



# THE ARMY SOCIAL WORK INTERNSHIP (SWIP)



INTERNSHIP MANUAL

DRAFT

2009

VER 2.0



*DEPARTMENT OF THE ARMY*  
**US ARMY MEDICAL DEPARTMENT**  
**CENTER AND SCHOOL**  
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REPLY TO  
ATTENTION OF

MCCS-HGE-SW

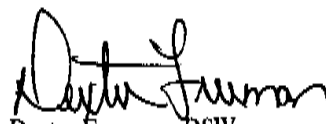
1 September 2009

MEMORANDUM FOR Internship Faculty, Staff and Students

SUBJECT: Social Work Internship (SWIP)

1. This internship manual addresses the philosophy, standards and goals for the U.S. Army Social Work Internship Program (SWIP). It is a guide for the implementation of a clinically structured education program designed to provide the recent Master in Social Work (MSW) graduate with an opportunity to apply knowledge skills and abilities in a supervised environment while meeting the supervision requirements for independent state licensure.
2. The SWIP is modular in nature, comprising of core training and site specific electives. The intern will rotate through a variety of practice areas with specific goals and objectives. The SWIP offers structured supervision to interns as they transition from their role as social work students to independent providers.
3. The success of the SWIP is contingent upon the effectiveness of the coordinated effort between the Director of Training (DOT), site supervisors, AMEDD Center and School, and the social work interns. The DOT has the responsibility for ensuring the establishment of a viable education plan resulting in independent social work licensure within the stated time frames outlined in AR 40-68.
4. The SWIP is an integrated process that provides the Army Medical Department with social work professionals possessing the highest level of training and the ability to make the greatest contributions to beneficiaries in the military healthcare system.
5. Questions concerning this Internship manual or submissions for recommended changes should be addressed to Mr. Reginald Howard, MSW Program Clinical Coordinator, (210) 221-6072 or via email at [reginald.howard2@amedd.army.mil](mailto:reginald.howard2@amedd.army.mil).

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## INTRODUCTION

### Purpose

This training manual provides specific guidance in support of the Army Social Work Internship Program (SWIP). Outlined are the standards, goals and responsibilities for the establishment of a Medical Treatment Facility (MTF) sponsored SWIP. The ultimate responsibility for the SWIP program rests with the MTF Chief of Social Work Service /Dept.

The SWIP is a formal training program designed to give social work interns an introduction to military social work. This training will expose the future active duty social worker to key areas of practice in the social work career field. It is a great opportunity for interns to refine, reinforce, and apply concepts and skills learned during their Master in Social Work program. The intern benefits from an experience that teaches him/her about social work, military culture, as well as preparation to obtain independent clinical licensure. This training experience gives interns:

- An opportunity to train in a controlled environment in multiple practice areas.
- A formal, structured and monitored supervision to prepare for independent licensure.
- Exposure to a standardized training curriculum.
- Protection from assignment to the Professional Filler System (PROFIS), Report of Survey Officer, back-fill assignments, field exercises and other administrative duties.
- Formal LCSW licensure exam preparation.
- Specific training needed in preparation for deployment.
- In-depth exposure to community agencies that support Soldiers and Families.
- An educational platform for learning ethical decision making.
- Exposure to the management and administrative skills required to manage behavioral health clinics/services/departments.
- An opportunity to develop an initial career plan.
- An opportunity to practice in multidisciplinary settings.
- Allows for the training expertise and instructional resources of AMEDD C & S.

## Philosophy of the Program

The SWIP is an educational bridge between the formal Master of Social Work program to independent social work practice. The SWIP allows for the advanced application of theory to practice in a supervised setting. It recognizes the skills of the master's level social worker while fostering growth and development in pursuit of independent licensure status.

- The SWIP philosophy shifts the process for licensing from the individual social worker to an accountable supervisor/training director. All training and supervision is evaluated and monitored at identified milestones allowing for the timely attainment of independent licensure. This approach provides the best opportunity for successful independent licensure.
- The SWIP provides a standardized AMEDD wide structured supervision process for non-independently licensed social workers. This process is universal and ensures that all interns participating in a supervision program receive the same standardized program of instruction. Because interns enter the program with varying degrees of experience, the internship must utilize an ***individualized*** training plan for each intern taking into account each student's background. The cornerstone of the internship is the exposure to multiple practice areas through rotations to various clinics. In all cases, close coordination of the intern training plan utilized by the DOT is necessary.
- The SWIP is conducted at multiple Army Medical Treatment Facilities for a two-year period. The student rotates through identified behavioral health practice areas and learns under a site specific supervisor. Methods of instruction are varied, but may include observational learning, classroom instruction, case studies, demonstrations and self-paced learning. The training will conclude with formal studies designed to prepare students to take and pass the independent licensing exam for social work.
- The SWIP equips Army social workers with the skills needed to effectively help Soldiers and Families during peace and war. This training gives the intern the best exposure in the shortest period of time to the critical skills available today. In order for an intern to successfully complete the SWIP he/she must satisfactorily complete each rotation.

