

Students will be provided with a format to complete a comprehensive assessment of a consumer of the internship agency.

DAILY LOG OF EXPERIENCES: 100 pts (Competencies 1, 2, 3, & 6).

As part of your foundational internship experience, you will complete a daily log to document your activities, reflect on your experiences, and deepen your understanding of professional social work practice. These logs serve as a tool for self-assessment, supervision, and developing critical skills in professional documentation and analysis. Please adhere to the format below.

Daily Log Format

Student Name:

[Your Full Name]

Date:

[MM/DD/YYYY]

Hours at Internship Placement:

[Total hours worked for the day]

Summary of Events/Activities

Provide a concise yet detailed description of the key tasks, events, or activities you engaged in during the day. Use bullet points and include specific details such as interactions, meetings, or administrative tasks.

Example:

- Conducted student and parent interviews as part of orientation
- Updated student files to include referral notes and behavior lab passes for future use
- Met with one student individually to provide emotional support

Feelings and Reactions

Reflect on your emotional responses, observations, and personal experiences during the day. Consider your own thoughts, reactions, and how your values, assumptions, or biases may have influenced your interactions or decision-making.

Example:

"This week has been hectic with students testing boundaries due to the new semester. While this felt overwhelming at times, I also felt energized and excited about building relationships. One female student I spoke with today shared deeply about her experiences, and I was struck by her intelligence and insight. This interaction reminded me why I am passionate about this work."

Professional Analysis/Assessment

Analyze and assess the professional skills, frameworks, and theories you applied. Identify insights or learning moments from your activities and connect them to your professional development. Highlight key social work competencies, ethical considerations, or challenges.

Example:

"My primary goal is to establish rapport with students, and I've realized the value of active listening over offering immediate solutions. Building trust is foundational at this stage. I also noted the importance of accurate and timely documentation to support student success. Managing the volume of paperwork has been challenging but is critical for ethical practice and meeting students' needs effectively."

All assignments are graded based on:

Completeness: Student addresses all parts of the assignment. Assignment is submitted on time.

Competence: Student demonstrates understanding of concepts (can define/describe in own words) and the ability to apply concepts (can cite specific examples that illustrate the concept) to course assignments.

Presentation and Organization: Student produces content has a professional appearance. All work is electronically produced, follows APA 7th edition style including footnotes and references where appropriate and have correct grammar and spelling. Subheadings are used to clearly identify parts of the assignments and relevance of content in each segment. Thoughts are communicated in a clear, concise way.

Integration of Course Content: Student demonstrates an intentional focus by connecting readings and course content to responses within the written assignment.

- An "A" indicates the submitted assignment excelled in the level of thinking, application, and the communication of concepts and meets or exceeds all competencies.
- An "B" assignment indicates acceptable thinking, writing, and application at a level of baseline competencies but suggests one or both aspects could and should be improved.
- A grade lower than "B" indicates one or more of the areas is not up to graduate-level performance and that competencies have not been met.

Course Participation: 80 points

Eight (8) classes over the semester. Each class students may earn 10 points for active participation. Part of your grade will consist of various classroom participation activities. Activities will be conducted at "random" to ensure students attend class and participate on a regular basis. The following will be considered in determining the participation grade (prior to noting tardiness/unexcused absences) (Competencies 2, 3, 6, 7, & 8).

A "A" student attends all class meetings, has reviewed the assignments in advance and comes to class prepared for discussions and role-play. This student has completed all required assignments in preparation for class and turns in all assignments and papers on time. This student consistently takes an active and appropriate role in class discussions and activities. This includes sharing ideas, engaging in practice exercises, asking insightful questions of the instructor and other classmates, and presenting helpful feedback. *10pts*

A "B" student is one who attends all class meetings and comes to class prepared for class discussions and role-play. This student has completed all required assignments in preparation for class and turns in all assignments and papers on time. Although this student sometimes initiates discussion and engages in practice exercises, he/she/they is less consistent and active in this role. he/she/they often asks relevant questions of others, and makes helpful suggestions to others, but is less active with such types of discussion. *8pts*

A "C" student is one who attends all class meetings but is less active in the class process. Although he/she/they may seem attentive non-verbally, he/she/they must be encouraged, or

asked directly, to engage verbally, and does very little appropriate questioning, reluctantly engages in practice exercises, and infrequently interacts with the instructor and classmates during the class time. *6.5pts*

Course Level Grading

930-837 =A

836-744 =B

743-651 =C

Please note that a grade of 650 points or lower is a failing grade.

Social work majors must earn a minimum of “C” or better in each of the social work courses. Students can access their current grade information by clicking on the “Grades” link in Canvas. This will provide an up-to-date grade percentage and ratio of points received out of the points possible. This will be adjusted as new assignments are given and/or graded.

Calendar

Date:	Reading Materials	Assignments
Week 1: <i>In Person Meeting</i>	<p><i>Topic: Introduction & Seminar Overview</i></p> <p>Required Reading</p> <p>Review Syllabus</p> <p>Faulk, Jessica (n.d.) 5 Tips for Success at your Social Work Internship. <i>The New Social Worker Magazine</i>.</p> <p>https://www.socialworker.com/feature-articles/field-placement/5-tips-success-your-social-work-internship/</p> <p>Required Viewing</p> <p>6 Social Work Internship Placement Tips Social Work Internship Tips (11:04) Manicka Thomas, LISW-S</p> <p>https://youtu.be/yAF8kJQ-Cbs?si=IreMzkwaAa2AnEaz</p>	Course Discussion
Week 2:	<p><i>Topic: Ethics</i></p> <p>Required Reading</p> <p>Barsky, Allan (August 2024) Ethics Alive! Coconuts and the Value of Social Relationships. <i>The New Social Worker Magazine</i>.</p>	Course Discussion

	<p>https://www.socialworker.com/feature-articles/ethics-articles/coconuts-value-of-social-relationships/</p> <p>National Association of Social Workers (NASW). (2021). <i>Code of ethics</i>.</p> <p>https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English</p> <p>Required Viewing</p> <p>NASW Code of Ethics Simplified: Essential for ASWB Exam Success (LMSW, LCSW, LICSW) (32:39) Social Work Exam Strategies</p> <p>https://youtu.be/bJ2r-mljcKA?si=NnHYRRwtbUs25gql</p>	
<p>Week 3:</p> <p><i>In Person Meeting</i></p>	<p><i>Topic: Personal Safety</i></p> <p>Required Reading</p> <p>National Association of Social Workers (2013). Guidelines for Social Worker Safety in the Workplace</p> <p>https://www.socialworkers.org/Practice/NASW-Practice-Standards-Guidelines/Guidelines-for-Social-Worker-Safety-in-the-Workplace</p> <p>Required Viewing</p> <p>Things All Social Workers MUST Know to be SAFE at Work (9:16) Jessica Ama</p> <p>https://youtu.be/BQ7_eaDeBAU?si=qB5Ak9QWN7pujZZr</p>	<p>Agency Networking</p>
<p>Week 4:</p>	<p><i>Topic: Safety Issues in the Internship</i></p> <p>Required Reading</p> <p>Coyle, Sue (Winter 2024). Practice Matters: Social Worker Safety. <i>Social Work Today</i>. Volume 24, 1, p26</p>	<p>January Daily Log</p> <p>January Calendar</p> <p>Due:</p>

