



University of New Hampshire
Master of Social Work
Internship Education Policy &
Procedure Manual

2025-2027

College of Health and Human Services

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INTERNSHIP IS THE SIGNATURE PEDAGOGY

For Students:

This manual is designed to orient & guide you through the early days and ongoing tasks of your MSW internship experience. The Council on Social Work Education notes that social work field or as we call it at UNH – “internship” is the signature pedagogy of social work. This means that the internship experience is the critical place where learning occurs. This is where you learn what a social worker is and how you can become a social worker. In your internship, you will watch & learn; you will observe professional social workers; you will slowly work independently as a social worker and you will gain social work skills & competence. CSWE notes nine areas of social work competence – you will gain skills in all of these areas.

This manual will offer some initial thoughts & ideas about the development of your social work professional identity as well as provide specific policies & procedures to structure your learning experience.

At UNH, we believe that social workers must adhere to the NASW Code of Ethics in their work throughout our program – in the classroom, in the community, in the internship agency, in the world. You will have an opportunity to discuss any questions that you may have about the code and then we will ask you to sign a statement that you agree to be bound by its provision.

A copy of the Code is on the National Association of Social Workers website: www.naswdc.org

For Supervisors: This manual offers you the policies & procedures that guide the UNH MSW internship experience. It also serves as an agreement between you, the student, the agency and the school. Your reading of this manual and accepting a student to join you in your agency indicates an acceptance of our guidelines. If your agency requires a more formal agreement, this can be found in the appendices and we will facilitate this, as needed. Students will also be expected to comply with the content of this manual, in its entirety.



MISSION OF THE SOCIAL WORK DEPARTMENT

The UNH Department of Social Work is committed to the pursuit of social justice and dismantling systems of oppression through education, scholarship, research, and community outreach that foster the ongoing development of critical consciousness and steadfast engagement in reflective practice.

IMPLEMENTING OUR MISSION IN INTERNSHIP

Internship experiences at UNH are designed to educate our students through community outreach, placing students in agency settings in the community. Students will interact with clients, communities, large & small systems and students will have the opportunity to explore social justice issues in a personal way. Engagement in reflective practice is a hallmark of the internship experience as students will write in journals, prepare process recordings, discuss feelings & reactions in supervision, bring difficult topics to seminar class, write reflection papers and so much more.

The intensity of this work requires students to gain self-awareness during their time in this program. Students often note that they change in ways they never expected. The internship program seeks to honor the idea that social work practice involves knowledge and understanding of the impact of trauma on both clients and social workers. Both social work practice and social work education require a trauma-informed lens. What does this mean?

- Social work supervisors will work to create a safe & trusting learning environment where clients' trauma can be explored
- Supervisors & faculty will take a gentle & respectful approach in offering critical feedback to students
- Students will take a gentle and respectful approach in offering feedback to peers in class
- Students will acknowledge when a client's story hits home a little too closely
- Supervisors will guide students to a greater understanding of the concept of counter-transference
- Students will embrace the importance of self-care to address vicarious trauma

The Guiding Principles for a Trauma-Informed Organization are noted below and should be considered in the development of the student’s learning experience in the internship site and with the internship supervisor. See a full document of explanation in the appendices.



SOCIAL JUSTICE AND ANTI-OPPRESSIVE PRACTICE

The UNH Social Work Department strives to operate from an Anti-Oppressive Lens and promote Anti-Oppressive Practice (AOP) in both the classroom and in internship placements. Anti-Oppressive Practice (AOP) is one of the central social justice-oriented approaches in social work. It recognizes the structural origins of oppression and promotes social transformation by utilizing critical theories including feminist, Marxist, postmodernist, indigenous, poststructuralist, anti-colonial, and anti-racist theories, among others (Baines, 2011). More information can be found here: Anti-Oppressive Practice (AOP) —

<https://www.thesocialworkgraduate.com/post/anti-oppressive-practice>

NOTICE OF NON-DISCRIMINATION

The University of New Hampshire is a public institution with a long-standing commitment to equal opportunity for all. The Department of Social Work abides by all university policies regarding non-discrimination. All policies, including discrimination and discriminatory harassment policy, are posted on the [Civil Rights & Equity Office](#).

PROGRAM GOALS OF THE SOCIAL WORK DEPARTMENT

The MSW Program provides a quality educational experience that prepares graduates for Advanced Generalist practice consistent with the purposes of the social work profession. The goals of the MSW Program are listed below.

- The primary goal of the MSW Program is to provide quality education to prepare graduates for Advanced Generalist practice consistent with the purposes of the social work profession.
- To develop knowledge and skills for effective advanced intervention with client systems of various sizes and types.
- To prepare graduates to practice independently with diverse populations.
- To prepare graduates to analyze and apply knowledge about the social contexts of social work practice, the changing nature of these contexts, the behavior of organizations, and the dynamics of change.
- To instill in graduates the values and ethics that guide professional social workers in their practice.
- To prepare graduates to evaluate and apply research findings and conduct evaluations of their own and other system's practice.
- To prepare graduates for their responsibility to continue their professional growth and development.

STUDENTS' RULES, RIGHTS, AND RESPONSIBILITIES

While collaboration of all parties is a guiding principle of the internship program, there are some specific expectations that form the foundation of our program. As previously mentioned, students are guided by the NASW Code of Ethics. Students are also expected to abide by the University of New Hampshire's student policies and expected standards of behavior as documented in UNH's Students' Rights, Rules and Responsibilities handbook. This document is on the University of New Hampshire website.

<https://www.unh.edu/conduct>



PROGRAM STRUCTURE

The Department of Social Work offers a Masters of Social Work (M.S.W.) both at the Durham campus and Online. To provide reasonable access and to accommodate students with varying vocational and family commitments, the program offers both full-and part-time options. The face-to-face two-year (Durham) model consists of 15 credits per semester during the first year and 16 credits per semester the second year, and the three-year, part-time model consists of 21 credits during the first and second years, including summer courses, and 20 credits the third year. The four-year, part-time model is 6 credits per semester year one, 9 credits per semester years two and three and 7 credits per semester in the fourth year.

The Online MSW program is a 28-month model of eight-week courses (excluding internship courses). Foundation area courses consistently follow a sequence from more basic to more advanced and specialized. Internship courses are two eight-week terms, taken at the same time as a practice course as it is a strongly held principle that it is best for student learning for internship & practice courses to be taken concurrently.

Students work with their academic advisors to ensure a cohesive schedule that will advance student learning throughout both programs.



SOCIAL WORK COMPETENCY DEVELOPMENT



The UNH MSW program curriculum is built on supporting students in developing knowledge, skills and competencies in important areas. We are guided by the Council on Social Work Education in this endeavor.

The most recent Educational Policy and Accreditation Standards (EPAS, 2022) requires the MSW program to develop professional social workers who demonstrate proficiency in the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

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

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

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

Competency 5: Engage in Policy Practice

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

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

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

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities (EPAS, 2022)

These competencies are developed through courses in the following content areas: human behavior and the social environment, social welfare policy and services, social work practice, diversity, research and

internship practicum. (For Educational Policy, see appendices.) In the UNH program, students are required to complete a total of 62 credits in these six content areas.

Diversity	1 course
Social Welfare Policy and Services	2 courses
Human Behavior and Social Environment	3 courses
Social Work Practice	4 courses
Research	3 courses
Electives	3 courses
Internship	4 courses

The four courses of internship occur in a consecutive manner during the two full years of internship placement. The following pages will describe the internship years in further detail.



First Year Internship

- 16 HOURS/WEEK – 2 FULL DAYS OR 3-4 PART DAYS FOR 35 WEEKS
- DURHAM – THURSDAYS & FRIDAYS
- ONLINE – AS ARRANGED WITH SUPERVISOR/AGENCY

Second Year Internship

- 24 HOURS/WEEK – 3 FULL DAYS OR 4-5 PART DAYS FOR 35 WEEKS
- DURHAM – MONDAYS, TUESDAYS, & FRIDAYS
- ONLINE – AS ARRANGED WITH SUPERVISOR/AGENCY

IMPORTANT:

- Internship instruction is concurrent with classroom work. Students may not “bank” their hours and end their placements prematurely.
- Students are expected to work a full day unless special arrangements are made. Reliable and punctual attendance is required.
- Any requests for variations of the schedule must be made in the form of a written proposal and addressed to the appropriate Internship Coordinator.
- **Based on student and agency needs, some flexibility in the day and time is possible, however there are no placements solely on the weekend. Additionally, an intern may not structure their internship by only working in the evening.** As students, it is important to participate in the full range of activities in an agency. Since most agencies are not fully functioning on the weekends or evenings (staff meetings, team conferences, communication with collateral contacts, etc.), this cannot occur. The Internship Coordinator and the department must approve all changes, and these changes cannot conflict with the student's class schedule. Significant agency activities - staff meetings, continuing education seminars, case conferences, etc. - must also be included in a student's agency schedule.

Remember!



No Placements only on evenings and week-ends

The MSW program is an Advanced Generalist program. To provide the full range of opportunities for Advanced Generalist skill-building, students in their first placement will be placed in settings that enable them to obtain generalist practice skills. Students in their second placement will be placed in agencies that offer students opportunities to learn Advanced Generalist skills. Advanced skill-building may also occur in more specialized settings. Dual degree SW/RMP students will take their practice courses during their second year of study, followed by their internship classes in conjunction with their summer block placement. Summer block placements are available in a similar way for second year students in the MSW only program, with approval of the MSW Internship Coordinator.

TEVERA

The UNH MSW Internship Education program utilizes an internship management system called TEVERA. This is a software program available for student, faculty, and supervisor use during the internship program. Students purchase this program, and it is available to them for a lifetime in their professional social work careers. It is a robust system that offers placement efficiency, greater communication during the internship experience, time tracking towards licensure post-graduation, and portfolio development for the important documents needed by social workers. All parties involved in a social work student's internship experience are expected to utilize Tevera as directed.

Important! Read Carefully

INTERNSHIP ACADEMIC POLICIES

Yearlong Course Policy: Internships consist of an entire academic year of internship placement and two academic courses. These academic courses are considered a yearlong course – both semesters must be successfully completed to receive full credit for either. This applies to SW 880/881 and SW 982/983. Students will not receive a grade until the end of the entire internship year.

Co-Requisite Policy: All students must take Practice and Internship courses together. A student may not take a practice course without enrolling in the concurrent internship course (co-requisite) and a student may not be in an internship without being in the concurrent practice course (co-requisite). An exception to this policy is made for summer block students, in the 2nd internship year only. Part time students must complete one academic year of coursework prior to entering an internship placement.

As noted above, Internship I (SW 880) and Practice I (SW 830) are co-requisites, as are Internship II (SW 881) and Practice II (SW 831). Students should be aware of several important applications of the above policy.

- If a student fails their first semester internship (Internship I), then they must withdraw from Practice I, if not already completed. The student would then be required to re-take both Internship I and Practice I the following academic period (and therefore begin a new year in internship placement). Similarly, if a student withdraws from Internship I, then they must withdraw from Practice I.
- If a student fails their second semester internship (Internship II), then they must withdraw from Practice II. The student would then be required to repeat the entire year of Internship (SW 880 and SW 881) and would take Practice II again the following academic term. The student would not be required to repeat Practice I. Similarly, if the student withdraws from Internship II, then they must withdraw from Practice II, and as above, must repeat the entire year of Internship (SW 880 & 881). In this circumstance, the student would not be required to repeat Practice I.
- If a student fails Practice I, they must withdraw from Internship I. The student would then be required to re-take both Internship I and Practice I the following academic year. If a student withdraws from Practice I, they must withdraw from Internship I as well.
- If a student fails Practice II, they would be required to re-take Practice II the following year. Since Practice II is a prerequisite for Practice III, the student would need to pass Practice II prior to entering Practice III or Internship III and could not progress in the program. This, in most cases, will mean that the student will require an additional year in the program. Due to the co-

requisite policy for Internship & Practice, the student would also need to re-take Internship I & II.