## Program Objectives

The SWIP follows a set of standard student **enabling** and **terminal learning** objectives established by the AMEDD Center and School (AMEDD C&S). It is the responsibility of the MTF, Chief of Social Work through the DOT to ensure assigned students complete all learning objectives. The SWIP intern must complete all enabling objectives to successfully complete the internship. (See Enclosure #16)

### Program Objectives:

- Require the student to apply the theories, concepts, and practices learned during the Master of Social Work course of instruction
- Develop practical knowledge of the military Soldier and Family culture
- Establish functional skills consistent with independent social work practice
- Gain additional experience in areas identified by the rotational supervisor where the student is believed to be deficient
- Strengthen a code of personal ethics consistent with the social work profession
- Develop a philosophy of care consistent with the social work profession
- Strengthen the intern's dedication to the high ideals and standards of the social work profession

The SWIP Program objectives support key military practice areas.

### Key practice areas:

- Social Work Administration/Career Development
- Combat Operational Stress Control
- Medical Social Work
- Army Substance Abuse Program (ASAP)
- Family Advocacy Program (FAP)
- Mental Health
- Corrections

## II. RESPONSIBILITIES

### Introduction

The overall success of the internship is not the sole responsibility of the intern, the faculty, or the DOT. The entire process involves representatives from the Army's Human Resource Command and Consultants in the Army Medical Department as well as representatives from the DOD and the VA who shape the education experience of the intern. The DOD Healthcare System accrues benefits when the internship is accomplished in an effective and efficient manner. This section of the internship manual provides details about the responsibilities of key stakeholders in the program.

### Human Resource Command and Army Medical Department Consultants

The site selection and assignment process for the internship is a joint selection process. Career managers from the U.S. Army Human Resource Command, Army Medical Department (AMEDD) consultants, and the AMEDD C & S internship Clinical Coordinator work together to identify internship sites that satisfy the needs of the AMEDD and the program. The AMEDD Social Work Consultant then works in partnership with MTF Commanders and the career managers to identify logical internship sites for the individual interns.

### MTF Commander/Deputy Commander Clinical Services

The MTF Commander is responsible for sustaining the internship by creating an environment conducive to experiential learning. The following provisions demonstrate an institution's commitment to hosting the internship.

- Provide adequate office space, technology, and other assistance to support the intern.
- Support the inclusion of interns in mandatory and non-mandatory hospital based training.
- Support the use of hospital staff in teaching roles during training rotations
- Permit the intern an opportunity to observe standing and special committees which impact on the social work community.
- Allow interns to visit local civilian and federal health facilities, as necessary.

### Chief of Social Work (CofSW)

The MTF Chief of Social Work has overall responsibility for the structure of the internship program at the local MTF. The CofSW may elect to appoint a DOT to manage the internship on his or her behalf. The Chief should be familiar with teaching and supervision techniques used in the clinical supervision of healthcare providers. In addition, the CofSW should:

- Be active in continuing education and have an affiliation with one or more nationally recognized social work organizations.
- Prepare the internship infrastructure (both inside and outside the institution)
  - Office space and computers for the intern.
  - Purchase of necessary automation equipment.
  - Ensure internship capabilities include ability to participate in distance learning classes.
- Provide regular feedback and interaction to the intern and DOT.
- Critically evaluate the intern progress and communicate on a regular basis with the internship proponency office.
- Assure curtailments and other changes in the internship plan are coordinated with the proponency office.
- Certify completion of the internship and provide recommendation on extensions to the internship proponency office.
- Serves as Chairperson of the SWIP committee.

### Director of Training (DOT)

The Program Director of Training administers the internship program at the MTF. In order to accomplish this oversight responsibility, the program director has the following responsibilities:

- Directly responsible to the Chief, Department Social Work for all matters pertaining to the program. In some cases the CofSW also serves as the DOT.
- Direct responsibility for the quality and operation of the program.
- Provide day-to-day administrative and procedural direction for the program.
- In collaboration with the SWIP Committee, devise a training curriculum consistent with the goals and objectives of the program.
- Oversees recruitment and scheduling of speakers and consultants to provide the expertise needed to meet training goals.
- Coordinate with the directors of the individual rotations to ensure that students are receiving appropriate clinical experiences and supervision.
- Coordinate with the directors of other departments, services, and outside agencies to provide training experiences for interns.
- Develop and publish training schedules.
- Devise valid means and procedures for assessing student's progress and apprising them of their individual strengths and weaknesses.