	https://www.socialworktoday.com/archive/Winter24p26.shtml	
Week 5: <i>In Person Meeting</i>	<p>Topic: Professional Supervision Required Viewing Social Work Supervision – Best Practices (19:00) Savvy Social Worker Exam Prep</p> <p>https://youtu.be/pFPFScMIEMk?si=krcNhs_fyhbb</p> <p>Special Topic Presentations (3)</p>	Attend a Meeting + Summary Due:
Week 6:	<p>Topic: Privacy & Confidentiality Required Reading</p> <p>Reamer, Frederic (February 2016). Eye on Ethics: The complexities of Client Privacy, Confidentiality, and Privileged Communication. Social Work Today.</p> <p>https://www.socialworktoday.com/news/eye_0216.shtml</p> <p>Required Viewing</p> <p>NASW Code of Ethics Breakdown (26:55) Privacy and Confidentiality Part 5 RayTube</p> <p>https://youtu.be/ZOwhrldLxKI?si=TzWaSxL35o5KpvJ3</p>	Course Discussion
Week 7: <i>In Person Meeting</i>	<p>Topic: Self-Care Practices Required Reading</p> <p>Rickerman, Carmen (February 2024). Self-Care A-Z: F-That-Flexibility as a Form of Self-Care. The New Social Worker Magazine.</p> <p>https://www.socialworker.com/feature-articles/self-care/f-that-flexibility-self-care/</p>	Attend an In-Service + Summary Due: 02/26/2025

	Special Topic Presentations (3)	
Week 8:	<p><i>Topic: Documentation</i></p> <p>Required Reading</p> <p>Reamer, Frederic (October 29, 2001). Eye on Ethics: Never Underestimate the Power of Documentation. Social Work Today</p> <p>https://www.socialworktoday.com/news/eye_102901.shtml</p> <p>Required Viewing</p> <p>Writing Case Notes: Quick & Easy Way to Document for School Social Workers (6:43) Social Work Scrapbook</p> <p>https://youtu.be/dVeoo_5Nc2o?si=H1oSafLGa6laDtc3</p>	<p>February Daily Log</p> <p>February Calendar</p> <p>Due: 03/05/2025</p>
Week 9: <i>In Person Meeting</i>	<p><i>Topic: Relationships in the Internship</i></p> <p>Required Reading</p> <p>Gonzalez, Debbie & Longlois, Jaime (March 2023). Breaking Barriers : Relationships in the Social Work Workplace. The New Social Worker Magazine.</p> <p>https://www.socialworker.com/extras/social-work-month-project-2023/breaking-barriers-relationships-social-work-workplace/</p> <p>Special Topic Presentation (1)</p>	Comprehensive Assessment
Week 10:	<i>Topic: Communication</i>	Course Discussion

	<p>Required Reading</p> <p>Wertheimer, Beverly (October 2024). Giving Non-Advice: Fostering Independence and Resilience in Social Work Clients. <i>The New Social Worker Magazine</i>.</p> <p>https://www.socialworker.com/feature-articles/practice/giving-non-advice-fostering-independence-resilience/</p> <p>Required Viewing</p> <p>What is Communication? (9:01) Essential Skills for Social Work & Life Millennial Social Worker</p> <p>https://youtu.be/QSI9xb0YBBQ?si=Vlf9LIVS9qmg8slJ</p>	
<p>Week 11:</p> <p><i>In Person Meeting</i></p> <p><i>Spring Break</i></p>	<p><i>Topic: Cultural Humility</i></p> <p>Required Reading</p> <p>Stahnke, Brittany (December 2021). The Façade of Cultural Competence and the Need for Cultural Humility in a Time of Social Unrest.</p> <p>https://www.socialworker.com/feature-articles/practice/facade-of-cultural-competence-need-for-cultural-humility/</p> <p>Special Topic Presentations (3)</p>	<p>No Assignments Due</p>
<p>Week 12:</p>	<p><i>Topic: Planned Change Process</i></p> <p>Required Reading</p> <p>Mulvena, Fiona (n.d.) A Common Experience: MSW Interns and the Fear of Treating Trauma. <i>The New Social Worker Magazine</i>.</p> <p>https://www.socialworker.com/feature-articles/field-placement/common-</p>	<p>March Calendar</p> <p>March Daily Log</p>

	<p>experience-msw-interns-fear-treating-trauma/</p> <p>Required Viewing</p> <p>Transtheoretical Model and Stages of Change (Examples) (7:57) Practical Psychology https://youtu.be/VVyyhhMzWkiU?si=JU_U2IS1q1by5RvDP</p>	
Week 13: <i>In Person Meeting</i>	<p><i>Topic: Evaluating your SW Practice</i></p> <p>Required Reading</p> <p>Clark, Tarrell (n.d.) Applying the Strengths Perspective to your Self-Reflection. <i>The New Social Worker Magazine</i>.</p> <p>https://www.socialworker.com/feature-articles/field-placement/applying-strengths-perspective-to-self-reflection/</p>	Professional Portfolio
Week 14:	<p><i>Topic: Merging Self and the SW Profession</i></p> <p>Required Reading</p> <p>Fink-Samnick, Ellen (Fall 2016). The 4 L's to a Solid Professional Identity. <i>The New Social Worker Magazine</i>.</p> <p>https://www.socialworker.com/feature-articles/practice/the-4-ls-to-a-solid-professional-identity/</p>	Course Discussion
Week 15: <i>In Person Meeting</i>	<p><i>Topic: Overview of Internship Experience</i></p>	<p>Learning Agreement</p> <p>April Calendar</p>

		April Daily Log
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Note: The instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via e-mail or Canvas announcement, when changes are made in the requirements and/or grading of this course.

JACKSONVILLE STATE UNIVERSITY

Department of Social Work FALL 2025

SW 5951 Advanced Internship

Days: Every Other Thursday as noted

Location: 328 Brewer Hall

Course Faculty Information

Instructor: Julie Tolbert Nix, LICSW-S, PIP

Internship Coordinator/Instructor

jnix@jsu.edu

256.782.5815

311 Brewer Hall

Office Hours

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	9-12	9-12		9-12	
	1-4 :30	1-4 :30	1-4 :30		

OR by appointment (in-person or online)

Communication Policy/Preferences

Students should check their email and CANVAS announcements regularly. All email communication between faculty and students should be via JSU email and/or CANVAS. Faculty will respond within 48 hours other than weekends, holidays, or situations involving a faculty emergency. Please note that emailing right before an exam or major assignment may not guarantee feedback or a response in time to impact your work, so please plan your time accordingly.

Students may also request a TEAMS or in-person meeting with faculty during their office hours. Faculty may also be available during other times by appointment.

Course Description

Advanced internship in a social welfare setting under the direct supervision of a professional social worker. Focuses on the development of advanced applied skills, knowledge, and values for direct social work practice. Four hundred fifty (450) hours of agency experience and eight meetings of integrative seminar are required for the semester.

This is a nine (9) hour credit course.

Meets every other Thursday: Brewer 328 2pm-4pm

This course is dedicated to open, respectful dialogue. It does not endorse or require agreement with any concept that assigns superiority, inferiority, blame, guilt, or moral character based on race, color, religion, sex, ethnicity, or national origin. Our goal is to encourage critical thinking and mutual understanding while honoring diverse perspectives.

Prerequisite Information

Prerequisites: SW 5212, SW 5224, SW 5225.

Corequisite(s): Admission to MSW program and in good standing.

