

INTERNSHIP OVERVIEW

2024-2025 Academic Year
August 19, 2024 - May 2, 2025

BSSW & MSW FOUNDATION YEAR **Generalist Social Work Experience** **13-14 hours/week (200/semester and 400/year)** **At-A-Glance**

Internship Expectations:

- Learning activities that offer exposure to all levels: micro, mezzo, and macro (individuals, families, groups, communities, and organizations).
 - Does not have to be evenly split between all three levels, though there should be some opportunities in each. This can include one-time projects or assignments that connect the agency's work with that level of practice and associated competencies.
- Opportunities to practice foundational social work skills of engagement, assessment, intervention, and evaluation.

Student Opportunities:

- Beginning to develop professional use of self.
- Basic interviewing skills, case management, education and outreach, resource and referral, volunteer management, etc.

Supervision Expectations:

See weekly supervision requirements listed below. Supervision between BSSW and MSW Foundation levels may vary slightly based on students' developmental needs and/or dependent on the agency setting. More overall support and training is key as students are developing foundational skills. Students should be shadowing and observing as part of their internship. Amount and length of scaffolding should be determined as it relates to the agency's work and internship tasks (ex. if this is the first time the student is learning about power, privilege, and oppression, how might that impact the initial stages of their internship experience?).

CONCENTRATION YEAR **Advanced Social Work Practice** **16-17 hours/week (250/semester and 500/year)** **At-A-Glance**

Internship Expectations:

- Learning activities in line with the student's identified level of specialized interest: micro, mezzo, or macro.
- Increasingly autonomous practice that reflects advanced skills and mastery of social work competencies.
 - For clinical experiences, there is not a specific number of face-to-face hours required.
 - More specialization in the activities students engage in for their learning (ex. highly focused clinical work, highly focused policy work, work with particularly vulnerable populations and/or more acute cases, etc.).
- Purposeful selection of interventions based on social work theories.

Student Opportunities:

- Understanding of and advocacy across service delivery systems.
- Individual, group, and family therapy, group practice, program administration and development, community organizing, clinical case management, etc.
 - Students should expect to have more responsibility related to substantive work (ex. draft a policy brief).

Supervision Expectations:

See weekly supervision requirements listed below. Advanced students should be able to exercise more autonomy once on-boarded and trained. Shadowing at the start is appropriate, especially for more specialized/niche practice.

MSU Denver Department of Social Work Commitments

MSU Denver is proud to serve a non-traditional and diverse student body. Community partners must comply with all federal, state, and local Equal Employment Opportunity (EEO) laws and regulations. This includes but is not limited to discrimination on the basis of race, color or national origin, creed, religion, sex (including sexual harassment), sexual orientation or preference, gender identity and expressions, age, marital status, disability, Vietnam-era Veteran or other Protected Veteran.

Agencies should provide social work services to “enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty” (NASW Code of Ethics, 2008).

Agency Requirements

- Complete a New Affiliation Meeting with a team member from the Office of Field Education
- Complete Affiliation Agreement before students begin internship
- Complete the *New Affiliation Agency Request Form* (Sonia Database)

Supervisor Requirements

- Attend New Agency Orientation offered in person or virtual in the summer months
- Provide **Weekly Supervision** during the internship
- Complete the Learning Agreement and Evaluation each semester based on Social Work Competencies, listed on the next page
- Review the **Field Manual** and utilize the Office of Field Education Support process if necessary
- Not mandatory but encouraged to attend FREE (CEs) Ongoing Supervisor (Agency) Trainings

Weekly Supervision Requirements

All students are required to have one hour of supervision each week per Council on Social Work Education’s regulations. Regular supervision must be done by an agency Field Instructor- someone with a social work degree (BSW or MSW) and two years of post-degree work experience.

OPTION 1

1 hour of individual supervision each week by a qualified Field Instructor (agency staff with a social work degree)

OPTION 2

1 hour of individual supervision each week by a Task Supervisor (agency staff without a social work degree)

&

1 hour of supervision EVERY OTHER week by a qualified Field Instructor (agency staff with a social work degree). This supervision may be group or individual.

Agencies who do not have a social worker on staff for supervision may request that the University provide an Off-Site Field Instructor to meet the supervision requirements. The agency is responsible for providing a Task Supervisor.

Social Work Competencies

The nine competencies and related behaviors were established by the Council on Social Work Education (CSWE), the national accrediting organization for social work education. Current agency partners and those wanting to partner with MSU Denver Social Work must have capacity for students to complete the competencies listed below.

Competency #1: Demonstrate ethical and professional behavior

Social workers make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situations; demonstrate professional demeanor in behavior, appearance, and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior.

Competency #2: Engage diversity and difference in practice

Social workers apply and communicate understanding of the importance of diversity and difference in shaping the life experiences in practice at the micro, mezzo, and macro levels; present themselves as learners and engage clients and constituencies as experts of their own experiences; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency #3: Advance human rights and social, economic, and environmental justice

Social workers apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and engage in practices that advance social, economic, and environmental justice.

Competency #4: Engage in practice-informed research and research-informed practice

Social workers use practice experience and theory to inform scientific inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency #5: Engage in policy practice

Social workers identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services; and apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

Competency #6: Engage with individuals, families, groups, organizations, and communities

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency #7: Assess individuals, families, groups, organizations, and communities

Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies; develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Competency #8: Intervene with individuals, families, groups, organizations, and communities

Social workers critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency #9: Evaluate practice with individuals, families, groups, organizations, and communities

Social workers select and use appropriate methods for evaluation of outcomes; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; critically analyze, monitor, and evaluate intervention and program processes and outcomes; and apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.