- Maintain documentation of interns' academic preparation, clinical activities, evaluations, and other matters relevant to training.
- Prepare the training budget and monitor expenditures.
- Serve as Deputy, Chairperson of the SWIP Committee. Maintain and coordinate the agenda and minutes of the SWIP Committee.
- Participate with the hospital GME committee to the extent regulations and policy allow.
- Serve as the faculty advisor to the interns.
- Supervise admin rotational activities of interns.
- Recommend clinical experiences designed to meet established goals.
- Develops and assesses the quality of the training program through the use of interviews and written survey after each rotation.
- Functions as the connection between the program and the rotational supervisors.
- Provides training for rotational supervisors.

### Rotational Supervisors

Each training rotation will have a designated supervisor. The job of the Rotational Supervisor (RS) is teaching and supervision. The RS must ensure the interns are challenged in those areas that promote their development as competent social workers. The intern must be given guidance and instruction as to ways of fostering educational growth. The intern must also be allowed to develop or refine knowledge and skills to successfully obtain independent licensure upon completion of the training. Through thoughtful guidance and constructive criticism, the RS should strive to direct the intern toward learning experiences that will be most beneficial. Continual open communication between the RS, intern and the DOT is of vital importance to a successful SWIP.

The RS must be a strong supporter of the Army SWIP as well as an educator. His/her primary motive in serving as a RS should be to teach and facilitate life-long learning. He/she should be familiar with teaching techniques and have the ability to communicate ideas and stimulate students to meet the academic requirements of the internship. He/she must be prepared and willing to assume the responsibility for guiding and coordinating the educational plan of the intern in accordance with sound educational principles and the established policies and guidelines of the program. The responsibilities and duties of the RS include:

- Serves as first and primary contact for student rotation specific issues.
- Supervise rotation-specific training activities of interns assigned to that rotation to the DOT.
- Recommends exceptions to training goals and objectives for the rotation to the DOT.
- Conducts rotational evaluations of students.
- Establishes clinical experiences designed to meet established goals.
- Participates as a member of the SWIP faculty committee meetings.

## Intern

While support from the DOT and RS is necessary, the intern is ultimately responsible for the successful completion of the SWIP. No intern will be granted a completion certificate without completing SWIP enabling objectives. The following highlights the duties and responsibilities of the intern:

- Develop a rotation plan in conjunction with the DOT.
- Support the learning plans developed in conjunction with the RS.
- Attend trainings, case conferences and meetings as directed by RS.
- Prepare and complete all internship reports and other requirements as required for the RS.
- Complete all intern surveys.
- Adhere to the SWIP attendance and absences policy.
- Select a state for social work licensure. The state selected must allow a student to sit for licensure exam in a period not to exceed two years.
- Participate in a licensing preparation process before taking the independent licensing exam.
- Maintain the highest moral, academic, and ethical standards at all times during the internship (on and off duty).

## SWIP Internship Committee

The SWIP Internship Committee is comprised of the CofSW as the chair, the DOT Deputy Chair, faculty representatives from each rotation and at least one other member who is a social worker. The SWIP is charged with ensuring the overall success of the administrative Internship and acts as a representative body for the DOT. The responsibilities of the Internship Committee include:

- Evaluates the overall adequacy of the Internship sites and RSs.
- Determines the appropriateness of new RSs using the following criteria:
  - Educational and/or experience in the specialty area.
  - Willingness to teach and facilitate life-long learning
  - Familiarity with learning techniques and ability to communicate and stimulate intern to meet the internship requirements.
  - Preparedness for guiding and conducting the internship IAW the SWIP manual guidelines.
  - Professional affiliations.
- Determine the appropriateness of requested probations and student extensions and recommend approval / disapproval of requests .
- Discuss and give formal recommendations regarding the disposition of students on academic probation, violations of ethical standards and academic violations.
- Review and provide recommended changes to the Internship Manual on an annual basis.
- Approve MTF specific electives.

### AMEDD Center and School MSW Program Clinical Coordinator

Faculty member at the AMEDD Center and School who has overall responsibility for monitoring and evaluating the quality of educational experience at each internship site. The Clinical Coordinator is a professional educator who will consult with the DOT's and Chief's of Social Work regarding their roles and responsibilities as facilitators of the SWIP. In addition the clinical coordinator will also perform the following duties.

- Develop and update the internship manual.
- Conduct Staff Assistance Visits at all internship sites once every two years.
- Conduct regular consultations with DOT's.
- Serve as a liaison between faculty advisors and DOT's for reporting issues of concern regarding intern progress.