Textbook and Materials

Text Used

Code of Ethics (2021). National Association of Social Workers

Recommended Text

American Psychological Association. (2019). *Publication manual* (7th edition). Washington, DC: American Psychological Association.

Technology Requirements

Jax State Student Laptop Policy

JAX State students will need a laptop that runs either Windows or Macintosh operating systems. Students are encouraged to bring laptops to classes and learning spaces on campus to access virtual labs and other computing resources available online. This laptop requirement ensures you will have adequate and timely access to the electronic resources necessary to be a successful JAX State Gamecock. **Chromebooks, tablets, and smartphones cannot access all the electronic educational material and resources used at JAX State and are therefore not suitable devices.**

- Internet Access

You must have access to the Internet, preferably high-speed Internet, for the duration of this course. This is to access and view required videos and other materials as assigned.

- Software

You must have access to a computer with the following software installed:

- *Microsoft Office* - You must have consistent access to a professional word processor, a spreadsheet program, and a presentation program. This may be downloaded free of charge via Microsoft 365 that is provided with your JSU e-mail.

- Browsers, Players, Plug-ins, and Viewers - In order to take full advantage of all the features in this course, be sure you have the right technology at your fingertips. This includes:

- Canvas supports the current and first previous major releases of the following browsers:

- **Chrome** 126
- **Firefox** 127 ([Extended Releases](#) are not supported*)
- **Edge** 126
- **Safari** 16 | 17 (Macintosh only)--Does not support recording media.
- Cookies must be enabled. Additionally, some Canvas functionality requires third-party cookies to be enabled. You can [learn how to enable third-party cookies](#).
- JavaScript must be enabled to run Canvas.
- Adobe Acrobat Reader
- Notes for Students Using Screen Readers
 - [JAWS](#) (latest version for Chrome/Firefox on Windows)
 - [NVDA](#) (latest version for Chrome/Firefox on Windows)
 - [VoiceOver](#) (latest version for Safari/Chrome on Macintosh and iOS mobile)
 - [Talkback](#) (latest version for Android mobile)

Competency-Based Education Framework

"Competency-based education rests upon a shared view of the nature of competence in professional practice. Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being. EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multi-dimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, changing over time in relation to continuous learning" ([CSWE, 2022](#)).

If you would like additional information on the CSWE EPAs 2022 or would like to connect with your social work peers, you can always visit the BSW Program Canvas Shell.

CSWE Social Work Competencies Measured in SW 5951

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate social work programs. EPAS supports academic excellence by establishing thresholds for professional competence. The following competencies reflect these standards in order to ensure students receive the necessary education for professional social work practice. Therefore, in this course, it is expected that students will begin developing specific practice behaviors related to

Competency 1: Demonstrate Ethical and Professional Behavior

Advanced generalist social workers recognize and understand challenges to human rights and social justice and identify frameworks of ethical decision making to create and implement evidence-based interventions designed to benefit the general welfare of society and/or those at risk for oppression (locally, nationally, and globally). They also understand that individual and/or social change is dependent on promoting and supporting the sustainability and well-

being of people in their communities and the associated environment. Advanced generalist social workers understand the complex integration of knowledge, reasoning, values, and skills necessary to apply ethical principles to meet the unique challenges found in diverse communities with various worldviews. They also recognize that ethical and professional behaviors in practice includes the use self-reflection, self-regulation, supervision, consultation, and life-long learning to address biases that may influence personal and professional behaviors and to insure their skillset is relevant and effective. Advanced generalist social workers recognize, accept and respect the importance of self-determination and the dignity and worth of all persons.

Advanced Generalist Social Workers:

- Manage and model personal and professional values and boundaries as they affect the unique relationships and challenges inherent in smaller, as well as, diverse communities at multiple system levels through self-reflection and self-regulation;
- Promote and demonstrate a commitment to the social work practice and professional development through participation in professional relationships/partnerships, community engagement, and life-long learning;
- Apply ethical frameworks in decision-making and reasoning to address complex, multidimensional ethical challenges;
- Use supervision and consultation to guide professional judgement and behavior.

Assignments:

- 1) In-class activity and discussion of expected professional behaviors
- 2) MSW analysis
- 3) Daily Log of internship activities
- 4) Development of Learning Agreement
- 5) Review of internship placement requirements
- 6) Guest Speakers
- 7) Rural Focus Presentation
- 8) Classroom discussion and activities regarding ethics and ethical dilemmas (Role plays, vignettes, videos)
- 9) Review of NASW Code of Ethics
- 10) Review of the Alabama State Board of Social Work Licensure requirements
- 11) Reflection Essays
- 12) Advanced Generalist Exam
- 13) IPE Exercise

Competency 2: Advance Human Rights and Social, Economic, and Environmental Justice

Advanced generalist social workers understand that underserved areas and populations provide opportunities and challenges to meet the unique needs of individuals, families, groups, organizations and communities and to promote and advocate for human rights and social, economic, and environmental justice. They understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. They understand that there are underserved and vulnerable populations in rural and smaller communities and their ethical

obligation to advocate for human rights for persons in these communities. Advanced generalist social workers understand that policies related to social, economic and environmental justice impact clients and constituents differentially. They use knowledge of current and historical forms of oppression and discrimination to empower clients to equip them with knowledge and skills for well-being and sustainability. Advanced generalist social workers understand the complexities of dual relationships in rural and smaller communities. They use knowledge, skills, and values to guide planning and intervention for the advancement of human rights and social, economic, and environmental justice and recognize the varying types of oppression within diverse communities

Advanced Generalist Social workers:

- Advocate for, as well as, educate individuals, families and groups in regard to empowerment on behalf of clients or with clients through direct intervention and/or coordination with others to promote human rights and well-being;
- Demonstrate leadership and advocacy within micro, mezzo, and macro systems to foster human rights and social, economic and environmental justice through collaboration with clients, colleagues, and constituencies; and
- Use research and analysis to understand and design planned change opportunities that address gaps, challenges, and/or lack of access or availability of resources and services within rural and smaller communities.

Assignments:

- 1) Rural Focus Presentation
- 2) Classroom discussions and activities
- 3) Comprehensive Assessment assignment
- 4) Daily log of internship activities
- 5) Reflection Essays
- 6) Advanced Generalist Exam

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Advanced Generalist social workers understand human behavior and society and the function of culture from a strengths-based perspective that emphasizes how diversity and difference shape identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, geographic location, and tribal sovereign status. Advanced generalist social workers use research to understand the importance of considering diversity, oppression, and discrimination regarding privilege and power, in the provision of culturally sensitive services which are anti-racist and anti-oppressive. They understand the value of self-reflection and recognition of personal bias when practicing with diverse populations. Advanced generalist social workers understand practice in diverse communities of size and type, as well as historical context leads to complex issues that may be systemic and include poverty, health disparity, discrimination and oppression. They also understand that practice in small or rural communities may be impacted at the micro, mezzo, and macro levels due to access and availability of resources.

Advanced Generalist Social Workers:

- Communicate and demonstrate respect for equality, recognizing that stigma and privilege influences the perception of diversity and difference;
- Assess the cultural, spiritual, and/or ethnic values, beliefs and behaviors of diverse groups within the context of the client and/or system environment to shape interventions in practice;
- Utilize technology to develop coalitions and social networks to increase access to resources and information;
- Present themselves as learners and engage clients and constituencies as experts of their own experiences with an emphasis on practice in smaller and non-urban communities.