- Please note that withdrawing as described in this section means withdrawing from the class or internship, including taking a leave of absence for any approved reason.
- If a student withdraws from Internship 1 or 2, **at any point in their course term(s)**, they will still be required to repeat the entire year if they decide to return.
- The policies noted above operate in a similar way for the second internship year and the relevant courses: SW 982/983 and SW 930 & 931.
- In any of the above circumstances, the Internship Director maintains the right to determine the student's readiness to resume the internship program.

INTERNSHIP PLACEMENT OVERVIEW

At UNH, we appreciate our placement agencies and supervisors. Without the investment of these organizations and individuals, we would not be able to offer the high quality, hands-on experience that leads to the development of excellent social workers. Our supervisors offer their time, commitment, energy and experience for no financial compensation, purely for the love of social work and the desire to Pay it Forward. Our agencies collaborate with us to create a "win-win" situation where solid productive learning occurs and productive student activities benefit the clients of the internship agency.

The internship placement is an educational assignment designed to put into practice the concepts and theories of social work that students are learning in their courses. Of equal importance, internship placements adhere to the standards of the Council on Social Work Education. We offer internships that fulfill our commitment to generalist practice, ensuring that students gain skills in working with all types of clients: individuals, families, groups, and organizations. Our internship placement team designs & assigns learning opportunities that will benefit students in each year of the program, based on our knowledge of the curriculum and our experience with the social service community of NH, New England and other states.

CONFLICT OF INTERESTS IN SOCIAL WORK

As new students entering the profession of social work, you will need to adhere to the NASW Code of Ethics. There are several important terms contained within this code that will be relevant in your journey through the internship process. Students must understand the concepts of **conflict of interest and dual relationships**. NASW defines a dual relationship in this way: "Dual or multiple relationships occur when social workers relate to clients in more than one relationship, whether professional, social, or business. Dual or multiple

relationships can occur simultaneously or consecutively.” This concept will be discussed in your course work and in your agency setting. It is important for students to understand that dual relationships may also occur in other relationships within the educational process. Dual relationships can blur the lines of professional boundaries, making it difficult for social workers to maintain an objective and professional stance. This can compromise relationships with clients and the effectiveness of services. Dual relationships in an educational setting could also disrupt a student’s educational outcomes. As dual relationships can often become confusing and potentially damaging, the following conflict of interest policy has been developed. A conflict of interest occurs when there is a risk of conflict or actual conflict between the social worker’s personal interests and professional responsibilities.

Conflict of Interest Policy:

- Students must inform the internship team of any existing or potential conflicts of interest or dual relationships that may arise in the internship process
- This includes but is not limited to any agency the student is matched with where the student or student’s family member currently, or in the past, has also sought services from, as a client or patient.
- Employment placements may be dual relationships but can be carefully managed by the internship team in collaboration with the student, the employer and the internship supervisor
- Supervisors must avoid dual relationships with students where there is a potential for harm and should consult with the internship team should one arise unintentionally
- Internship liaisons must ensure that there are no overlapping or dual boundaries/relationships between the Internship Liaison and the agency, student and/or Internship Supervisor.
- If a dual relationship occurs that cannot be managed satisfactorily, this may necessitate a change in placement or supervisor

Students will be asked to sign a Conflict of Interest statement acknowledging their understanding of these policies.

The sections below outline the criteria for development of agency placements as well as the responsibilities of all involved in the internship process.

SELECTION CRITERIA FOR AGENCIES AND SUPERVISORS

AGENCY CRITERIA

The Department of Social Work selects agencies who can offer our students a quality internship experience. We are looking for agencies which:

- are committed to the philosophies of the Council for Social Work Education, the school and the professional community.
- adhere to the NASW Code of Ethics.
- can provide a sufficient number and variety of assignments to ensure a diverse experience. It is expected that students have the opportunity to engage in the full range of generalist social work practice to include as much as possible, individual, group work, community work, advocacy, and case management. This may include: attending staff meetings, intake meetings, case conferences, case management activities, etc.
- can provide an Internship Supervisor with a Master's degree from a CSWE-accredited MSW program. If not able to do so, will work with UNH to collaborate on a plan for co-supervision with a specified, non-MSW task supervisor and an approved consultant MSW supervisor.
- can provide time for the Internship Supervisor to provide weekly two hours of supervision for their student. In addition, time must be given for supervisors to read process recordings, complete the student evaluation, attend student conferences during the site visit with their faculty internship liaison, and consult with school representatives.
- will take responsibility for orienting student interns to the safety policies and procedures of that setting.
- allow their Internship Supervisors the time to take the mandatory supervision seminar given by the social work program for new Internship Supervisors and/or the mandatory face to face or online orientation for supervisors new to the University of New Hampshire. If supervisors have taken a supervision seminar series (SIFI) at another institution, they will still need information specific to the UNH Social Work department.
- are committed to training social work students and following the Department of Social Work's expectations as described in the internship manual.
- are accredited and/or licensed by appropriate accrediting or licensing bodies locally, and at State and Federal levels.

**SUPERVISORS
EMPOWER THEIR
STUDENTS TO BE ALL
THAT THEY CAN BE**

CASE MANAGER, COUNSELOR,
CHILD PROTECTOR, LEADER,
ADVOCATE, COORDINATOR, FAMILY
WORKER, ROLE MODEL, TEACHER,
RELATIONSHIP BUILDER, GROUP
FACILITATOR, COLLABORATOR,
CHANGE AGENT, INNOVATOR,
HEALER, WITNESS, LEGISLATOR,
POLCY ANALYST, RESEARCHER,
ADVENTURE THERAPIST, DISCHARGE
PLANNER, COMMUNICATOR,
MEDIATOR, RECORD-KEEPER, ORGANIZER, CRITICAL THINKER, AMAZING PERSON.

**empower yourself
to empower others**

social work at UNH

 University of
New Hampshire

CRITERIA FOR INTERNSHIP SUPERVISORS

1. Master's degree from a CSWE-accredited program of social work. (in certain rare situations, when an agency cannot provide an Internship Supervisor who holds a CSWE-accredited social work degree, the program will seek an alternative where reinforcement of the social work perspective is ensured).
2. Minimum of two years relevant full time supervised post MSW experience.
3. Minimum of one year's employment with the agency to which the student is assigned.
4. Commitment to remain as Internship Supervisor for the academic year for the full placement period. If unforeseen circumstances occur, then the agency will provide another supervisor for the student.
5. Agreement to provide weekly direct clinical supervision to the student intern.
6. Agreement to participate in the mandatory supervision seminar given by the social work program for new Internship Supervisors and/or the mandatory face to face or online orientation for supervisors new to the University of New Hampshire. If supervisors have taken a supervision seminar series (SIFI) at another institution, they will still need information specific to the UNH Social Work department.
7. Demonstrated interest in professional social work education and a willingness to work cooperatively with UNH faculty and staff to accomplish the educational objectives of the Department of Social Work.
8. Willingness to utilize UNH's internship management program, TEVERA, to approve documents and time logs.
9. Willingness to orient the student, including an orientation to the safety policies and procedures in the internship. Information about the agency's social media and use of technology policies must also be provided.
10. Willingness to develop a learning agreement with student(s) during their first month at the internship placement. A copy of the learning agreement form can be found in the appendices of the internship manual.
11. Willingness to take responsibility for instructing student(s) about best practices in the internship through the use of process recordings. Students are required to do one process recording each week and utilize them in supervisory sessions in their internship placement.

12. Willingness to evaluate the student's practice throughout the school year, both verbally and in writing and complete student evaluations at the end of each semester in a timely manner.
13. Willingness to participate in any Problem Resolution efforts, including attendance at meetings, the development of an Improvement Plan, and documentation of challenges in the internship experience.
14. Commitment to adhering to the NASW Code of Ethics.
15. Commitment to adhering to the policies and procedures in the Internship Education Manual.

MUTUAL RESPONSIBILITIES

The internship education process involves the close collaboration of Internship Supervisor (and agency), school and student. In this three-way partnership, each participant has certain rights and responsibilities. This section defines these rights and responsibilities and articulates standards for the internship education experience.

RESPONSIBILITIES OF THE MSW INTERNSHIP DIRECTOR AND MSW INTERNSHIP COORDINATOR

The MSW Internship Director is responsible for the overall development and coordination of the internship education program. The MSW Internship Coordinator works with the department chair, the MSW Internship Director, social work faculty, and Internship Supervisor to carry out responsibilities in the areas below. The MSW Internship Director & MSW Internship Coordinator share these responsibilities and in the following sections, it is understood that the term Internship Coordinator will include either the MSW Internship Director or MSW Internship Coordinator.

1. to develop and articulate the philosophies and policies of the internship education program to agencies and Internship Supervisors.
2. to communicate the needs and issues of the internship agencies to the social work department and work to resolve concerns in a timely and effective manner.
3. to communicate with all agency internship supervisors, internship seminar instructors, internship liaisons, and internship students in a timely manner to address any local, state or federal emergencies that impact

the internship program.

4. to manage all internship-related data in an efficient way that will benefit both students, supervisors and agencies.
5. to integrate the internship practicum into the total curriculum.
6. to establish criteria for selection of qualified internship agencies and Internship Supervisors, consistent with CSWE requirements.
7. to develop appropriate internship education placements. This includes a visit to potential placement sites, negotiation of a working relationship between the agency and the school, and distribution of all relevant materials regarding placements such as the internship manual and malpractice insurance information.
8. to carefully evaluate the appropriateness of each new placement site and new supervisor. This could involve fact-checking, reviewing agency websites, and seeking references when needed.
9. to assign students to appropriate placement sites.
10. to evaluate internship disruptions and make final decisions about student site placement and placement status.
11. to develop and teach a Supervision Seminar to all new Internship Supervisors.
12. to organize an orientation for all Internship Supervisors new to the Social Work Department of UNH.
13. to co-chair (with undergraduate Internship Coordinator) the Internship Advisory Committee.
14. to work with Internship Supervisors and Faculty Internship Liaisons to resolve conflicts and problems in the internship. This includes issues or concerns between the agency and school, a student and a supervisor, etc.
15. to contact an internship placement when there is a major change or transition (i.e. a new supervisor or merger with another agency) and re-contract with the appropriate agency personnel.
16. to mediate, problem-solve and provide leadership for all issues regarding difficulties and possible failures in the internship, including participation on the Academic Standards Committee meetings.

17. to orient, problem-solve and advise all Internship Liaisons regarding the internship.
18. To develop the curriculum for internship seminar courses and to orient, problem-solve and mentor all internship seminar instructors.
19. to evaluate and renegotiate working agreements with internship sites on a yearly basis.
20. to represent the department in all matters related to the internship in the social work community.
21. to inform the student in a timely manner if a student needs a criminal check.
22. to inform the student of any inoculation or health records needed to start placement.
23. to fill out all insurance and agreement forms or additional documents requested by the agency in a timely manner.