### U.S. Army Fayetteville State University Faculty Advisor

The Faculty Advisor is a faculty member of the U.S. Army Fayetteville State University MSW program who provides longitudinal educational services to include distance learning, seminars, research assistance and educational consultation.

- Each intern will be assigned a U.S. Army Fayetteville State University faculty member to provide the services above.
- The student and faculty will meet via video teleconferencing once a month for U.S. Army Fayetteville State University faculty seminar.

### III. PLANNING THE INTERNSHIP

#### Introduction

Planning for the internship is a joint effort between the AMEDD C & S as the program proponent, the MTF, the DOT and the intern. All aspects of the internship should be well planned with all administrative issues addressed before students arrive to the MTF. The student will receive ample opportunity to gain diverse experience in delivery of social work services and care within the context of the larger behavioral health and hospital system. In reality, the internship is a fluid process and changes are expected. The process for providing feedback or recommendations can be found in the Points of Contact section.

#### Preliminary Internship Planning

The cornerstone for SWIP learning is found within the module rotation philosophy of the program. The intern will rotate through a number of clinical practice areas as they complete the established objects of the training program. Additionally, a individualized supervision plan will be established that tailors to the needs of the intern. *Interns should not have the same learning plan.* Some interns due to early assessment by the DOT may spend longer or shorter periods in certain rotations.

The rotation breakouts listed below should be used as a ***guide*** when developing the preliminary intern plan. Actual internship plans can and should vary based on the needs of the student and type of clinical practice areas available on the installation.

One of the key responsibilities of the DOT is the establishment of the rotations and training experiences needed with the various agencies on and off the installation.

- Orientation (1 month)
- Role of the Social Work Officer (1 month)
- Army Mental Health Module (4 – 6 mos)
- TOE Combat Stress Control Module (2 – 4 mos)
- Family Advocacy Program (FAP) Module (4 – 6 mos)
- Army Substance Abuse Program (ASAP) Module (4 – 6 mos)
- SWIP Electives
  - Social Work and Military Corrections Module (2- 4 mos)
  - Medical Social Work (2 – 4 mos)
  - \*Other locally developed modules (2 – 4 mos)

- Career Development/Outprocess (1 month)

### Orientation/ Administrative Role of the Social Work Officer

This module incorporates the standard installation and MTF in-processing with orientation to the various installation behavioral science and helping organizations. It is also the period where all hospital required training takes place (CHCS, AHLTA, infection control, BLS, etc.) The first module focuses on basic social work orientation. It is supervised by the internship DOT. It gives the intern an opportunity to adjust to the installation while becoming familiar with installation agencies and allows the intern to become familiar with the DOT and the teaching staff.

This module introduces the intern to the dual role of the 73A Social Worker Officer as a leader, administrator and clinician. The module also allows for the intern to tailor a part of the internship towards individual interests. The first week is devoted to social work administration and leadership. The topics will include but are not limited to

- a. Budget
- b. Research planning
- c. Personal stress management
- d. Clinic Administration
- e. Personnel management
- f. Quality Improvement Process

### Army Mental Health

This module introduces the intern to Army Mental Health and work in a Community Mental Health, Troop Mental Health, or Behavioral Health Clinic. This is a rotational learning module involving work in a mental health clinic. Broad goals are becoming familiar with all DOD and Army policies and regulations related to mental health, federal laws, and other regulatory guidance regarding behavioral health and the provision of services. The intern will also conduct assessments, understand documentation requirements, become familiar with appropriate disposition of mental health cases, understand options for treatment and understand the responsibilities of conducting case staffing for subordinates.

### TOE Mental Health

This module introduces the intern to the role of the social worker in a field unit (Division Mental Health, Combat Stress Control Detachment, or Behavioral Health Officer in separate Brigade). This is a rotational learning module involving work in one or more operational units. The intern would become familiar with command consultation, participate in unit individual and collective training, learn principles of Combat Stress Control and Critical Incident Management, learn how CSC integrates with the other Medical Battle Operating Systems and how to use the military decision making process.

### Family Advocacy Program

This module introduces the intern to the Army Family Advocacy Program. This is a rotational learning module involving work in the Family Advocacy Program. This module may include attendance at FAST if seats are available during the intern year. The student receives exposure to prevention, assessment, Case Review Process, and treatment programs and options for both child and spouse. The student will become familiar with, case management, role of Child Protective Services and other agencies, and the on-call process.

### Army Substance Abuse Program

This module introduces the intern to the ASAP. This is a rotational learning module involving work in an ASAP clinic. The intern would become familiar with the clinical and family dynamics of substance abuse, 12 Step programs, assessment and the use of assessment tools, treatment options, command consultation and rehabilitation team meetings.