Assignments:

- 1) Rural Focus Presentation
- 2) Classroom discussions and activities
- 3) Comprehensive Assessment assignment
- 4) Daily log of internship activities
- 5) Guest Speakers
- 6) Advanced Generalist Exam

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

Advanced generalist social workers understand opportunities for quantitative and/or qualitative research at all levels of practice and the impact on planned change, intervention outcomes, policy outcomes and evaluation of practice. They know the principles of logic scientific inquiry, and culturally informed and ethical approaches to building knowledge.

Advanced generalist social workers understand that new research-based knowledge is used to quantify social problems and develop appropriate and effective, anti-racist and anti-oppressive evidence-based interventions. They understand that research findings influence all levels of agency and legislative policy, including government/community-funded programs, and that this may be more directly evident in smaller and rural communities that are likely to lack access to or availability of appropriate and necessary services to meet holistic well-being. Advanced generalist social workers understand that research skills include, but are not limited to, expertise with the application and integration of technology, including, database development and management, data analysis and simulation activities/research. They understand the importance of practice evaluation and interprofessional collaboration with others to critically evaluate client services with an anti-racist and anti-oppressive lens.

Advanced generalist social workers understand the importance of conducting ethical forms of research in practice for the protection of human subjects.

Advanced Generalist Social Workers:

- Assess, critique and apply evidence-based practice theories and interventions in order to develop successful models of planned change at the micro, mezzo, and macro levels of practice; and
- Demonstrate cultural sensitivity, cultural humility, and awareness of diversity and difference when engaging in research activities to better protect for any risks that may be racist, oppressive, or a cause of bias for human subjects.

Assignments:

- 1) Seminar Activities/Discussions
- 2) Daily Log of internship activities
- 3) MSW Practice Analysis
- 4) Guest Speakers
- 5) Rural Focus Presentation
- 6) Reflection Essays
- 7) Advanced Generalist Exam

Competency 5: Engage in Policy Practice

Advanced generalist social workers understand that the human services delivery systems exist within a social and political context. They understand and evaluate local, state, federal, and global policies that affect human rights and justice, social and economic well-being, fairness, sustainability, and equality. Advanced generalist social workers recognize the role policy plays in the development, funding and organization of human services and their role as social workers in engaging in rights-based policy practice to effect change for the betterment of society. They know the history and current structure of social policy and services, the role of policy in service delivery and the role of politics in policy development and implementation. Advanced generalist social workers implement agency policy and advocate for effective and ethical working environments which are anti-racist and anti-oppressive. They recognize the importance of participating in community and/or interest groups formed to advance the needs of clients and constituencies, particularly underserved and vulnerable populations likely to reside in smaller and rural communities. Social workers strategically use various forms of media to inform the public about social issues and policies and potential options for policy change.

Advanced Generalist Social Workers:

- Identify and assess social policy at all levels, with emphasis on how policy impacts availability of rights-based services and access to services, as well as, service outcomes/well-being;
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice, with emphasis on populations in rural, non-urban environments;
- Demonstrate leadership in communicating and advocating for policies reflective of socially just actions which are built with anti-racist and anti-oppressive lenses.

Assignments:

- 1) MSW Practice Analysis
- 2) Comprehensive Assessment assignment
- 3) Seminar discussions
- 4) Rural Focus Presentation
- 5) Personal Mission Statement
- 6) Advanced Generalist Exam

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

Advanced generalist social workers understand the significance of engagement in building relationships between and among individuals, families, groups, organizations, and communities. They seek to utilize interprofessional collaboration to facilitate and reinforce relationships at all levels of practice to encourage, establish, sustain, and improve the well-being of individuals, families, groups, organizations, and communities. Advanced generalist social workers understand, recognize, and analyze theoretical perspectives related to human behavior, interpersonal connectedness, intersecting roles, and person-in-environment context and apply this knowledge for planned change interventions based upon evidence-based practices. They value the personal characteristics and actions necessary to build successful relationships, including, but not limited to warmth, empathy, genuineness, active listening, and positive regard for others. Advanced generalist social workers understand the risk for dual relationships working in smaller and rural communities. They recognize how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

Advanced Generalist Social Workers:

- Apply strategies and culturally sensitive approaches to engage diverse clients and constituencies to advance practice effectiveness;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies in smaller and rural communities;
- Employ relationship building skills including empathy and respect for difference, to facilitate engagement, including engaging in interprofessional collaborations to better serve clients and constituencies.

Assignments:

- 1) Comprehensive Assessment
- 2) Seminar Activities/Discussions (Role plays and vignettes)
- 3) MSW Practice Analysis
- 4) Daily log of internship activities
- 5) Advanced Generalist Exam

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Advanced Generalist social workers emphasize system interactions, person-in-environment, strengths-based approaches that include the use of evidence-based interprofessional, multi-modal and multi-theoretical approaches to assessment, actions and/or interventions. They understand that multidimensional, holistic assessment enables more directed interventions. They recognize the importance of interprofessional collaboration in the assessment process to be more culturally responsive and that may be more complex in smaller and rural communities. Advanced generalist social workers understand that personal experiences and self-reflection may affect assessment methods and decision-making. They understand theories of human behavior and the social environment and critically evaluate and apply this knowledge in the assessment of diversity and difference. Advanced generalist social workers understand that assessment of individuals, families, groups, organizations, and communities,

includes the inclusion and discernment of multiple sources of information. As part of the assessment process advanced generalist social workers recognize self-determination and dignity and worth of the person. They understand social, political, and economic history and socially constructed views and the context of clients and constituencies to help inform a culturally responsive and strengths-based approach to practice.

Advanced Generalist Social Workers:

- Use or develop assessment tools or methods that use a culturally responsive strengths-based approach to collect and organize data and apply critical thinking to interpret information from diverse clients and constituencies;
- Utilize a collaborative process to conduct comprehensive assessments of the client system appropriate to practice context that recognizes diversity and difference within clients and constituencies;
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and communities in smaller and rural communities.

Assignments:

- 1) Comprehensive Assessment assignment
- 2) Rural Focus Presentation
- 3) Personal Mission Statement
- 4) Daily Log of internship activities
- 5) Seminar Discussion and Activities
- 6) Reflection essays
- 7) Advanced Generalist Exam

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

Advanced generalist social workers use critical analysis and research evidence to apply knowledge of theoretical frameworks, including interprofessional conceptual frameworks and theories of human behavior, to develop culturally responsive interventions emphasizing strengths-based perspectives, client self-determination, and empowerment for client well-being. They understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Advanced generalist social workers understand the interconnection between the larger social environment and clients and constituencies in smaller and rural communities in the context of their practice and interventions. They are knowledgeable about and able to navigate complex environments and ethically respond to risks for dual relationships. The advanced generalist is innovative and creative and identifies or creates interventions to apply in ways that meet the needs of diverse clients and constituencies. The advanced generalist understands that barriers to client well-being in smaller and rural communities may require unique alternatives due to limited formal and/or informal resources. They understand successful outcomes for clients and constituencies may require leadership, networking, coalition building, mentoring, and teamwork, interdisciplinary cooperation and coordination. The advanced generalist social worker understands that professional, ethical practice in smaller and rural communities requires discernment of multiple roles and relationships as a community member. They practice purposefully and

ethically with professional use of self and understand that practice interventions and actions are rights-based, as well as based upon client need, support systems and resources, research evidence, professional values, and law/policy.