RESPONSIBILITIES OF THE INTERNSHIP LIAISON

An Internship Liaison, who is a representative of the department of social work, will be assigned to each agency. In some circumstances this person is also the student's academic advisor; in other cases, the student has an additional faculty member who serves as academic advisor only. The internship liaison serves as a link between the department and the agency. The Internship Liaison's responsibilities are: to maintain a continuous relationship with the agency and student through two site visits per academic year, or as often as necessary. These visits occur before the end of each semester.

1. to write a brief description of the site visit and submit this to the Internship Coordinator for placement in the student's file.
2. to be available as a consultant to the Internship Supervisor for any issue that may arise in the internship. This includes intervening with a student and Internship Supervisor should any problem in the placement occur.

3. to review the learning agreement between student and Internship Supervisor before site visits and utilize this agreement as an evaluation tool.
4. to ensure that students are writing one process recording each week and that the process recordings are being utilized as a learning tool.
5. to educate the agency regarding the objectives of the MSW program and to help Internship Supervisors plan for their students in accordance with these objectives.
6. to communicate information about classes, schedules and school policies to the Internship Supervisor.
7. to provide feedback to the Internship Coordinator about agency policies, and/or changes, progress or problems in internship sites, i.e. changes in practice, structure, function.
8. to communicate with the Internship Coordinator any issues or concerns regarding safety in the internship.
9. to communicate with the Internship Coordinator any issues or concerns about a student's performance in the internship. If an Internship Liaison receives a significant call from a student's agency or supervisor, the Internship Coordinator should be notified immediately.
10. to communicate with the Internship Coordinator if there is the possibility of a student receiving a Marginal Progress grade on their student evaluation.
11. to assist students in obtaining psychological or medical help if a problem should arise. This responsibility should occur in conjunction with the Internship Supervisor, if appropriate, and with the Internship Coordinator, the student's academic advisor, and the Program Director and/or Department Chair.
12. to participate in all problem resolution meetings, in collaboration with the student's academic advisor, and as requested by the Academic Standards Committee.

RESPONSIBILITIES OF THE INTERNSHIP SEMINAR INSTRUCTOR

1. to provide a forum for discussion and critical analysis of student's internship work experiences.

2. to review and finalize the learning agreement in Internship Seminar class.
3. to inform Internship Liaison and Internship Coordinator of a concern about a student in the internship seminar class.
4. to communicate with the Internship Coordinator any issues or concerns regarding safety in the internship
5. to communicate immediately with the Internship Coordinator or Internship Liaison if an Internship Seminar Instructor receives a call from a student's agency or supervisor.
6. to communicate with the Internship Coordinator if there is the possibility of a student receiving a Marginal Progress grade on their student evaluation.
7. To review the student's progress in their internship through Tevera and the course management system (Canvas) – to include general progress, use of process recordings, time logs, and professional behavior.
8. to recommend/assign a Credit/Fail grade for internship placement course with input from the student's Internship Supervisor, Internship Liaison and Internship Coordinator.
9. To serve as temporary Internship Supervisor in times of local, state or federal emergencies that impact the implementation of the internship experience & supervision.

RESPONSIBILITIES OF THE STUDENT

The social work student also has responsibility towards ensuring the successful outcome of their placement. Students must review these carefully and refer to them regularly during the placement process and internship years.

The responsibilities of the student are:

1. to conduct themselves in an ethical and professional manner throughout the internship placement and internship process.
2. to read and adhere to all policies written in the Internship Education Manual.

3. to read and adhere to all agency policies relevant to the internship experience. Students should pay particular attention to the agency's policies regarding social media and technology use and must abide by these policies.
4. to follow all internship readiness protocol and to work with the internship team with the understanding that not all internship placement requests can be honored.
5. to complete all registration and placement preference forms by the established deadline.
6. to inform the internship team of any potential dual relationships or conflicts of interest that may impact their performance at an internship agency
7. to finish the agency selection process by following through on all communication with their Internship Coordinator & prospective agency supervisor. This would include emails and telephone calls to Internship Coordinator and potential agency sites as well as participation in arranged agency interviews
8. to adhere to guidelines of the internship team in any Problem Resolution efforts, including attendance at meetings, the development of an Improvement Plan, and communication about challenges in the internship experience.
9. To utilize the internship management tool, TEVERA, as instructed by internship faculty. The purchase of Tevera is for student's lifetime use and is considered a pre-requisite to entry to the internship education program. It is understood that this expense is the responsibility of the student.
10. to regularly attend the assigned placement as outlined in this Internship Manual. First-year students are expected to work 16 hours per week at their placement; second year students are expected to work 24 hours per week at their placement. Students are expected to work a full day unless special arrangements have been made.
11. to notify the Internship Supervisor if they will be absent due to an emergency such as a family crisis or an illness. The student is expected to make-up this time if the emergency exceeds three days. In case of a prolonged absence the student should immediately notify their Internship Liaison so that plans can be made to address this problem. Any plan must satisfy the agency's need to provide reliable and effective services to their clients and communities.
12. to obtain services from Student Accessibility Services, if necessary. Accommodations can only be made if there is a verified plan from the Student Accessibility Services office.

13. to be punctual and reliable.
14. to remain in placement for the prescribed duration concurrent with Internship and Practice classes. Students may not terminate from their placements without approval by the internship department. Abrupt and unapproved termination from the placement will result in a Failing (F) grade for the year.
15. In the event that a student is not successful in the internship placement, the student will conduct themselves professionally as decisions are made with the internship agency and Internship Coordinator. If the decision is made to terminate the internship placement – without a plan for re-placement, the student will discontinue attendance at internship seminar class and practice class immediately.
16. To participate in a “Return to Placement” meeting with the Internship Director/Coordinator and appropriate faculty. It is understood that following a failure or withdrawal from internship, a student desiring to resume their internship program will be required to re-take the internship. As noted earlier, internship is a continuous year-long course, and students may not bank their hours.
17. to complete a learning agreement with the Internship Supervisor within the first three weeks of internship placement as instructed by the internship seminar instructor.
18. to follow all policies and procedures regarding absences, punctuality, snow days and sick days.
19. To follow the MSW program guidelines re: vacations. MSW students are allowed 3 weeks of vacation throughout the year. For the Durham program this will be two weeks at winter break and one week at spring break. For online students – these weeks are negotiated with student and internship supervisor, with approval of the internship seminar instructor. Any adjustments to these guidelines must be approved by the appropriate MSW Internship Coordinator.
20. to maintain a personal sense of safety and avoid engaging in assignments in which there is a physical risk. If a student is concerned about their safety, the student should inform their Internship Liaison. The Internship Liaison and Internship Supervisor should consult to determine the best course of action to support the student’s education. The Internship Coordinator should be notified and consulted about any event, incidents or concerns regarding safety, including but not limited to exposure or suspected exposure to a communicable disease. Personal safety may involve physical risk or emotional danger.
21. to perform in a professional, responsible manner by keeping commitments to the agency, Internship Supervisor, clients and Internship Liaison in accordance with the NASW Code of Ethics.
22. to take initiative in seeking advice and consultation from the Internship Supervisor, the Internship Liaison and the Internship Coordinator, in this order. This includes informing the Internship Liaison of

difficulties that might be occurring in the internship that cannot be worked out in supervision sessions and/or if the student has received feedback from their supervisor that they will receive a Marginal Progress grade in their evaluation.

23. In the event that an internship problem cannot be resolved with the efforts of the internship faculty noted above, the student should then seek out the Program Director, the Department Chair, and as a last resort, the Department of Social Work Academic Standards Committee (in this order).
24. to complete all paperwork, including process recordings, within specified deadlines.
25. to identify oneself as a social work intern to all clients in accordance with the Patient's Bill of Rights.
26. to come prepared for supervision and take active responsibility for learning.
27. to comply with all requests from agencies for criminal background checks. It is understood that this may be an additional expense for the student. If a student has a concern about information gained in this process, they should consult with their Internship Coordinator.
28. to comply with requests from agencies for evidence of inoculations and other health records. This may also be an extra expense to the student.

RESPONSIBILITIES OF THE AGENCY

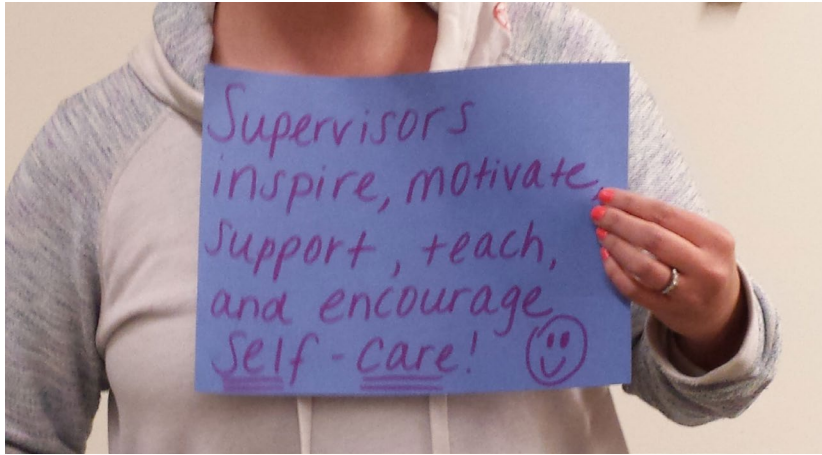
Many of the agency's responsibilities were described in the previous section on agency selection. Other agency responsibilities include:

1. to provide a welcoming atmosphere for learning and achievement of educational objectives.
2. to orient the student to the agency's total program and community surroundings including the safety policies and procedures for that setting.
3. To support the student in maintaining both physical and psychological safety.
4. To provide the internship education program with the agency's specific safety guidelines & protocols re: communicable disease exposure and/or any additional health/virus-related medical situation.

5. To provide students with information about the agency's use of technology and social media policies.
6. to provide a sufficient number and variety of assignments within the agency to ensure adequate involvement and progression during placement.
7. to provide adequate workspace and materials to accomplish assigned tasks.
8. to provide regularly scheduled weekly individual supervision.
9. to include students in agency staff, committee, board and other meetings and conferences on a regular basis as appropriate.
10. to provide access to case records and other pertinent client information necessary for the accomplishment of assigned tasks.
11. to support the student in identifying themselves as a student intern, rather than a staff member, in accordance with the Patient's Bill of Rights.
12. to be in compliance with all relevant federal, state and local laws concerning non-discrimination.
13. to provide adequate staff to operate the program without dependence on students and to ensure that students are able to have an internship experience at the agency, rather than a work experience. This is a requirement that complies with the US and State of NH Department of Labor guidelines. Agencies must take responsibility to ensure that all DOL requirements are met.
14. To inform the Internship Director/Coordinator of any decisions regarding student placement. These could include changes in supervisor, office/program, or decisions about termination of the placement itself.