## **ELECTIVES**

### Medical Social Work

This module introduces the intern to the medical social work setting to include outpatient medical social work and inpatient discharge planning. This is a rotational learning module involving work in the local MTF. The intern would become familiar with Joint Commission, Discharge Planning, TRICARE and other managed care programs, MEDICARE, MEDICAID and local community programs as a foundation for helping patients and families with psycho-social needs related to an individual patients health needs.

### Social Work and Military Corrections

This module introduces the intern to Army Corrections and Mental Health. This is a rotational learning module involving work in a Regional Confinement Facility or it's equivalent. The module will involve the intern working inside a prison environment providing intakes and assessments, on-going individual and group counseling and evaluations for parole boards and disciplinary hearings.

#### IV. INTERNSHIP STRUCTURE

Education and supervision in the SWIP follows firmly established objectives that all SWIP internships sites must follow. The objectives are divided into Terminal Learning Objectives (TLO) and Enabling Learning Objectives (ELO).

- Terminal Learning Objectives (TLO) are a statement of the educator's expectations of student performance at the end a specific lesson or unit. The TLO is written from the perspective of what the student will do -- not what the teacher will do.
- Enabling Objectives (EOs) are concise statements of the educator's expectations of student performance and might be considered STEPS in accomplishing the TLO. The EOs are written from the perspective of the student and what he/she must do to accomplish the TLO. All EO's must be completed for successful completion of the SWIP.

The SWIP objectives are from the below content areas.

Assessment, Intervention and Treatment Skills: Overview of psychological disorders using diagnostic interviewing, psychometric assessment measures, and behavioral assessment and observation methods. Interns learn to develop clear case conceptualization skills using coherent, empirically validated theoretical formulations. Interns learn to develop measurable treatment goals, monitor treatment goals throughout therapy in collaboration with the client, and appropriately assess treatment outcome.

Consultation: Interns are trained in providing consultation services to a broad range of consultees to include health professionals, community organizations, and military units. These activities include, among other things, emergent consultations, comprehensive mental health evaluations, consultation for medical patients, and evaluations for personnel actions.

Research: Interns are trained to critically evaluate the relevance of empirical literature to their clinical practice and to have their professional activities guided by relevant research in the field of social work.

Professional Development: During the course of the internship students are encouraged to develop their own interpersonal and intrapersonal skills and to establish their identity as a professional psychologist. Interns acquire knowledge of a broad range of professional and ethical domains, as well as sensitivity to cultural and individual diversity issues.

Administration: The Director of Training (DOT) will oversee all training activities during the administration rotational sequence. Learning activities may include assigned reading activities, program development and analysis.

## Orientation/ Administrative Role of the Social Work Officer

- **OA Terminal Learning Objective 1:** Intern demonstrates an understanding of the Army Social work Internship policies and expectations.
  - **Enabling Objectives**
  - OA1 - Student reads Internship Manual and signs Internship Statement of Student Understanding.
  -
- **OA Terminal Learning Objective 2:** Intern completes MTF Training requirements for hospital clinical personnel.
  - **Enabling Objectives**
  - OA2 - Student completes comprehensive in-processing and orientation to the internship and the MTF.
    - Includes all training required by the MTF to conduct patient care.
- **OA Terminal Learning Objective 3:** Intern is able to describe and incorporate the supporting roles of local community resources in the therapeutic process.
  - **Enabling Objectives**
  - OA3 - Intern attends orientations on the role of installation agencies, key off- post community agencies and MTF behavioral health clinics or services. (The following represents some of these agencies; ACS, WTU, Psychology Service, Psychiatry Service, EFMP, ASAP, TRICARE Office)
- **OA Terminal Learning Objective 4:** The intern is prepared to take and pass the independent licensing exam for social work.
  - **Enabling Objectives**
  - OA4 - Intern selects a state for licensure.
- **OA Terminal Learning Objective 5:** The intern develops an understanding of social work clinical administration. *(This objective can be achieved in other rotations as determined by the DOT).*
  - **Enabling Objectives**
  - OA5 – Participates in or conduct at least one process improvement activity in support of the Quality Improvement Program in SWS.
  - OA6 - Observe at least one credentialing meeting during the SW session.

## Army Mental Health Module

- **MH Terminal Learning Objective 1:** Intern conducts and documents mental health assessments and establishes differential diagnoses of psychological disorder(s) using DSM IV TR.
  - **Enabling Objectives**
  - MH1 - Intern completes at least 3 assessments a week.