Advanced Generalist Social Workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies with respect to diversity and difference in smaller and rural communities;
- Apply knowledge of human behavior and the social environment, person-in-environment, the strengths-based perspective, self-determination and other interprofessional conceptual frameworks within diverse communities and diverse populations;
- Cooperatively design and implement culturally responsive practice interventions and actions to advance mutually developed goals.

Assignments:

- 1) Seminar Activities/Discussions
- 2) Guest Speakers
- 3) Licensure Activities
- 4) Comprehensive Assessment assignment
- 5) Reflection Essay
- 6) Daily Log of Internship activities
- 7) Seminar Activities/Discussions (Role plays and vignettes)
- 8) Rural Focus Presentation
- 9) Advanced Generalist Exam

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Advanced generalist social workers understand the importance of continuous and responsive evaluation of programs and practices with and on behalf of diverse individuals, families, groups, organizations, and communities, especially in smaller and rural communities. They evaluate the effectiveness of interventions, programs, and policies and understand the importance of utilizing and analyzing multiple sources of information including, but not limited to, input from stakeholders, broader societal trends, and environmental factors. Advanced generalist social workers understand theories of human behavior and the social environment, anti-racist and anti-oppressive perspectives, and critically evaluate and apply this knowledge in evaluating outcomes. They recognize the importance of evaluating processes and outcomes to advance best practices in practice, policy advocacy and analysis, and service delivery effectiveness. Advanced generalist social workers value interprofessional partnerships for creating and implementing evaluation processes. They effectively analyze and communicate quantitative and qualitative findings and implications for improvement across micro, mezzo, and macro levels of practice and policy evaluation.

Advanced Generalist Social Workers:

- Plan, select, and conduct culturally responsive methods of evaluative activities and critically analyze findings to continuously improve interventions, programs, and services;

- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Assignments:

- 1) Development of Learning Agreement
- 2) Seminar Activities/Discussions (Role plays and vignettes)
- 3) Comprehensive Assessment assignment
- 4) Daily Log of internship activities
- 5) Advanced Generalist Exam

Advanced Generalist Social Work Practice

Advanced generalist social work practice is defined by its integration of a broad range of knowledge, values, and skills across micro, mezzo, and macro systems (Bolin, 2014). This scope of practice empowers social workers to adapt interventions to fit the unique challenges faced in diverse settings and situations. Key components of this framework include:

- An eclectic foundation that incorporates theoretical and methodological knowledge, as well as research and evaluation complexity, enabling practitioners to tailor their approach to the specific environmental and cultural needs of clients.
- A multimethod approach that applies interventions across individual, family, group, organizational, and community levels of practice to address current and emerging issues and maximize the odds of successful outcomes for human and environmental well-being.
- A commitment to social justice, fostering collaborative efforts between practitioners and clients to redistribute power and resources equitably in support of human and environmental well-being (Derezotes, 2000; Bolin, 2014).

Mission Statement of the Social Work Program

The mission of the Master of Social Work (MSW) program at Jacksonville State University is to provide a high-quality education through academic preparation for graduates to engage in independent advanced generalist social work practice, and to address local, regional, and national workforce needs for social work services. The motivation is for the development of professionals with advanced, ethical, evidence-based social work practice and leadership skills at all practice levels with the goal of improving individual and societal well-being.

The mission of the social work program at Jacksonville State University is to provide students with the knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, public service, and professional social work practice.

Social Work Program Goals

The goals of the MSW programs at Jacksonville State University are derived directly from the mission statement. The six (6) goals are as follows:

- To provide academic preparation for advanced generalist social work practice with individuals, families, groups, organizations, and communities, with a goal of enhancing individual and societal well-being.

- To provide advanced generalist social work students with the knowledge, skills, values, and interests to prepare them for life-long learning, ongoing professional development, and public service.
- To provide a high-quality education to graduate level social work students that prepares them for advanced generalist social work practice on a local to global level.
- To provide advanced generalist social work students opportunities for partnerships of service, with a central focus of being a regionally responsive, community-based, and practice-centered program.
- To prepare advanced generalist social work practitioners with the highest level of training and education for successful social work practice emphasizing regional and rural communities.
- To prepare advanced generalist social work practitioners with the knowledge, skills, and attributes to provide quality services to diverse populations living in diverse communities.

Student Expectations and Policies

Student Conduct

All students shall abide by the [National Association of Social Workers Code of Ethics](#); [JSU Student Code of Conduct](#); and the Classroom Policies. Links may also be located within JSU and Social Work Resources Tabs.

Academic Honesty Policy

In a university community, true knowledge can be gained only through honest means. A Scholar's Code can be found in both the Undergraduate and Graduate Catalogs and the Student Handbook. Students who violate the Scholar's Code will be subject to disciplinary actions which could range from a zero on an assignment to failure of the course; repeated offenses can result in dismissal from the university. Records of academic dishonesty are kept in the Office of Community Standards and Student Ethics. To learn more visit [Scholar's Code](#) webpage.

Student Privacy Policy

Jacksonville State University protects the privacy of all students, including online and distance learning students, through adherence to the Family Educational Rights and Privacy Act of 1974 (FERPA) through compliance with other institutional policies and procedures governing the management and security of protected information of faculty, staff, and students, and by outlining the expectations of privacy for the university community as regards to electronic information. To view the full policy please visit the [JSU Student Privacy Policy](#) website.

Verification of Student Attendance Policy

The University must abide by federal guidelines to verify the participation of students. For all course types, including thesis, internships, labs, online courses, etc., the instructor must verify your participation based on some type of participation. This may include submission of

an online assignment or other course related contact with the instructor (**However, simply logging into Canvas will not count as an academically related activity.**).

Social Work Attendance Policy

Jax State believes that the extent to which students are committed to their academic and professional responsibilities is reflected in their efforts to attend class regularly and on time. When circumstances prevent a student from meeting these responsibilities, the student is expected to give prior notice to the course instructor or present documentation that emergency circumstances prevented prior notice.

The BSW and MSW program at JSU are accredited by the Council on Social Work Education. Due to our responsibility to address accreditation standards in our academic programs, it is the policy of the Social Work Program that students ***must attend and participate in at least 80% of the scheduled in-person classes in order to receive a passing grade for the course.***

If your class is hybrid or 100% online, your instructor will determine if you have attended and/or participated in 80% of the class through various means, including, but not limited to: assignments with due dates, exams, discussion boards, virtual class meetings, etc.

Class absences are strongly discouraged. However, we understand that illness, accidents, and other emergency situations may arise through no fault of your own. If your absences are likely to lead to you missing more than 20% of the class, your instructor and your advisor will discuss academic options to determine what best meets your needs and the requirements of the program.

Unexcused absences are recorded and reported directly to your advisor. Unexcused absences for student athletes and students on scholarship or any type of financial assistance (including for veterans) are reported additionally to respective coaches and/or advisors.

A social work program approved or a JSU sanctioned event, may be counted as professional off-campus education and may be excluded from this attendance policy.

Because tardiness is disruptive and disrespectful to a class meeting, three (3) tardies, as defined by the instructor, will equal one (1) absence. Likewise, leaving early is unacceptable and may result in an absence for the class. Students who leave the classroom and return beyond a scheduled break may be counted as tardy at the discretion of the instructor. In order to be counted as present, the student is responsible for signing the roll sheet.

Honorlock Use Policy

The instructor of this course may elect to utilize Honorlock to proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable Internet connection.