RESPONSIBILITIES OF THE INTERNSHIP SUPERVISOR

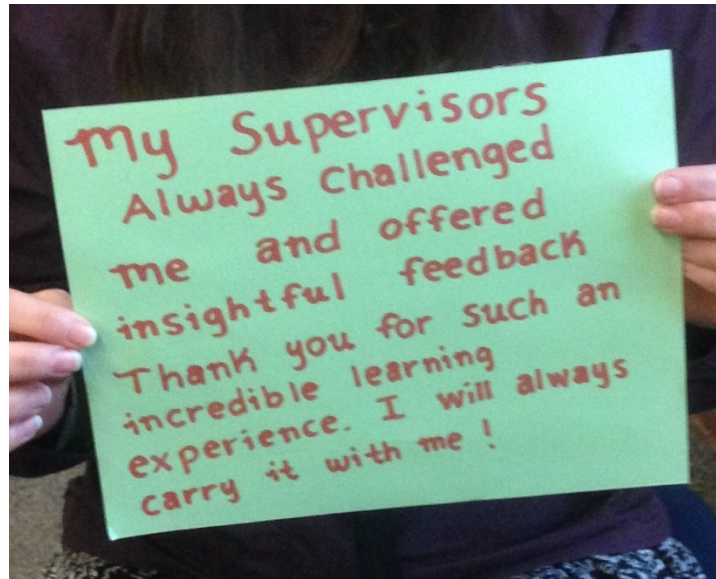
Many of the Internship Supervisor responsibilities were previously described in the section on "Selection of Internship Supervisors." Also relevant are the sections on agency selection and agency responsibilities.



Other Internship Supervisor responsibilities are:

1. to have knowledge of and familiarity with the internship policies and procedures, including those described in the Internship Education Manual.
2. to conduct an initial interview with the prospective student prior to their placement to review agency function and expectation with the student.
3. to develop a learning agreement with the student within the first three-four weeks of placement, as guided by the internship seminar instructor. There is a link to the learning agreement form in the appendices of this internship manual.
4. willingness to orient the student, including an orientation to the safety policies and procedures in the internship, policies about conflicts of interest and dual responsibilities, and social media and use of technology policies, during the first two weeks of placement.
5. to teach the CSWE competencies described in this internship manual through practice in the agency.
6. willingness to take responsibility for instructing student(s) about best practices in the internship through the use of process recordings. Students are required to complete one process recording each week and utilize them in supervisory sessions in their internship placement. **Supervisors are expected to offer regular feedback to the student through specific comments on the process recordings. This is essential to support the student's self-reflection process and to assist in the development of skills & competencies. This must be done on a weekly basis.**
7. willingness to utilize the internship data management system, TEVERA, to sign documents and review student work.

8. to provide regularly scheduled weekly supervision with each student.
9. to immediately contact the Internship Liaison and/or Internship Coordinator with any concerns.
10. to meet as necessary with the Internship Liaison and work with the Social Work Department faculty to discuss issues or concerns which may arise during the course of the internship placement and/or if there is a possibility that a student may fail the placement or have a Marginal Progress grade.
11. to complete the student evaluation forms at the end of each semester of placement and review this evaluation with the student. A "Marginal Progress" can only be given as a recommended grade in the first semester evaluation. A "Marginal Progress" cannot be given as an end of the year grade recommendation. This evaluation will be implemented through the data management system, Tevera. Please note: the supervisor's evaluation is a recommendation of a grade. Final grades are officially awarded by the internship seminar instructor, in collaboration with internship supervisor & liaison.
12. to document all difficulties that may arise with a student in a timely manner (beyond the evaluation).
13. to participate in appropriate training sessions or meetings sponsored by the Social Work Department.
14. to participate in the mandatory orientation for all supervisors new to the UNH Social Work Department. If a first-time supervisor who has not taken a supervision course with any other MSW program, to participate in the mandatory Supervision Seminar series.
15. to inform the Internship Liaison if there are any major changes in supervisor assignment and/or transitions in the agency and to work with the Internship Liaison and/or Internship Coordinator to re-contract, if necessary.
16. to inform the Internship Coordinator if a student needs a criminal check, inoculation or health records in a timely manner.
17. to inform the Internship Coordinator in a timely manner if there are insurance and/or agreement forms to sign before the start of a placement.



SUPERVISORS ROCK!

THE INTERNSHIP PLACEMENT EXPERIENCE FROM BEGINNING TO END

The internship process begins as soon as an agency and the UNH Social Work Department make contact to discuss the possibility of a student placement. The process continues from the initial orientation to the final evaluation and ending of the student placement. The following section describes some of the "nuts and bolts" of the process and more thoroughly delineates stages of the internship year.

INTERNSHIP READINESS STEP BY STEP

STEP ONE: REGISTER
FOR TEVERA

STEP TWO:
COMPLETE
INTERNSHIP
APPLICATION

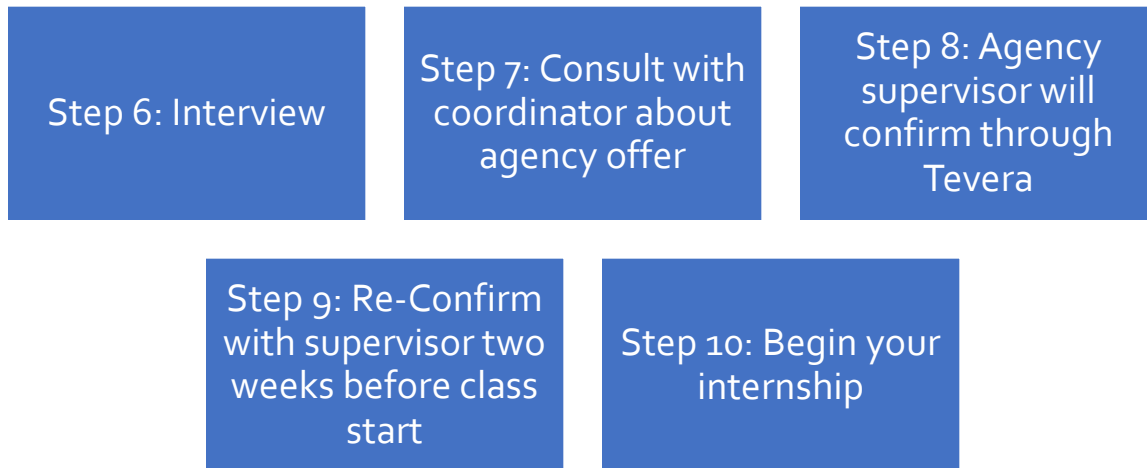
STEP THREE: UPLOAD
UPDATED RESUME TO
TEVERA

STEP FOUR: WATCH
FOR EMAILS FROM
INTERNSHIP TEAM

STEP FIVE: RESPOND
IMMEDIATELY TO
INTERNSHIP TEAM
REQUESTS

The first year internship is a foundation placement. We would like our students to show willingness to intern in an agency that teaches new and different skills. In the second year, students are offered a choice of specialty areas that will provide advanced generalist skills.

The placement process can ebb and flow but can sometimes be swift and competitive. For this reason, students must follow through **immediately** with all internship placement directives and interviews. This includes calling or emailing the potential supervisor **the same or next day** and scheduling to meet them as soon as possible, contacting the internship coordinator with the time and date of the interview and then contacting the internship coordinator after the meeting to give impressions and thoughts. Students must promptly comply with all requests from the agency regarding any follow-up that may be needed, i.e. references, health record.



The second-year internship process is similar – with the same exact steps. 2nd year students should remember to include their first-year internship on their updated resume

If students are not able to comply with the above criteria, the Internship Coordinator may decide that the student must delay their internship. This will affect the student’s progress in the program. In these circumstances an internship review committee will meet to address the relevant issues; this meeting will include the Internship Director, the Internship Coordinator, the appropriate MSW Program Coordinator, the student and the student’s faculty advisor/internship liaison.

Similarly, if a student has previously failed an internship course, an internship review committee will meet to determine if this student now meets the criteria to re-enter the internship placement process. The committee will be formed based on the specific student needs and may include student’s faculty advisor, Internship Coordinator, Internship Director or others. The focus of this meeting will be to determine what changes the student has made or will be made to allow the student to have a more successful internship experience.

SECURING AN INTERNSHIP PLACEMENT

There are usually two routes to securing a student intern for the agency. The Social Work Department may initiate contact with an agency regarding the possibility of a potential internship placement or an agency may inform the Social Work Department that there is a possible internship opening. Once the initial contact is made, the Internship Coordinator will discuss the criteria for agency selection, as well as the mutual responsibilities of the MSW program and the agency. If the agency criteria are met, then the Internship

Coordinator will meet with an agency representative and /or potential Internship Supervisor to finalize the agreement.

Occasionally a student will hear about a potential placement. Students should **not** call the agency themselves but should inform the Internship Coordinator about the possible site. The Internship Coordinator will then explore whether this agency can be approved as a student placement. Once an agency becomes an approved internship site, a student will be recommended for placement at the agency. Once a student is recommended for placement, the student is asked to contact the Internship Supervisor to schedule an interview with the Internship Supervisor and/or Internship Coordinator (if the agency has this position). The purpose of the interview is for the student and the Internship Supervisor to become acquainted with each other and for the student to learn about agency goals and expectations. After the interview, the Internship Supervisor should contact the Internship Coordinator to finalize the placement. The student should contact the Internship Coordinator to discuss any questions or concerns and give impressions. Once the placement is finalized, the Internship Supervisor will be asked to complete a Confirmation form, through Tevera, outlining the details of the placement.

The internship agency will then receive access to an internship manual which serves as an agreement between the agency and the University of New Hampshire, Department of Social Work as it outlines the expectations and responsibilities of all parties. Included in the internship manual is a Letter of Agreement which offers a way to formalize this agreement and includes information regarding malpractice insurance. Agencies may request signatures on this form or may ask to have a more formal agreement completed.

In the first year, the Internship Department chooses placements for students. On the internship application form, the student will be asked to identify a population that may be too difficult to work with and this will be respected. The application will also ask the student to identify a new population or area of interest that they may want to explore that is different from previous experience. The internship department will try to find a placement that reflects this interest, if possible. In the second-year placement, the student's areas of interest will be more strongly taken into consideration. The first-year emphasis is on generalist practice and on working with at-risk and oppressed populations in community-based agencies learning a wide variety of social work roles (case manager, advocate, organizer, direct practice). The internship department puts great thought into the placement process and is committed to selecting appropriate educational experiences for all students. However, students are not guaranteed the exact placement site they desire.

If a student is not accepted for a placement by two agencies, or if a student refuses two agencies designated by the Internship Coordinator, then the internship department will determine if the student is prepared to be in the internship. In these circumstances, an internship review committee will meet to address the relevant issues; this meeting will include the Internship Director, the Internship Coordinator, the appropriate MSW Program Coordinator, the student and the student's faculty advisor. If it is determined that the student has not met the criteria to participate in an internship, then the student may be asked to defer their entrance into the program and/or into the internship. If a student is again rejected from an agency or refuses

placement in an agency by the Internship Coordinator, then they may be asked to leave the social work graduate program.

CRIMINAL RECORD AND CORI CHECKS

Many internship agencies require criminal record checks and Massachusetts state agencies (e.g., DSS, DMH) and their contracted vendors require CRIMINAL OFFENSE RECORD INVESTIGATION (CORI) on all students placed at these sites. Some agencies are able to facilitate this for students; some are not. In NH, students will need to contact the NH State Police in Concord. This is often an additional expense for students. Students with financial need can apply to a special scholarship fund to assist them. Depending on the offense, positive results may lead to a placement being denied. Students who have any concerns should contact the Admissions Coordinator or the Internship Coordinator.

HEALTH INFORMATION

In some settings, (e.g., hospitals, clinics, schools) interns may be required to show evidence of inoculations or other health records. This should be discussed at placement interviews. Students who have any concerns should contact the Admissions Coordinator, the potential Internship Supervisor and/ or the Internship Coordinator.