- MH2 - Intern completes at least one suicidal or homicidal assessment a month.
  - MH3 - Intern properly documents mental health assessments and clinical encounters in the electronic medical record.
  - MH4 - Intern demonstrates understanding the role of the social worker in command directed mental health evaluations
  - MH5 – Intern assists with at least one evaluation for administrative separation each month.
- **MH Terminal Learning Objective 2:** Intern will utilize social work theory and skills to engage and assess individual clients in the clinical helping process.
    - **Enabling Objectives**
    - MH6- Intern provides individual f/u mental health care to at least 3 patients each week.
    - MH7 - Intern will demonstrate the ability to develop rapport with mental health clients.
    - MH8 - Intern will demonstrate the ability to help clients explore their concerns and develop a treatment plan.
    - MH9 - Intern will demonstrate clinical skills which support the patient's treatment plan.
    - MH10- Intern will demonstrate the ability to develop treatment contracts with mental health clients.
    - MH11 - Intern will demonstrate ability to effectively explore termination with mental health clients as appropriate to case load.
    - MH12 - Intern will properly document all mental health individual encounters in the electronic record.
- **MH Terminal Learning Objective 3:** Intern will utilize social work theory and skills to facilitate a treatment group with a mental health population.
    - **Enabling objectives**
    - MH13 - Intern co-facilitates at least one group session a week under supervision of a primary facilitator.
    - MH14 - Intern will develop group plans that are consistent with the developmental stage of the group.
    - MH15 - Intern will process group development and facilitator issues after every group session.
    - MH16 - Intern conducts at least 3 group sessions as the primary facilitator under supervision.
    - MH17 - Intern will properly document all mental health group encounters in the electronic record.
- **MH Terminal Learning Objective 4:** Intern conducts supervision of para-professional staff within the agency using a supervision model.  
(*This objective can be achieved in other rotations as determined by the DOT*).
    - **Enabling Objectives**
    - MH18 - Under supervision, the intern demonstrates the ability to provide

- clinical oversight to a small group of behavioral science specialist or civilian para-professionals.
- MH19 – Intern will discuss the model of supervision they use during supervision and/or seminar.
- **MH Terminal Learning Objective 5:** Intern demonstrates the ability to recognize ethical dilemmas and apply resolution through the use of a social work ethical decision making model
  - **Enabling Objectives**
  - MH20 - Intern will discuss with the DOT one ethical dilemma during the mental health rotation and how the use of a decision making model helped with resolution.

### **TOE Combat Stress Control Module**

- **CSC Terminal Learning Objective 1:** Intern recognizes the multiple roles and functions of a TOE social worker (Division Mental Health, Combat Stress Control Detachment and Mental Health Officer separate Brigade)
  - **Enabling Objectives**
  - TOE1 – Intern participates in at least 1 FTX or training center rotation under supervision.
  - TOE2 - Intern discusses awareness of the roles and functions that a TOE social worker must fulfill during supervision.
- **CSC Terminal Learning Objective 2:** Intern demonstrates an understanding of critical incident debriefing principles.
  - **Enabling Objectives**
  - TOE3 - Intern will conduct at least one critical incident debriefing based on a current debriefing model. *(This objective can be achieved in other rotations as determined by the DOT).*
  - TOE4 – Intern discusses the principles and process that he or she used in conducting a critical incident debriefing during supervision and/or seminar.
- **CSC Terminal Learning Objective 3:** Intern demonstrates the ability to conduct social work consultations with commanders and other members of the chain of command
  - **Enabling Objectives**
  - TOE5 - Intern conducts at least one unit climate/needs assessment or demonstrates in discussion the methods and techniques used for unit assessment.
  - TOE6 - Intern will teach at least 3 unit level classes on a behavioral health topic.
  - TOE7 - Intern conducts at least one basic battlemind training.
  - TOE8 - Intern conducts at least one specialized battlemind training

- **CSC Terminal Learning Objective 4:** Intern demonstrates the ability to recognize ethical dilemmas and apply resolution through the use of a social work ethical decision making model.
  - **Enabling Objectives**
  - TOE9- Intern will discuss with the DOT one ethical dilemma during the TOE rotation and how the use of a decision making model helped with resolution.
  - TOE10 – Intern discusses ethical resolution of boundary issues in the TOE environment.