To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension at www.honorlock.com/extension/install.

When you are ready to test, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

NOTE: You must have a reliable webcam, microphone, and high-speed internet in order to complete the exams via Honorlock. The Honorlock internet speed requirements are 1.5 Mbps download and 750 Kbps upload. Everyone should test their internet speed immediately. You can test your internet speed using an online internet speed test.

Policy on Incomplete Grades

Students wishing to request a grade of "Incomplete" or "I" for a course must complete the following steps:

- To be eligible you must be passing the course after the last day to drop from the current term.
- Discuss with their instructor a completion plan for the requested Incomplete grade.
- Fill out the [Incomplete Grade Completion Plan Form](#).

Please Note: This form is used to request an Incomplete grade for only one course. Students needing to request multiple Incomplete grades for multiple courses should submit one form for each course.

Additional Information:

- Coursework for a grade of "I" must be completed within the next major (fall or spring) semester.
- Once the student has completed all coursework requirements for a grade of "I," the instructor submits a grade change to the Registrar's Office. The Registrar then notifies the student of the grade change.
- Students who are approved for an "I" in a course should not register for the course again.
- Failure to complete coursework requirements within the established time frame will result in a grade of "F" being assigned or grades of "I" will roll to "F" on the day grades are due in each term.
- If at any time the instructor is not available, the appropriate department head and/or academic dean of the course will represent the instructor's interest.
- All Incomplete grades for all courses, including those not required, must be completed prior to a degree being awarded. Otherwise, the grade of "I" will be converted to "F" for the degree GPA to be calculated.

Requesting extensions: The student must submit a written request for an extension to remove an "Incomplete." The instructor, department head, and dean must approve the extension before the registrar grants an extension of time. *Graduate students must also submit all incomplete grade extensions to the Director of Graduate Studies prior to the last

day of classes in the fall and spring semesters and prior to the day before grades are due in the final summer term. The instructor and graduate director must approve the extension before the Registrar processes the request. If at any time during the process, as detailed above, the instructor is not available, the appropriate department head and/or academic dean will represent the instructor's interest.

Late Assignments Policy

All assignments are due at the time noted by the instructor. **A 10% deduction for late assignments will be taken each calendar day.** Any late assignments submitted without prior approval will not be accepted for credit.

No Binding Obligation

This syllabus is designed to guide our learning in this course, but it is subject to change based upon factors such as realizing course goals and learning outcomes, student progress, etc. Changes are effective, if and when made at any time during the semester, with oral notice to those in attendance or using our Learning Management System (Canvas) or Navigate Communication System.

Academic Grievance

A student may appeal an assigned grade, or a similar decision related to academic performance if the student has evidence or reason to believe a grade was assigned or a decision was made in a malicious, (intentionally harmful; spiteful) capricious, (subject to, led by, or indicative of a sudden, odd notion or unpredictable change; erratic) erroneous, (containing error; mistaken; incorrect; wrong) or arbitrary (based on whim or personal preference, without reason or pattern; random) manner. The burden of proof and preponderance of evidence shall be upon the student such that the student challenging the decision, action or final grade assigned has the burden of supplying evidence that proves that the instructor's decision was incorrect.

In cases where the academic decision is based on a deficiency in or a violation of a clinical or professional standard, the deficiency or violation may be considered sufficient proof to support an academic failure or dismissal notwithstanding a student's success in other areas of academic performance.

For the grievance to be valid, the student must follow the steps outlined below in the order indicated and within the given timelines. Furthermore, the grievance at each additional step in the process must be in writing, utilizing the form located on the Academic Affairs webpage. Documents submitted for the purpose of the grievance will become the property of Jacksonville State University and will be used solely for the purpose of investigating the grievance. For additional information on how to file a grievance, please go to [the JSU Student Handbook](#).

Military-Connected Students Statement

The Office of Military & Post-Traditional Student Services serves all active duty, guard, reserve, veteran, and dependent students at JSU. If you have any questions, please contact (256) 782-8838, veterans@jsu.edu, or at the physical location in the basement of Daugette

Hall. If you are a student currently serving in the military (Active Duty, Guard, or Reserves) with the potential of being called to military service or training during the course of the semester, you are encouraged to contact your course instructor no later than the first week of class to discuss the class attendance policy. The instructor may make accommodations for this absence or suggest that you take the course at another time.

Jacksonville State Title IX & Clery Policy

Jacksonville State University does not discriminate on the basis of sex in the educational programs or activities that it operates. JSU is required, by Title IX of the Education Amendments of 1972 and the Department of Education regulations to implement Title IX, not to discriminate in such a manner. This requirement to not discriminate in educational programs and activities extends to employment by the university and to admission thereto. This may include sexual harassment, sexual misconduct, domestic violence, dating violence, stalking and other conduct that is addressed in our "[Sex-Based Harassment and Misconduct Policy](#)". Anyone with knowledge of this type of conduct is asked to immediately report such incidents to the University Police Department at (256) 782-5050 or the Title IX Coordinator at (256) 782-5769. If an individual wishes to keep the information confidential, the individual speak with a counselor at the Counseling Services office at (256) 782-5475 or a medical provider at JSU's Health Center (256) 782-5310. For more information about Title IX or to report a concern, please visit the [JSU Title IX webpage](#).

Clery Notice: In compliance with the [Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act](#), the [Jacksonville State University Police](#) provide information on crimes statistics, crime prevention, law enforcement, crime reporting, and other related issues for the past three calendar years. The [JSU Annual Campus Security and Fire Report](#) is available online.

In addition to this extensive policy outlining response to any type of student harassment and/or discriminatory or hostile act, various sites on campus are designated "Safe Zones" where students may speak with faculty and/or staff regarding questions about or reporting an actual hostile act. These sites are indicated by a round green sticker labeled Safe Zone + located on office walls, doors, windows, or bulletin boards.

Students with Disabilities

Jacksonville State University is committed to creating an inclusive learning environment that meets the needs of its diverse student body. If you are currently experiencing or anticipate that you will have any barriers to learning in this course, please feel welcome to discuss your concerns with me. It is my goal to create a learning experience that is as accessible as possible. The Department of Social Work accommodates students with disabilities, pursuant to federal and state law. If you have a disability, or think you may have a disability, that may have some impact on your work in this course and for which you may require academic adjustments or accommodations, please work with a staff member in Disability Resources so that accommodations can be considered. Students that receive accommodation letters, or Individualized Post-Secondary Plans (IPPs) should meet with me to discuss the provisions of your accommodations as early in the semester as possible. You can find more information about the [Office of Disability Resources on the web](#)[.Links to an external site.](#) or by visiting the

Student Success Center on the 2nd Floor of the Houston Cole Library. You may also call (256) 782-8380 or email at disabilityresources@jsu.edu. All discussions will remain confidential.

Student Responsibilities

It is the student's responsibility to be prepared to discuss the assigned reading materials and to participate in all class discussions including those managed in blogs and other electronic formats. At all times, the student is expected to be courteous and respectful to their classmates and instructor. It is the student's responsibility to obtain any lecture notes, handouts or information presented in class when they are absent from a scheduled class. Information should be obtained from peers. Students will not be permitted to make up pop quizzes that are missed due to absence. Students will not be permitted to take a pop quiz that is already in progress if they are tardy. Make-up Exams are scheduled by the instructor for each course. Students who miss a scheduled make-up exam will receive a ZERO for that exam. Please remember that you are preparing for a professional career where missed deadlines could lead to the loss of a job or could have negative repercussions for a client. Please take all deadlines seriously. In addition, excessive tardiness or leaving class early will not be condoned.