TRAVEL & TRANSPORTATION



To be placed in their internships, students are responsible for securing access to a car and driver. Students are responsible for traveling to and from their internship placement sites, and their internship placement sites may also require travel during the internship day as part of a student's tasks. Many placement sites cannot reimburse for mileage. If an agency is able to do so, this reimbursement should be made directly to the student. The Department of Social Work does not require students to provide insurance to cover liability for transportation of clients, nor does the Department of Social Work provide this insurance for students. The Department of Social Work accepts no liability for injury to students or to agency clients pursuant to transporting them. Therefore, if the agency requires students to transport clients, the agency either accepts liability or the agency may require of the student evidence of appropriate insurance. Agency expectations of and provisions to the student should be discussed before placement and incorporated in the Learning Agreement.

THE INITIAL DAYS OF PLACEMENT

The initial days of placement can set the tone for the following weeks. Both Internship Supervisor and student may be excited and anxious, and students are faced with a new setting and new demands. In light of this, the following recommendations are made.

FOR SUPERVISORS:

- ❖ GIVE students ample time to adjust to the site and to orient them to the agency.
- ❖ STUDENT ORIENTATION is critical. Take the student on a tour of the facilities, introduce the student to the staff and provide a physical space for the student right away.
- ❖ MEET with your student often in the first few days.
- ❖ CONTRACT with students regarding the times and days that supervision will occur and discuss your expectation for these meetings.
- ❖ SAFETY ORIENTATION is also crucial. Explanations of safety policies and procedures should occur quickly.
- ❖ DISCUSSION TOPICS: roles and responsibilities, agency goals, programs, and structure

FOR STUDENTS:

- ❖ CONTACT your supervisor to establish a start date & time. Be prepared with any immediate questions.
- ❖ TIMELINESS is important. Get off to a good start and come early your first day
- ❖ DRESS CODE – ask and comply with agency policies
- ❖ SELF-CARE – make sure to ask about lunch hour policies. Take a lunch and break.
- ❖ BREATHE – it is ok to feel nervous your first few days. Create a breathing routine to use when you feel stress during the internship

ATTENDANCE, SICK DAYS, SNOW DAYS AND OTHER CIRCUMSTANCES

In order to graduate from the MSW Program, students must complete the required number of internship placement hours identified by the Department of Social Work. These hours are based on the minimum standards set by the Council on Social Work Education but go well beyond. The expectation for a first-year student is approximately 512 hours (32 weeks X 16 hours). The expectation for a second-year student is approximately 768 hours (32 weeks X 24 hours) for a total of 1280 hours. Advanced standing students will complete 1008 hours. (second year hours plus summer). These hours listed are approximate guidelines; student, supervisor, and internship liaison will confirm a student's schedule and ensure that the hours requirement is being met.

Students are expected to work a full day unless special arrangements are made. Reliable and punctual attendance is required. If a student has an emergency, i.e. family crisis and/or illness, then the student is responsible to notify the Internship Supervisor if they will be absent. The student is expected to make-up this time if the emergency exceeds three days. In case of a prolonged absence the student should immediately notify their Internship Liaison so that plans can be made to address this situation.

Any plan must satisfy the agency's need to provide reliable and effective services to their clients and communities.

When the university is closed for snow days or other emergencies, students are not expected to go to their internships. Students must use their best professional judgment in implementing this policy. It is the student's responsibility to check for university closure and students should check for the appropriate campus. Students must notify their Internship Supervisor in a prompt, professional manner and a plan must be made to ensure reliable service to clients. It is recommended that students develop a "snow day plan" with their supervisors in the early days of the internship. This could include activities or tasks which could be completed at home or virtually, during a snow or weather day.

Students are allowed a total of up to three days (any combination of snow/sick/emergency) off during the year that they do not need to make up. Any absences beyond these three days must be made up. It is recommended that students track their time in Tevera to avoid any potential misunderstandings. Student hour logs are submitted for review four times during the academic year by both the supervisor and the internship faculty.

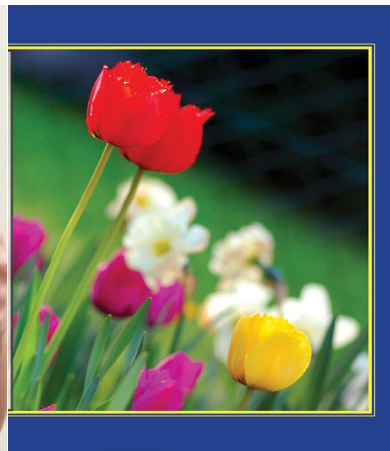
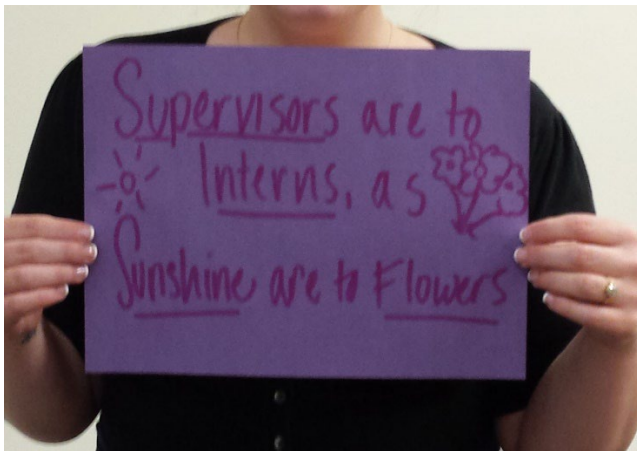
Students are entitled to three weeks' vacation. For Durham students, this will be two weeks at winter break, and one week in March for spring break. Online students may negotiate three weeks of their choice, with a limit of two weeks' vacation at a time.

Students are also entitled to take UNH holidays as relevant to their schedule: Labor Day, Veterans Day, Thanksgiving holiday break (Thursday/Friday); Martin Luther King Day; Memorial Day; Juneteenth Day, and 4th of July.

In all cases, please consider your schedule and request for days off in a professional manner. Your learning is the ultimate consideration. If your agency is open on a UNH holiday and there is an important group running that day, you may want to consider attending your internship. The best course of action is to consult with your supervisor and faculty advisor.

Summary

- 3 Weeks' Vacation
- 3 Sick/Family/Floating Days
- UNH Holidays
- Use Tevera
- Be Professional



SOCIAL MEDIA AND TECHNOLOGY IN SOCIAL WORK

In our current environment, students, supervisors, clients and agencies will all be using social media and/or technology to some extent. It is important for students to inquire about the agency's use of social media and to adhere to their policies at all times. The NASW Code of Ethics offers important guidelines for a social worker's use of technology. Technology can be an important asset in social service delivery – students will learn about electronic records, agency research efforts, possible use of technology in some way in specific interventions, the use of telehealth and guidelines for this, agency marketing efforts, and other innovative service delivery through technology or social media. In all circumstances, students must consult with their supervisor and other agency officials about the proper use of technology in their workplace.

As students learn about ethics, boundaries & dual relationships (see earlier section on conflicts of interest), they should remember that the lessons learned there apply to the virtual world as well. Students must not engage with clients through their personal social media presence; they are also discouraged from engaging with internship agency staff and/or supervisors on social media.

Students must also refrain from the use of Artificial Intelligence (AI) technologies such as ChatGPT to produce internship documents or process recordings.



The Internship Experience – from Beginning to End

INTERNSHIP START

Following a successful placement process, students are now connected to an agency placement. The early days of the placement were discussed in a previous section. Significant aspects of the ongoing internship will now be described.

DEVELOPMENT OF THE LEARNING AGREEMENT

The development of the learning agreement is one of the first important tasks of the student & supervisor in the first few weeks of placement. The learning agreement provides a road map for the placement year. A learning agreement outlines a student's specific responsibilities, goals and tasks in the internship. This agreement or contract is initiated by the student, in collaboration with the Internship Supervisor and is then reviewed and finalized by the Internship Seminar Instructor and Internship Liaison. An Internship Supervisor should assist the student by outlining the purposes of the learning agreement (it will also be discussed in their Internship Seminar in school) and then allow their student to make a rough draft. First-year students and those with little social work experience may have a more difficult time developing competency-related tasks and will need more input from their Internship Supervisor. After a student has developed a rough draft, the student and Internship Supervisor review the contract and make any necessary revisions together. The agreement is then submitted as a course assignment to Canvas for review by the Internship Seminar Instructor. The Internship Seminar Instructor will offer additional feedback. Following revision & final approval, the agreement will be submitted to Tevera for signatures from Internship Supervisor, Student, and Internship Liaison. The learning agreement is truly a collaborative effort. The learning agreement should be reviewed periodically and must be reviewed and updated in the second internship seminar course of the year.

The learning agreement minimizes misunderstandings between students and Internship Supervisors and provides a basis for accountability, a sense of purpose and progress and ensures the integrity of the internship as an educational experience (Royse, Dhooper & Rompf, *Internship Instruction*, 1996).

The learning agreement can also be seen as an evaluation tool. Goals should directly reflect the skills and practice behaviors outlined in the student evaluation form. It is advised that Internship Supervisors ask their students to evaluate themselves using the evaluation form (in the appendices of the Internship Manual) within the first two weeks of placement. The Internship Supervisor and the student can then develop a learning agreement with mutually identified goals based on the social work competencies found in the

evaluation. The goals of the learning agreement are the development of the nine social work competencies, with corresponding objectives - a list of specific tasks or practice behaviors that will lead to the achievement of these competencies. The list of tasks should be measurable, with clear dates for accomplishment of each task. For first-year students in generalist placements, a list of generalist tasks, called the Generalist Checklist is provided as guide to develop this list (see appendices).

Additionally, the learning agreement should contain the supervisor's responsibilities and tasks. A supervisor task is expected for each of the social work competencies.

The learning agreement should contain the following elements:

- Basic data including name of agency, Internship Supervisor and Internship Liaison
- Orientation to the agency
- Orientation to safety policies and protocols and a safety plan.
- Orientation to social media policies, responsible use of technology, conflicts of interest and dual relationships.
- Educational structure including assignments, hours and days at agency and meetings.
- Supervisory Structure and Process including the name of the primary and secondary supervisor, day and time of supervision
- Who will provide emergency supervision if needed
- How the social work department's requirements of process recordings will be implemented
- The teaching strategies that will be used.
- Evaluation process.
- Goals and objectives – these should be based on the social work competencies and include specific tasks that will lead to the development of generalist and advanced generalist social work skills.

There is a link to the learning agreement form in the appendices.

As the learning agreement is developed, an Internship Supervisor should begin to assess their student's strengths and weaknesses, the student's areas of interest, level of experience, and learning style. This will help direct the process of establishing goals and tasks. For example, if a student has a "hands on" style of learning and more experience, then the student might want to start specific tasks immediately, while another student might need more time to observe and reflect. Thus, a goal of the first student might be to observe two intakes and then participate in one intake the first week of placement, while the latter student might observe three intakes and participate in their first intake the second week of placement.

ASSIGNMENTS/WORKLOAD

Once orientation has occurred, a student can be assigned clients and tasks. It is strongly recommended that agencies prepare for students by having beginning client-related assignments and tasks planned before the student's arrival. It is expected that students will begin their assignments by the second week of placement

and that the client and organization-related assignments will be varied. Assignments should be standard tasks performed by staff social workers. The Internship Department recognizes that in these turbulent and changing times it may be hard to provide students with a diverse caseload. Think creatively and remember that students can do tasks that staff may not be able to perform, i.e. see clients for no fee, do home visits.