### **Family Advocacy Program (FAP) Module**

- **FAP Terminal Learning Objective 1:** Intern will demonstrate a **general** understanding of Department of Defense Directives (DoDD), Army Regulations (ARs) and standards, state laws and training related to the FAP.
  - **Enabling Objectives**
  - FAP1 - Intern will discuss his or her understanding of policies related to FAP with the supervisor.
- **FAP Terminal Learning Objective 2:** Intern understands the differences between Installation and MTF roles in the FAP program.
  - **Enabling Objectives**
  - FAP2 - Observe an Installation Family Advocacy Committee (FAC) meeting.
  - FAP3 - Observe a Family Advocacy Program Manager (FAPM) present the installation command briefing.
  - FAP4 - Attend CRC meetings (both child and adult)
  - FAP5 - Intern will discuss the role of the Installation FAP and the MTF FAP during supervision.
- **FAP Terminal Learning Objective 3:** Intern will utilize social work theory and skills to engage and assess individual clients in the clinical helping process.
  - **Enabling Objectives**
  - FAP6 - Intern provides FAP care to at least 3 clients each week:
  - FAP7 - Intern will demonstrate the ability to develop rapport with FAP clients.
  - FAP8 - Intern will demonstrate the ability to help clients explore their concerns and develop a treatment plan.
  - FAP9 - Intern will demonstrate clinical skills which support the patient's treatment plan.
  - FAP10 - Intern will demonstrate the ability to develop treatment contracts with FAP clients.
  - FAP11 - Intern will demonstrate ability to effectively explore termination with FAP clients as appropriate to case load.

- FAP12 – Intern will present at least one child and one adult FAP case to the pre-CRC for each CRC held.
- FAP13 - Intern will document all FAP individual encounters in the appropriate medical record.
- **FAP Terminal Learning Objective 4:** Intern develops an understanding of policies and procedures used when responding to domestic violence victims in the Emergency Room
  - **Enabling Objectives**
  - FAP14 - Intern will accompany an on-call worker on at least 3 on-calls.
  - FAP15 – Intern will assess at least 1 adult and 1 child ER room case, under supervision.
  - FAP16- Intern will discuss the policies and procedures that impacted their management of family violence in the ER during supervision and/or seminar.
- **FAP Terminal Learning Objective 5:** Intern will demonstrates **detailed** understanding of Department of Defense Directives (DoDD), Army Regulations (ARs) and standards, state laws and training related to the FAP.
  - **Enabling Objectives**
  - FAP17 – Pass written exam on FAP roles, policies and procedures.
  - FAP18 - Intern will satisfactorily conduct one “mock” ACS accreditation visit chart review on 20 charts.
- **FAP Terminal Learning Objective 6:** Intern demonstrates the ability to recognize ethical dilemmas and apply resolution through the use of a social work ethical decision making model.
  - **Enabling Objectives**
  - FAP 19 - Intern will discuss with the DOT one ethical dilemma during the FAP rotation and how the use of a decision making model helped with resolution.

### **Army Substance Abuse Program (ASAP) Module**

- **ASAP Terminal Learning Objective 1:** Intern demonstrates an understanding of the disease concept of substance abuse as a basis for prevention and treatment.
  - **Enabling Objectives**
  - ASAP1 - Intern attends patient sessions on various psychosocial educational classes offered patients in Track 1.
  - ASAP2 - Intern participates in at least 1 open support group meeting (i.e. AA/NA/CODA/OA)
  - ASAP3 - Intern participates in at least 1 open ALANON support group meeting.
  - ASAP4 - Intern will demonstrate through discussion with the supervisor an

understanding of the disease concept of substance abuse.

- **ASAP Terminal Learning Objective 2:** Intern conducts substance abuse assessments with ASAP patients.
  - **Enabling Objectives**
  - ASAP5 - Intern completes at least 2 assessments a week.
  - ASAP6 - Intern prepares treatment recommendations for the command.
  - ASAP7 - Intern documents all ASAP clinical encounters in the medical record.
  
- **ASAP Terminal Learning Objective 3:** Interns will demonstrate the ability to engage and assess individual ASAP clients in the clinical helping process.
  - **Enabling Objectives**
  - ASAP8 - Intern meets with at least 3 individual ASAP clients each week.
  - ASAP9 - Intern will discuss the techniques used to develop rapport with ASAP clients during supervision and/or seminar.
  - ASAP10 - Intern will discuss, during supervision, the process used to help clients explore their concerns and develop a treatment plan.
  - ASAP11 - Intern will document clinical data that supports the patient's treatment plan.
  - ASAP12 - Intern will demonstrate to the supervisor his or her ability to develop treatment contracts with ASAP clients.
  - ASAP13 - Intern will demonstrate to the supervisor his or her ability to effectively explore termination with ASAP clients as appropriate to case load.
  - ASAP14 - Intern document all individual ASAP patient encounters in the medical record
  
- **ASAP Terminal Learning Objective 4:** Interns will utilize social work theory and skills to facilitate treatment groups with ASAP population.
  - **Enabling Objectives**
  - ASAP15 - Intern co-facilitates at least one group session a week under supervision of the primary facilitator.
  - ASAP16 - Intern will develop group plans that are consistent with the developmental stage of the group.
  - ASAP17 - Intern will discuss the group development, key issues, and facilitator issues after every group session.
  - ASAP18 - Intern conducts at least 3 group sessions as the primary facilitator under supervision.
  - ASAP19 - Intern documents all ASAP group encounters in the appropriate medical record.
  