Failure to complete any portion of this course's assigned work may prevent completion of this course. Assignments are aligned with CSWE competencies. Therefore, when not completed, the student has not sufficiently demonstrated mastery of the competency as required. Specifically, students who do not submit assignments correlated to the CSWE competencies will not pass the course.

It is expected that students exhibit professional social work behaviors. As such, not having your book and/or required course materials for class is not an excuse for late work or lack of participation. Failure to timely complete any portion of assigned work may prevent successful completion of the course.

Social Work Program Professionalism Policy

Professionalism is a required attribute among social workers. Most importantly, professionalism is demonstrating the values of the social work profession through words, ethics, actions, and demeanor. Professionalism in the classroom entails coming to class on time, being appropriately dressed for an adult learning environment, reading the assigned materials and critically reflecting on it, being prepared to engage in discussion, and completing all assigned activities. Additionally, it is contributing appropriately to in-class exercises and small group activities.

Disruptive behavior will not be tolerated—this includes side conversations with peers during scheduled class time. Be prepared to begin class promptly at the assigned time—excessive tardiness and absenteeism will not be tolerated. Please silence cellphones prior to entering the classroom. Texting, checking email, chat room discussions, playing online games, blogging, and social media communication is strictly prohibited while class is in session. Outside of the classroom additional professional behavior is expected - this includes not gossiping about classmates or events occurring in the classroom or at practicum.

Professionalism extends to social media - having a blog or other means of communication that is subversive or harmful to the classroom environment/classmates/faculty is considered a violation of the professionalism policy.

Scholars' Code

The University recognizes that the open exchange of ideas plays a vital role in the academic endeavor, as often it is only through discussion with others that one is fully able to process information or to crystallize an elusive concept. Therefore, students generally are encouraged to engage in conversations with their teachers and classmates about their courses, their research, and even their assignments. These kinds of discussions and debates in some ways represent the essence of life in an academic community. Even so, it is important for all scholars to maintain academic integrity in all aspects of their work, clearly noting when they have relied upon or incorporated the work of others.

To ensure academic honesty and provide support for students who may have engaged in minor violations, the university proposes the Scholars' Code as means by which the course instructor can work with students in an educational and restorative manner while also securing the academic integrity of the university.

This policy emphasizes several values in order to provide students a clear path forward if they have committed an offense and to provide faculty with clear steps to follow when a student has committed an offense in their class. The first of those values is the student's academic responsibility, followed by values impacting the process through which an offense is adjudicated: nondiscrimination, equal and consistent treatment, confidentiality, and respect.

To that end, the policy consists of the following aspects:

- Violations
 - Levels of offense
 - Procedures and standards for course instructor reporting
 - Process
 - Levels of sanction based on offense
 - Appeals process

This policy is intended to provide a consistent view of academic dishonesty and a practice to follow for course instructors in reporting incidents of academic dishonesty and in initiating the formal adjudication process on the university level.

Violations

In a university community, true knowledge can be gained only through honest means. Therefore, all academic dishonesty is expressly prohibited, whether in the traditional classroom or in online or hybrid settings.

Violations include, but are not limited to, the following:

- The use of unauthorized materials or the receipt of unauthorized assistance during an examination or in the completion of any other assignment, exercise, experiment, or project for academic credit. Unauthorized materials may include, but are not

limited to, notes, textbooks, previous examinations, exhibits, experiments, papers, or other supplementary items.

- Copying or utilizing information from a paper of another student during an examination.
- Rendering unauthorized assistance to another student by knowingly permitting him or her to copy an examination, project, paper, assignment, exhibit, exercise, or other material to be submitted for academic credit.
- Illegally obtaining or attempting to obtain unauthorized prior knowledge of an examination or test materials.
- Selling or giving to another student, unauthorized copies of tests or examinations, or research assignments.
- The use of a commercially prepared term paper or research project or the submission of a paper, project, or experiment completed by someone other than the student submitting any of the above for academic credit.
- Falsifying class attendance.
- Falsifying reasons why a student did not attend a required class or take a scheduled examination.
- Taking an examination in the place of another student.
- Making unauthorized changes in any reported grade or on an official academic report form.
- Unauthorized collaboration between two or more students on an examination, paper, or project.
- Plagiarism, which is the deliberate act of copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgement of their true source.
- Making use of computing facilities and electronic devices in an academically dishonest manner including personal devices such as phones, tablets, dual monitors, watches, and glasses.
- Using online sources and programs, such as artificial intelligence, ChatGPT, and other generative AI, to produce content without proper acknowledgment or authorization.

Levels of Offense

The following levels of offense provide specific examples of academic dishonesty in three categories: collaboration, cheating, and plagiarism.

MINOR OFFENSES: In general, minor offenses involve errors in judgment that, in the course instructor's professional opinion, violate academic integrity, such as:

- Minor Collaboration example: student copies part of the work of another student exactly on an assignment on which collaboration is allowed but copying is not.
- Minor Cheating example: A student is caught glancing at another exam, but there is no evidence of premeditation or collaboration between those students.
- Minor Plagiarism example: student indicates that source of information is not original but does not follow proper citation procedures.

MODERATE OFFENSES: In general, moderate offenses are unpremeditated dishonest acts that directly affect only one student, such as:

- Moderate Collaboration example: student paraphrases or copies a sentence (or two) without citing the source or provides an improper citation.
 - Moderate Cheating example: student cheats, or facilitates the cheating of another, on an examination (in cases where there is no evidence of premeditation). A student tries to gain an advantage in an exam by removing reserved materials from a lab or library to have additional study time at home.
 - Moderate Plagiarism example: student paraphrases or copies a portion of a document without citing the source or provides an improper citation.

MAJOR OFFENSES: In general, major offenses are premeditated dishonest acts or dishonest acts that directly affect the offenders and/or other students' grades, such as:

- Major Collaboration example: student poses as, or facilitates another posing as, someone else during an exam; student requests or receives payment for unauthorized academic content; student directs another student on how to evade detection.
- Major Cheating example: student cheats or facilitates the cheating of another on an examination in a way that is premeditated (e.g., using a cheat sheet, a prearranged system of sharing answers, a prearranged system of accessing unauthorized academic content, or some similar method that was planned in advance).
- Major Plagiarism example: student places his/her name on a written assignment he/she did not write.

The Department of Social Work maintains standard policies relating to Honesty, Attendance, Grading, and Written Work. Please consult the [JSU SW Student Handbook](#) for this information. The Department also adheres to the University policy in regard to academic discipline: [JSU Student Handbook](#). The BSW and MSW are professional level degrees, therefore, professional conduct is expected. Students who are caught plagiarizing assignments or cheating on exams may not get credit for the assignment or exam; may be expelled from the class, the Social Work Program, or the University. It is the expectation of the faculty of the Department of Social Work that students adhere to the standards of the [National Association of Social Workers Code of Ethics](#).

Personal Electronic Communication Devices

All forms of personal electronic communication devices must be out of sight and in the power-off mode for class and testing periods. During a testing period in class, any use of a personal electronic communication device, without the prior consent of the instructor, constitutes *prima-facie* evidence of academic dishonesty with no right of grade appeal. If the instructor observes the device, the presumption is that cheating has occurred and a grade of "F" will be assigned for that exam, quiz, etc.