Our program is an Advanced Generalist program so we expect that students will have experiences that involve both micro and macro tasks and client systems of various sizes: individual, family, group, and communities. For students who are involved in an agency that offers primarily individual counseling, it is best to consider that a third of the student's time should be involved in this direct practice. If you need help determining the appropriateness of your student's assignments, please contact your Internship Liaison or the Internship Coordinator.

PROCESS RECORDING

A process recording is a detailed narration of what happened during a social worker's contact with a client or client system. It is an excellent tool for students to learn and refine interviewing and intervention skills; it helps students conceptualize and organize ongoing contacts and develops self-awareness. It also reflects the student's learning and integration of theory and practice. Process recordings are required for all students in placement. All students must do one process recording per week during both years of internship. Process recordings are reviewed and utilized as a teaching tool in supervision and are required to teach best practices in the internship.

Process recordings typically include:

- identifying pertinent information: The student's name, date of the interview or meeting and the client or client system, (remember client name must always be disguised to protect confidentiality)
- objectives for the interview
- a word for word description of the interview
- a description of any action or nonverbal activity that occurred
- The student's feelings and reactions to the client or situation and to the interview or meeting as it took place. This requires the student to put in writing unspoken thoughts and reactions as the interview or meeting is going on. It also allows the student to offer any observations and analytical thoughts regarding what has been happening during an interview.
- consideration of the student's own values & biases
- this may also be a place for the student to reflect on: "what I wish I had said"
- a summary of the student's impressions and analytical thinking, to include an identification of student's strengths & skills.
- future plans
- identification of questions for internship instruction/supervision

- a place for supervisory comments

There are a variety of models of process recordings, all of which are useful. Each has its own advantages and disadvantages and may be used depending on the type of placement and type of modality. The Process Recording Manual offers more detail about this assignment and includes templates as well as samples of the various formats available to students.

All process recordings should be submitted through Tevera. This allows students to save these documents for potential future use. A student's work will be reviewed in Tevera by the internship seminar instructor several times during the year. This occurs during regularly scheduled progress reviews. Progress reviews typically include a review of the student's process recordings as well as a formal paper in which students are asked to analyze their work with clients and client systems. All Process Recordings submitted should be dated within the time frame of the semester or e-term and may not be submitted for subsequent progress reviews as this constitutes self-plagiarism.

It is expected that supervisors will offer meaningful comments and feedback either handwritten directly on the student's process recordings or through adding comments on a word document (use different font, Microsoft Word track changes tool, Google doc, etc.) on a regular basis. Each student and Internship Supervisor may develop a workable routine for exchanging process recordings, but it is critical that this occurs throughout the internship experience. Internship Liaisons will ask to see samples of student process recordings during internship site visits. Various formats for process recordings can be found in the Process Recording Manual which can be accessed by students and supervisors through a link found in the appendices of this manual. It is also included in students' courses in Canvas.



SELF-CARE

It is expected that social work supervisors will introduce the concept of self-care to their students. Self-care is not only a key concept to develop to address client needs, it is also now a critical social work skill & competency as identified in the most recent NASW Code of Ethics. Therefore, it is essential to model and teach self-care. Self-care activities should be included on the student's learning agreement. Supervisors may be required to advocate with their agencies to ensure that student self-care is accepted and available. This could mean that supervisors ensure that students have a lunch hour. It could also mean that the supervisor ensures that students take their university-sanctioned vacation time. As highlighted earlier, it is recognized

that social work is a profession that requires a trauma-informed lens. Incorporating self-care activities into the student's learning environment is one way to minimize the stress and trauma that students are exposed to. We invite you to brainstorm early and often with your students to ensure that self-care practices are developed.



SITE VISITS

There are two site visits by the Internship Liaison per academic year and more often if necessary. These visits are to ascertain whether mutual expectations are being met, to examine the student's educational growth, to assist in maximizing the learning potential of the supervisory/student relationship and to discuss future learning objectives. An Internship Liaison will also visit or video conference if there is any major change or transition at the agency. i.e. a new Internship Supervisor is being assigned to the student. The Internship Liaison should meet individually with the student and the Internship Supervisor and then have a three-way conference so that feedback is given directly and mutual plans formulated. Internship Liaisons may meet individually with the student on campus while others may meet individually with the student at their agency. Individual student meetings and site visit meetings may occur either in person or through videoconferencing (Zoom/Teams). In order to prepare for this meeting, Internship Supervisors should provide their students with feedback about their performance and progress before this conference. A student should not be surprised by the content of the meeting since evaluation is considered ongoing and mutual. If there are difficulties or concerns at the placement, the Internship Liaison should immediately contact the Internship Seminar Instructor and Internship Coordinator. Following the site visit, the internship liaison will submit a site visit form to the Internship Coordinator; this serves as a review of the efficacy of the internship placement.



The site visit is also an opportunity for coaching & collaboration between the Internship Supervisor and the Internship Liaison. Student supervision can be challenging; internship liaisons are available to support & mentor internship supervisors.

STUDENT EVALUATION

Students are formally evaluated by their Internship Supervisor twice per academic year. Performance evaluation is an on-going process and a built-in aspect of supervision. Students can be asked to evaluate themselves in preparation for the evaluation. This process facilitates students' participation and also demonstrates the Internship Supervisor's effectiveness in communicating feedback on an ongoing basis. Student evaluations should be worked on in conjunction with the learning agreement. The Internship Supervisor and student should review the learning agreement and assess progress. Students should not be surprised by the outcome of the written evaluation since this information should have been verbally communicated in supervision, when practical. The evaluation form also allows for a student's response to their evaluation. The evaluation is a process of mutual responsibility. Internship Supervisors are responsible for the electronic submission of the evaluation form through Tevera, while students are responsible for collaborating with their supervisor and offering their signature through Tevera as an indication of participation in this process. Instructions for this will be provided separately. Students will be given an IC (incomplete) if the evaluation is not in by the required deadline. A copy of the student evaluation form is in the appendices.

GRADES

It is the responsibility of the Internship Seminar Instructor, in conjunction with the Internship Supervisor and Internship Liaison, to assign a grade to the student for the internship experience. The final grade is based on the internship evaluation grade recommended by the Internship Supervisor, plus the grade for the academic course or seminar determined by the Internship Seminar instructor.

There are three possible grades that a supervisor can recommend for a student. There is a grade of Satisfactory Progress, which means that a student receives credit and will pass the course. A student may receive a Fail (F) which means that the student receives no credit and will fail the course. Lastly, a supervisor can recommend that his or her student receive a Marginal Progress (MP) grade. The grade of Marginal

Progress will flag a supervisor's concern about the student to the internship liaison and to the internship department. If a supervisor plans to recommend a Marginal Progress grade, then they should contact the student's Internship Liaison immediately to discuss their concerns and plan another site visit. In these cases, the Internship Liaison will discuss any concerns about grades and performance with the Internship Coordinator. We will also ask the supervisor to write an addendum to the evaluation to specifically document their concerns.

When an Internship Supervisor notes "Marginal Progress" in the first semester internship evaluation, the responsible Internship Coordinator will schedule a meeting to address the concerns noted in the Internship Evaluation. The following individuals will be asked to participate in this meeting: (1) the responsible Internship Coordinator, (2) the student, (3) the Internship Supervisor, and (4) the Internship Liaison. This meeting(s) must take place prior to the third week of the second semester. During this meeting a specific plan of action will be determined. This plan is known as an Improvement Plan and should include: (1) the development of a specific contract that describes remedial activities; (2) scheduling another internship liaison visit early in the second semester, (3) identifying follow up plans, and (4) discussion with agency/supervisor about changes expected in order for the student to pass during the second semester.

If the student continues to perform in an unsatisfactory manner, after attempts to rectify the situation, then the Internship Supervisor may recommend a grade of Fail (F). It is expected that if an Internship Supervisor intends to recommend a "Marginal Progress (MP)" or "Fail (F)" that the student and the Internship Liaison have been notified well in advance. A Marginal Progress grade can only be utilized in the first term. By the second term, a student must receive a CR if they are to progress or graduate from the program. If a decision is made by the Internship Supervisor & Internship Coordinator that the student will receive a failing grade, the student will be notified of this in writing by the Internship Coordinator.

Important Grading Policy:

The Internship course is a continuous course throughout the year. This means that if a student fails the second semester of Internship, then they fail Internship for the year (both semesters). There is no option for partial credit and students cannot receive a CR for the first semester only.

The Department of Social Work has a policy in which grading decisions may be appealed by the student through the social work departmental Academic Standards Committee (see Problem Resolution) and/or the University of New Hampshire appeals process. If the student decides to implement this appeal process, this must occur immediately, within 2 weeks (10 Business Days) of the notice of the failing grade.

STUDENT CHALLENGES

The Social Work Department at the University of New Hampshire requires Internship Supervisors to promptly notify the Internship Liaison regarding any concerns about their student's performance, professionalism or conduct. If there are ongoing challenges, students and Internship Supervisors are required to contact the Internship Liaison as soon as an issue is identified since problems that are identified early are often easier to resolve. The Internship Liaison will immediately notify the Internship Coordinator and attempt to address the issue(s) with the student and the Internship Supervisor. A written plan (or re-working of the learning agreement) should be developed which clarifies concerns and offers possible opportunities for improvement. A sample Improvement Plan is found in the Appendices. If the matter cannot be resolved, then the Internship Coordinator may intervene at this time. Although the department and the agency both share the responsibility of resolving the conflict, the Internship Coordinator and Internship Liaison will consult with the agency and then make final decisions regarding the student's placement, i.e. whether a student should be transferred to another site. It is important to acknowledge that agencies do have discretion to end placements that are no longer workable.

If a student receives a grade of F (Fail) and it is disputed by a student, or if there is a serious concern about performance, then the student, any faculty or the Internship Coordinator may request a meeting of the Department of Social Work Academic Standards Committee. This committee has been established to respond to all matters of academic policy within the department and can be used to assess readiness for the internship and the program and to recommend various outcomes. The Academic Standards Committee is comprised of the MSW Coordinator, the BSW Coordinator, one Internship Coordinator, two other faculty members, and 2 students. The appeal process is initiated through an official letter to the MSW Coordinator within 2 weeks (10 Business Days) of the notice of the failing grade. Students would discontinue attendance at both internship & practice courses as a consequence of the failing grade.

On occasion students are asked to leave their agency for various reasons. The Internship Coordinator and if necessary, the Academic Standards Committee will meet and determine whether the student should be replaced in another agency or whether they should receive a grade of Fail. If a student is asked to leave more than one agency during the course of their two years of internship, then the internship department will determine if the student is able to be in an internship setting or if the student is suitable for the MSW program. If it is determined that the student is not able or suitable, then the student may be asked to take a leave of absence from internship courses or may be counseled to leave the program.

Students can appeal the decisions made by the Academic Standards Committee to the chair of the department and beyond. However, they must do so in a timely manner. See the MSW Handbook for further details.

Any student suspected of any forms of dishonesty including, but not limited to, plagiarism, cheating, furnishing false information to the Department or internship agency, theft, physical abuse or any other

unethical or abusive behavior may be terminated from the program. The misconduct may also be addressed pursuant to the [Academic Integrity Policy](#) and/or referred to the UNH Office of Community Standards for disciplinary action pursuant to the [Student Code of Conduct](#).

Any student who violates the National Association of Social Workers Code of Ethics, may be terminated from the program.

PROFESSIONAL COMPETENCY AND ETHICAL BEHAVIOR ISSUES

Students enrolled in the social work program are expected to maintain academic integrity, professional conduct and adhere to the ethical standards delineated in the [NASW Code of Ethics](#) and the [University of New Hampshire Student Rights, Rules, and Responsibilities Handbook](#).

Beyond mastering a body of knowledge, a social worker must possess professional attitudes, skills and ethical principles. A clear understanding of behavioral standards that demonstrate a commitment to the dignity and worth of all members of the Department, University and greater community is considered essential. Since the NASW Code of Ethics applies to students as well as professionals, every new student is provided access to the Code at new student orientation here and in their courses. The link to the NASW site and the code of ethics is: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>. Upon review of the Code, students sign a statement electronically agreeing to abide by the principles outlined in the Code of Ethics. The statement must be signed by the third week of the semester. A record of the student's signed statement is kept on file in the student's record.

The UNH Student Rights, Rules, and Responsibilities Handbook (<https://catalog.unh.edu/srrr/>) clearly outlines community behavioral expectations and students are responsible for knowing and adhering to its contents, including rules covering plagiarism, cheating and academic dishonesty.

Behavioral violations of the codes of conduct contained in the NASW Code of Ethics or the Student Rights, Rules, and Responsibilities Handbook may result in discipline, including suspension or expulsion. If it is determined that a student is not meeting academic or professional standards, faculty will make every effort to resolve the issue quickly and directly with the student and may recommend remedial actions, such as taking time off from studies, postponing upper-level coursework, repeating a course, or seeking professional counseling. However, when informal discussion between faculty and student is unproductive, faculty may recommend a student be terminated from the program.

Criteria for disciplinary action include, but are not limited to, the following:

1. Failure to meet generally accepted standards of professional and student conduct, personal integrity or emotional stability required for professional practice as outlined by the NASW Code of Ethics and/or UNH's Student Rights, Rules, and Responsibilities Handbook.
2. Persistent inappropriate or unprofessional behavior toward clients, colleagues, faculty or staff at the University or in the internship.

3. Consistent failure to demonstrate the effective interpersonal skills necessary for forming professional relationships (e.g., boundary violation, discriminatory attitudes or violating a client's right to self-determination, etc.)
4. Consistent with the Americans with Disability Act (ADA), being unwilling to seek appropriate advice/counseling to address impairments that interfere with the student's ability to function. Also, consistent with ADA, the Department reserves the right to refuse to place students in internship assignments if their physical or mental health status suggests such action is warranted to safeguard clients, agencies, the student him/herself, other students, faculty or staff.

AGENCY CHALLENGES

The Department of Social Work of the University of New Hampshire expects that any student having difficulty with their Internship Supervisor will immediately notify their Internship Liaison. The Internship Liaison will notify the Internship Coordinator and then attempt to aid the student in addressing the problem directly with the Internship Supervisor. If problems continue, then the Internship Liaison may meet with the student and the Internship Supervisor to attempt to remedy the situation. If this is not possible, the Internship Coordinator may be asked to intervene.

If this fails, then other outcomes are possible such as placing the student at another agency. This rarely occurs and the Department takes as many measures as possible to promote continuity of placement. The Department supports students and Internship Supervisors working together to find satisfying solutions since problem resolution is a cornerstone of the social work profession. If it is found that a supervisor cannot spend enough time with the student or if other agency difficulties should arise that adversely affect the student, then we will transfer a student to another placement, if appropriate. The decision to end a placement is done with much thought and must involve UNH faculty. Neither students nor supervisors can make decisions regarding the ending of an internship placement without Internship Liaison/Internship Coordinator input. A student will receive a failing grade if they leave an internship placement without permission from the Internship Liaison and Internship Coordinator. This may also result in a review of the student's appropriateness for the profession and this social work program.

Occasionally an Internship Supervisor may have difficulty working with a particular Internship Liaison. Internship Supervisors are encouraged to discuss their concerns directly with the Internship Liaison and work together to find common solutions. If this fails, then the Internship Director or Coordinator may intervene and meet with both parties to improve the relationship or reassign the agency to another Internship Liaison.

TERMINATION: THE ENDING OF THE PLACEMENT

Termination is the term that social workers use for the endings or good-byes that occur in this work – with clients and organizations, and with students and supervisors. This termination with the student should begin before mid-term of the last semester in placement. A site visit will occur and this will facilitate the process of ending. This can be an anxiety-provoking time for students and Internship Supervisors and it is important to begin identifying ending dates and deadlines with the student. Students should terminate with clients a week before their last day at their internship. This will provide them with the opportunity to finish their paperwork and terminate with the agency. Students may not “bank” hours to allow for a premature termination. There may be some students who have negotiated a longer schedule to allow for some flexibility in their hours. These end dates must be approved by the Internship Liaison and Internship Coordinator.

Internship Supervisors should be especially aware of the parallel process between terminating with clients and terminating in supervision and use this as an opportunity for growth for the student.



ADDITIONAL SOCIAL WORK PROGRAM INFORMATION

EMPLOYER PLACEMENT OPTION

The employer agency option permits students to do one of their placements at their place of employment provided that the placement meets specific criteria:

- a. The employer agency and supervisor must meet the basic requirements for all internship placements including generalist practice standards.

- b. Placement hours (2 days the first year and 3 days the second year) must be arranged in a new and different department, unit or program of the agency than that in which the student is employed.
- c. Assignments must be essentially new and different, employing substantially new and different skills than used on the job.
- d. The Internship Supervisor must be someone other than the supervisor to whom the student has been, and is, accountable for the remainder of the agency assignment.
- e. Assignments in the internship must be educationally appropriate.
- f. Such arrangements will be for one year only.
- g. A written proposal must be submitted by the student, or student with the agency, to the internship coordinator before approval can be granted describing the proposed differences in assignments, duties and supervision. A form for describing this proposal is available from the internship office and in the appendices
- h. If necessary and appropriate, the internship coordinator will meet with the student, work supervisor and potential Internship Supervisor to ensure that the placement meets all criteria as described.
- i. Advanced Standing Students may not use their employer as a placement.
- j. In some circumstances, a student may request that they obtain employee status for a position within an internship agency, after an internship has begun. This is a situation where the student must contact the Internship Coordinator and seek approval of the new employment. Students may be asked to complete the employment proposal form noted above.

ADVANCED STANDING PROGRAM

The MSW Program considers Advanced Standing for exceptional students with undergraduate degrees from accredited baccalaureate social work programs. Applicants must have graduated from the BSW program within five years of matriculation into the MSW program.

In order to ensure that each student entering the second-year internship placement and practice courses is appropriately prepared, the Department expects students accepted for Advanced Standing to complete a 10-week preparatory internship and seminar prior to enrollment in the advanced practice and internship courses. This ten-week course is commonly known as “the bridge”, as it allows Advanced Standing students to bridge into the second, advanced year of the MSW program. Advanced Standing students may not use their

employer as a placement. Advanced Standing students may not use the same internship agency as that of their BSW internship.

- Full time Durham Advanced Standing students enroll during the summer of their matriculation into the program. The extended internship placement occurs over 10 weeks (3 days/week) from June through mid- August preceding enrollment in advanced practice and internship courses in the fall. Students start their placements two weeks into the Advanced Standing Seminar, then have a two-week break before the fall semester resumes. The concurrent practice-oriented seminar meets 3 hours weekly during the same period. Total credits for the placement and seminar: 3 credits.
- Extended time students (those completing the advanced standing coursework in two years) are expected to complete courses other than advanced practice and internship during the first year; then enroll in the bridge practicum and seminar before entering the advanced practice and internship courses.
- Online Advanced Standing students begin their bridge placement and course in January, then continue the internship through the following two semesters (4 e-terms), completing their yearlong program in December.
- Including the bridge coursework, Advanced Standing students complete a minimum of thirty-five (35) credits to graduate from the MSW program. Additional coursework may be required based on a review of the applicant's undergraduate record and/or interview during the admission process.

DUAL DEGREE PROGRAMS

M.S.W./M.S. Program: The Departments of Social Work and Recreation Management and Policy (RMP) at the University of New Hampshire offer an integrated dual degree program in Social Work and Recreation Administration. In two and a half years, students complete two graduate degrees, a Master's in Social Work (M.S.W.) and a Master's in Science (M.S.) in RMP (Recreation Administration Concentration) to prepare them for a career in the profession of adventure therapy. Students take classes simultaneously in both social work and RMP. For the degree they are required to complete a specialized research project on a topic of their choice, supervised by faculty in RMP and social work. Students complete two internships at social service agencies, one during their first year of study and a second specialized internship with a focus on wilderness and adventure therapy during the summer after their second year of the program. This specialized block placement internship concentrates on the utilization and application of adventure therapy in an agency setting. For more information on the dual degree program visit <https://chhs.unh.edu/social-work/program/msmsw/social-work-recreation-management-policy-dual-degree> or contact Anita Tucker at anita.tucker@unh.edu.

JD/MSW Program: The Department of Social Work and the School of Law at the University of New Hampshire (UNH) also offer a dual degree resulting in the JD/MSW. In four years, students will be able to complete two graduate degrees, a Master in Social Work (M.S.W.) and a Juris Doctor to prepare them for a career in law and social work.

SUMMER BLOCK PLACEMENT

Traditional and Online MSW students may request to complete their second internship through a summer block placement, similar to those completed by dual degree adventure therapy students. This is available in the second year only and would consist of a full time, 40 – 45 hours/week schedule from May – August. Students would indicate on their internship application their interest in this plan and the internship coordinator would work with them to seek approval of this proposal. A form similar to the Employer Proposal plan would be completed and approved. Students would complete the advanced practice courses before the summer block experience begins.

LIFE EXPERIENCE POLICY

The MSW program, in compliance with CSWE Accreditation Standards, does not grant social work course credit for life experience or previous work experience.

OBJECTIVES FOR THE INTERNSHIP-FOUNDATION COMPETENCIES

1. Students will learn to practice within the values and ethics of the social work profession as described by the NASW Code of Ethics.
2. Students will be able to recognize & manage personal values and will develop skills in ethical decision- making.
3. Students will gain an understanding of the need to continuously attend to professional roles and boundaries.
4. Students will be introduced to the concepts of cultural humility & anti-racism and understand the importance of both in social work practice.

5. Students will develop an understanding and respect for the positive value of diversity and have the ability to intervene in a culturally responsive manner with clients and communities.
6. Students will learn to respect the dignity, worth and uniqueness of all clients and will learn to uphold the importance of human rights and ethical and responsive practice.
7. Students will demonstrate the ability to use entry-level practice skills in their agency setting and will apply critical thinking skills in engagement, assessment, planning, intervention and evaluation.
8. Students will begin to develop advocacy skills and will understand social work's unique perspective in assisting clients to access services in the community.
9. Students will use supervision appropriate to generalist practice and will take active responsibility for their learning.
10. Students will begin to develop an ability to practice personal reflection for professional development.
11. Students will demonstrate an understanding of the function, structure and policies of the internship site and function competently as a member of the agency.
12. Students will begin to develop competence in their ability to evaluate research studies and apply their findings to their practice.
13. Students will communicate (both orally and in writing) in a clear, effective and professional manner.