Cell phones are to remain out of sight and in the power-off mode during class. If a student has an outside emergency, they can be reached at 256-782-5591. Students should provide this number to their families, and children's daycare/schools.

Course Learning Outcomes and Assessment

Course Learning Objectives:

This Advanced Internship Seminar is a capstone course designed to integrate and enhance students' advanced generalist internship experience. It provides a structured environment to support the application of classroom knowledge to complex practice settings and fosters the development of professional competence. In alignment with the **Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS)**, the course prepares students for autonomous, ethical, and effective advanced generalist practice across all system levels.

Method of Instruction

SW 5951 involves 450 hours of agency experience and a two-hour bi-weekly integrative seminar.

Note: The instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via in-person announcement, e-mail, or Canvas announcement, when changes are made in the requirements and/or grading of the course.

Assignment Details and Methods of Evaluation

REQUIRED ASSIGNMENTS

1. LEARNING AGREEMENT/INTERNSHIP EVALUATION

Internship Instructors (FI) and students will review a learning agreement during the first week of internship. FI will rate students during midterm and the final weeks of placement and recommend a grade. This instrument will be discussed and reviewed in detail with both the students and the Internship Instructors as it will be the primary tool in determining the final grade.

2. MSW PRACTICE ANALYSIS (50 points)

Interview 2 MSW level (licensed) social workers. Choose one whose primary responsibilities are direct service and one whose responsibilities are primarily administrative/supervisory.

- Does their job description capture all they are asked to do?
- How has the MSW designation changed their work requirements?
- What skills, knowledge, values learned in their master's program prepared them for current work?
- What would have helped them in their preparation for current work?
- How does their specific work relate to organizational health/stability?

3. REFLECTION ESSAYS (60 points)

Students will complete three reflective writing essays that are at least 300 words in length.

- New Beginnings - review the competencies required for social work education. Which competencies are strengths for you? Which need further development?

- Population Served by your agency - What do you know about the population served? What information do you need to explore? How will you go about obtaining the information? Are their personal or professional values you need to consider regarding this population?
- Self-Care - What is Self-Care? Why is it important for Social Workers? What are you doing for self-care? How do you plan to contrive self-care?

4. COMPREHENSIVE SOCIAL HISTORY/ASSESSMENT (100 points)

Students will be provided with a format to complete a comprehensive assessment of a consumer of the internship agency. Additionally, students are to complete a social history/assessment using the format of the assigned placement agency.

5. DAILY LOG OF EXPERIENCES (200 points total)

Students will keep a daily log of experiences in their internship agency. A specific format must be followed and turned in with the monthly calendar (due dates will be posted). Please see an example of the required format located below. These will periodically be reviewed by the University Instructor. Some refer to this as a journal. It is recommended that you create a template on a Word document to record your daily logs. Record feelings, as well as events. The daily log is also an opportunity to note some of the independent tasks that are listed on the learning agreement. Be sure to link the social work competencies to the activities you are noting in your daily logs.

See example below.

SAMPLE:

Internship Daily Log/Journal

Student Name: Susan Smith

Date: 8-21-25 Hours at internship today: 7

Summary of Events/Activities:

- Observe and maintain appropriate professional boundaries with clients and colleagues and discuss in daily log. (Competency 1)
- Keep a copy of the NASW Code of Ethics at internship agency and become familiar with it. (Competency 1)
- Learn agency policy/guidelines for protecting client information. (Competency 1)
- Learn agency policy on documentation of sensitive information. (Competency 1)
- Review agency manuals, brochures, website, and annual report (Competency 1)
- Complete required forms for agency to have on file.
- Review safety procedures and completed civil rights training.

Feelings/Personal Reactions:

I've felt comfortable in the organization and they have answered all of my questions. I did not see much abnormal activity. Many of the staff assured me that I will be able to learn a lot from being at the shelter. I did feel overwhelmed, but I think I will have good guidance and support.

Professional Analysis/Assessment:

My goal is to get to know everyone at the shelter, since this is their home. I do not want to intrude or unintentionally disrespect someone. Building trust is fundamental when getting to know someone. I did ask questions about working with LGBTQ clients and how they handle. They do accept everyone and do not discriminate. I was also able to learn more about schizophrenia and co-occurring substance use disorder leading to child abuse an

6. RURAL FOCUS PRESENTATION (75 points)

The two major differences between rural and urban communities are the population and location of the community.

Five characteristics which are unique to rural communities are:

1. Detachment from other communities
2. Lower population
3. Less variety with regard to goods and/or services
4. Limited amount of resources
5. Tragedy can affect the entire community because everyone knows each other

Three challenges which are unique to a rural social work practice:

1. High probability of running into someone you've assisted at the grocery store or post office, etc. There is also a chance that you are friends or acquaintances with someone you have assisted or are assisting.
2. May not have access to certain types of treatment, i.e. there isn't an in-patient treatment center or psychiatrist within 250 miles, etc.
3. Limited amount of resources, i.e. housing, childcare, etc.

Students will develop a power point presentation using at least 10-12 slides to demonstrate unique characteristics of their agency including strategies to engage a rural population. A presentation will be given to classmates with a hand-out of talking points. This will serve as the beginning of a resource directory.

7. COMPLETE A RESUME AND COVER LETTER (50 points)

Students will attend a Resume Writing Seminar on campus during the scheduled class. Following the instructions given in this seminar, students will develop a professional resume and cover letter. See Resume Outline and supplemental resources located in Canvas.

8. Advanced Generalist Exam (10% of grade)

Students will participate in a final exam designed to evaluate knowledge acquired throughout the program related to the CSWE Competencies. The exam is given on Canvas and questions are similar to questions that are on the social work licensure exams.

Ethical and Professional Behavior Activities:

9. Students will participate in classroom discussions on professionalism, ethics, secondary vicarious traumatic stress, assessment skills etc.
10. Students will participate in a MANDATORY Interprofessional Education (IPE) exercise each semester to help them understand the role of other professionals and how social workers might engage with them. IPE scenarios may vary each semester, but details will be provided early in the semester.

Course Level Grading

Social work majors must earn a minimum of "C" or better in each of the social work courses.

Students can access their current grade information by clicking on the "[Grades](#)" link in Canvas. This will provide an up-to-date grade percentage and ratio of points received out of the points possible. This will be adjusted as new assignments are given and/or graded.

APPENDIX D

(Internship Agency Application)

Jacksonville State University Social Work Program

Jacksonville, Alabama

Agency Application for Internship Instruction

Date of Application _____

Agency: _____

Name of Internship Instructor: _____

Position/Title: _____ License: _____

Physical Address of Agency: _____

Mailing address (if different): _____

Telephone: _____ E-Mail: _____

Agency Web Address: _____

Director of Agency: _____ Title: _____

How long have you worked at this agency? _____

How long have you been in your current position? _____

Education: Degree(s): _____

College or University: _____

Are you interested in: _____ BSW _____ MSW _____ Both

Have you supervised Social Work students before? Yes, _____ No _____ # _____

Which school(s) did you provide supervision? _____

How many hours of internship instructor certification training have been completed to date? _____

Does your agency offer stipends for internship placements? Yes _____ No _____

Please list some of the activities that a student would likely do in your agency: _____

Thank you for your interest in JSU Social Work Program. Please attach a resume and submit with this document to hicks@jsu.edu.