OBJECTIVES FOR THE INTERNSHIP – ADVANCED GENERALIST YEAR COMPETENCIES

1. Students will practice within the values and ethics of the social work profession as described by the NASW Code of Ethics.
2. Students will demonstrate a thorough understanding of their professional social work identity and will be able to identify & develop opportunities for social work involvement.

3. Students will increase their understanding of what it means to be an anti-racist as a social worker and will begin to take steps to incorporate these practices into their social work lives. (competency 2)
4. Students will demonstrate an ability to engage in multicultural practice as they identify & analyze the dimensions of diversity that may affect the potential for change in all client systems.
5. Students will demonstrate the ability to engage diverse client systems, to thoroughly assess clients, and to use appropriate theories, models & research to select intervention strategies.
6. Students will be able to apply research findings to evaluate their own practice and will be able to communicate evaluative outcomes with appropriate others.
7. Students will stay informed regarding the impact of social and economic factors & will demonstrate an ability to apply current analysis of services & intervention strategies to promote improved social work practice.
8. Students will regularly apply ethical decision-making skills as they demonstrate an understanding of the complexity of legal and ethical issues.
9. Students will communicate effectively in both oral and written fashion with diverse populations and with multi or interdisciplinary colleagues.
10. Students will recognize their obligation for continued professional development through utilizing professional literature, continuing education, self-evaluation and consultation.
11. Students will recognize their obligation for continued professional development through utilizing professional literature, continuing education, self-evaluation and consultation.

SAFETY POLICIES AND PROCEDURES

The University of New Hampshire Department of Social Work has adopted the following policy and procedures regarding the safety of student interns. This policy has been created in recognition of the fact that physical vulnerability of professional social workers and violence in the lives of our clients are current realities.



POLICIES

1. The department is responsible for providing all students and Internship Liaisons with general written information about safety in the internship, and about its safety policies and procedures. This is done in internship seminar and through the dissemination of information through this internship manual and through regular email communication. The internship education program is committed to providing agencies with up-to-date information about any health-related policies or procedures that may affect the internship agency experience.
2. Internship Seminar Instructors will discuss the department and the University's safety policies and procedures in Internship Seminar.
3. Each agency is responsible for orienting student interns to the safety policies and procedures of that setting. This should occur within the first two weeks of placement and before students work with clients and/or travel in the community. Such orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with clients prone to violent behavior. Security of personal belongings should be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed. Agencies are also responsible for informing students of their communicable disease related policies & procedures for the maintenance of staff, intern, and client safety.
4. A safety plan must be included in the learning agreement and verified by Internship Supervisors and Internship Liaisons.
5. The agency should make the same accommodations to ensure students' safety as they make for staff.
6. The agency should not require students to engage in assignments in which they feel physically at risk.

7. The concept of safety should also be acknowledged as including psychological or emotional safety. Agency supervisors should make every effort to approach their supervisory relationship in a trauma-informed manner to allow for discussion of psychological safety with students.
8. If a student's concerns about safety begin to interfere with the learning process, the Internship Liaison should be contacted to facilitate the exploration of concerns. In consultation with the Internship Liaison, a plan should be developed that addresses the student's educational needs and the agency's requirements. The Internship Coordinator should be contacted about all safety related events, incidents or concerns.

SAFETY PROCEDURES

The Internship Education Department provides students, Internship Supervisors, and Internship Liaisons with the following safety tips which students can use to maximize safety and minimize security risks.

1. If an incident occurs in which a student is personally threatened or hurt, the Internship Supervisor should contact the student's Internship Liaison and Internship Coordinator immediately to discuss what actions the agency and the university should take to ensure the student's physical and emotional well-being.
2. The Internship Liaison should inform the Internship Coordinator (if not yet informed) of the incident. The Internship Liaison and Internship Coordinator should meet with the student and, if necessary, with the Internship Supervisor or agency contact person to assess the student's readiness to return to the internship, the need for replacement and other issues relevant to the situation.

SAFETY TIPS FOR STUDENTS IN THE INTERNSHIP

The following are guidelines and suggestions that may be helpful to students, Internship Supervisors and Internship Liaisons as they consider the particular safety issues in their settings. Specific steps taken by students or agency personnel will obviously have to be determined by the individual situation, the nature of the setting, etc.

AGENCY PROTOCOL

It is important for students to know the agency safety policies and security protocol for office and home visits with clients. In the absence of formal policies, the Internship Supervisor and student should discuss any issues related to safety and security in that setting.

SECURITY OF BELONGINGS

All students in the internship are expected to have a secure place to keep personal belongings while at placement, if deemed necessary. It is preferable that space be one that can be locked and could be in a desk drawer or file cabinet. It is best not to leave personal articles visible and unattended, even in an office with the door closed.

Valuables should not be brought to placement settings. Items of value should not be left in cars and should be placed out of view just prior to leaving a vehicle.

SAFETY ISSUES RELATED TO WORKING WITH CLIENTS

When working with clients, it is important to remember that the treatment process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control and can raise issues of safety for the client, for the social worker and others.

There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other clients may be intoxicated due to the consumption of alcohol or drugs, in withdrawal, or may have other medical or neurological disorders. Again, we would like to emphasize that students should consult with agency Internship Supervisors regarding preparation for handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others and the presence of weapons.

SAFETY TIPS FOR OFFICE MEETINGS

If a student will be meeting with a client with whom the student does not feel safe, it is important to discuss the situation with the agency Internship Supervisor. When considering the location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. It might also be helpful to think about whether to include someone else in the meeting. When discussing the time of the appointment, it can be helpful to think about whether or not many people are around at the time being considered for the meeting. It is also important to plan for backup and assistance in the event that the client becomes agitated.

SAFETY TIPS FOR TRAVEL IN THE CAR

When traveling by car to an agency or on home visits, it is advisable to know where the student is going, and to look at a map before driving to unfamiliar areas. In general, remember to be alert and to lock doors and close windows.

SAFETY TIPS FOR TRAVEL BY FOOT OR PUBLIC TRANSPORTATION

When traveling by foot or using public transportation, it is advisable that students carry the least amount of valuables with them as possible. Money, license, keys and other essentials might be carried in a pocket. If a handbag is grabbed from your person, it is best to let go of it.

It is helpful to dress in comfortable clothes that are loose-fitting, and to wear sturdy, flat walking shoes. It is helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring at or maintaining eye contact.

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It is helpful to dress in comfortable clothes that are loose-fitting, and to wear sturdy, flat walking shoes. It is helpful to be alert, and to walk with a purpose, as if one has a clear destination. One should be aware of people in the immediate area, without staring at or maintaining eye contact.

SAFETY TIPS FOR HOME VISITS

It is important to know something about clients prior to the home visit. If there is a question of safety, plan accordingly with Internship Supervisors. It might be decided that meeting in a neutral place or going with another worker is the appropriate plan.

It is helpful to stay alert and to think about which room to meet in and where to sit and to know the exits. You should inform your Internship Supervisor or agency contact person regarding your schedule and whereabouts before leaving the office.

POST-INCIDENT PROTOCOL

If an incident occurs in which a student is personally threatened or hurt, the Internship Supervisor, agency contact person, or agency director should contact the Internship Coordinator immediately to discuss what actions the agency and the UNH Dept. of Social Work should take to ensure the student's physical and emotional well-being.

The Internship Coordinator will document the incident and the steps taken to address it and will meet with the student and Faculty (academic) advisor and/or Internship Liaison. Together, they will assess the student's readiness to return to the internship, the need for replacement, and any other issues relevant to the situation.

Other points for consideration with Internship Supervisors and Internship Liaisons include:

- a. What immediate follow-up needs to occur? Is the client still potentially dangerous to themselves, or to others? Who needs to be notified?
- b. What other steps need to take place (e.g., psychiatric/psychological evaluations)?
- c. How is the student feeling, and what support do they need? Debriefing is essential when all risk factors have been addressed. The student must be kind to themselves and respond to their own needs. What support does the agency and the University of New Hampshire or Dept. of Social Work offer after a traumatic incident? What support system does the student have? It might be helpful to consider brief supportive counseling.
- d. What documentation needs to be done as quickly as possible for the agency?
- e. What documentation does UNH or the Department of Social Work require?

IMPORTANT INFORMATION FOR SUPERVISORS

ORIENTATION

An orientation for all Internship Supervisors who are new to the Social Work Department at the University of New Hampshire will be held in the Fall. This orientation is required and covers procedures and policies of the internship and offers an opportunity to learn about the social work program at UNH. For online supervisors and those who are unable to attend the training, an online orientation can be made available.

SUPERVISION SEMINAR

A Supervision Seminar is required for all Internship Supervisors who have not supervised an MSW candidate previously, or who have not taken a supervision seminar from any other graduate social work program. This seminar is offered yearly and is free of charge. The seminar series is four sessions - one orientation meeting, and three additional webinars (virtual meetings). The seminars are typically held in September, November, January and March. There are 12 CE's for this seminar series, including three ethics CE's. Internship Supervisors must attend a majority of these sessions, fulfilling NASW requirements, in order to obtain their CE's. Internship Supervisors who successfully complete this course will be awarded a certificate, verifying their 12 CE's of training in supervision, which will satisfy the NH Board of Mental Health Practice's requirements related to licensure supervision.

ONGOING DIALOGUE

Site Visits

There are two site visits by the Internship Liaison per academic year and more often, if necessary, to monitor the student in their placements. Site visits may occur through videoconference virtually or in person, as needed. Internship Liaisons are faculty members who advise and maintain contact with internship education settings and students through site visits. Internship liaisons will conduct these site visits and provide student and supervisor support as well as communicate student progress to the internship department. Any issues that need further dialogue are brought to the



attention of the Internship Coordinator and contact is promptly made to the Internship Supervisors. Supervisors are encouraged to connect often with liaisons whenever there is a question or concern.

Internship Advisory Committee

One of the responsibilities of the Internship Director is to co-chair the Internship Advisory Committee. This committee is composed of agency Internship Supervisors, social work students, and social work faculty. The purpose of this committee is to involve agency Internship Supervisors, students and faculty in developing and maintaining quality social work internship experiences for BSW and MSW students. This committee meets three times a year and is composed of a representational group of Internship Supervisors and student representatives.

NECON WORKSHOPS

NECON (New England Consortium of Graduate Social Work Internship Directors) offers a professional development series for Internship Supervisors. Each participating school offers one free workshop for any MSW Internship Supervisor.

CONTINUING EDUCATION WORKSHOPS

The UNH Social Work Department may offer continuing education workshops during the year. UNH supervisors can receive a reduced registration rate at these workshops.



APPENDICES

The following documents are provided to support students & supervisors in their internship efforts. Use the links to access each document. Please contact the internship education office if any link is not functioning.

- [Orientation Checklist](#)
- [Learning Agreement Year 1 Template](#)
- [Learning Agreement Year 2 Template](#)
- [Learning Agreement Example](#)
- [Conflict of Interest Policy](#)
- [Generalist task list](#)
- Advanced Generalist task list
- [Process Recording Manual](#)
- [SITE VISIT FORM](#)
- [Student Evaluation Form Year 1](#)
- [Student Evaluation Form Year 2](#)
- [Improvement Plan](#)
- [Employer Proposal Form](#)
- [CSWE Educational Policy \(EPAS\)](#)
- [Letter of Agreement](#)
- [Trauma-Informed Organizations](#)

NASW Code of Ethics:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Anti-Oppressive Practice: <https://www.thesocialworkgraduate.com/post/anti-oppressive-practice>