- **ASAP Terminal Learning Objective 5:** Intern demonstrates the ability to recognize ethical dilemmas and apply resolution through the use of a social work ethical decision making model.
  - **Enabling Objectives**
  - ASAP 20 - Intern will discuss with the DOT one ethical dilemma during the

ASAP rotation and how the use of a decision making model helped with resolution.

### **Career Development/ Out-process**

- **CDO Terminal Learning Objective 1:** The intern is prepared to take and pass the independent licensing exam for social work.
  - CDO1 - Intern attends and completes a licensing preparation course.
  - CDO2 – Intern passes social work state independent licensing exam (ASWB clinical level exam).
  
- **CDO Terminal Learning Objective 2:** Intern develops an understanding of the assignment life cycle model for an Army Social Worker (Conducted towards the end of the internship)
  - **Enabling Objectives**
  - CDO3 - Intern develops own personal career map.
  - CDO4 - Intern discusses career map with training director
  - CDO5 - Intern discusses career map with the social work consultant.

## **SWIP ELECTIVES**

### **Social Work and Military Corrections**

- **COR Terminal Learning Objective 1:** Intern demonstrates the ability to conduct mental health and risk assessments for new prisoners.
  - **Enabling Objectives**
  - COR1 - Intern completes at least 2 assessments each week.
  - COR2 - Intern completes at least one suicidal or homicidal assessment each month.
  - COR3 - Intern properly documents mental health assessment and clinical encounters in the medical record.
  
- **COR Terminal Learning Objective 2:** Interns will utilize social work theory and skills to engage and assess individual clients in the clinical helping process.
  - **Enabling Objectives**
  - COR4 - Intern will provide clinical care to at least 3 individual patients each week.
  - COR5 - Intern will demonstrate the ability to develop rapport with prison mental health clients.
  - COR6 - Intern will demonstrate the ability to help clients explore their concerns and develop a treatment plan.
  - COR7 - Intern will demonstrate clinical skills which support the patient's

- treatment plan.
  - COR8 - Intern will demonstrate the ability to develop treatment contracts with mental health clients.
  - COR9 - Intern will demonstrate to ability to effectively explore termination with mental health clients as appropriate to case load.
  - COR10 - Interns document all individual prison patient encounters in the medical record
- **COR Terminal Learning Objective 3:** Intern will utilize social work theory and skills to facilitate treatment groups with a prison population.
  - **Enabling Objectives**
  - COR11 - Intern co-facilitates at least one group sessions a week under supervision of the primary facilitator.
  - COR12 - Intern will develop group plans that are consistent with the developmental stage of the group.
  - COR13 - Intern will discuss the group development, key issues, and facilitator issues after every group session.
  - COR14 - Intern conducts at least 3 group sessions as the primary facilitator under supervision.
  - COR15 - Intern documents prison group encounters in the appropriate medical record.
- **COR Terminal Learning Objective 4:** Gain a working knowledge of the administrative and clinical duties of a Corrections Social Work Officer
  - **Enabling Objectives**
  - COR16 - Prepare a treatment summary for an inmate in preparation of parole and/or disciplinary board.
  - COR17 – Intern discusses his or her understanding of the various duties of a social worker in corrections during supervision
- **COR Terminal Learning Objective 5:** Intern demonstrates the ability to recognize ethical dilemmas and apply resolution through the use of a social work ethical decision making model.
  - **Enabling Objectives**
  - COR18 - Intern will discuss with the DOT one ethical dilemma during the Corrections rotation and how the use of a decision making model helped with resolution.

## **MEDICAL SOCIAL WORK**

- **MS Terminal Learning Objective 1:** Intern demonstrates an understanding of the role of the social worker in inpatient and outpatient hospital settings.
  - **Enabling Objectives**
  - MS1 - Intern is assigned an inpatient case load requiring at least 5

- inpatient contacts a week.
  - MS2 - Intern documents all inpatient encounters in the appropriate medical record
  - MS3 - Intern is assigned an outpatient medical social work case load requiring at least 5 inpatient contacts a week.
  - MS4 - Intern documents all outpatient encounters in the appropriate medical record
  - MS5 – Intern participates in all multi-disciplinary treatment meetings for assigned patients.
- **MS Terminal Learning Objective 2:** The intern demonstrates an understanding of the role of the social worker in a Warrior Transition Unit.
  - **Enabling Objectives**
  - MS6 – Intern completes training which promotes a basic understanding of the MEB/PEB process (On-line training or training conducted by the local Patient Administration office )
  - MS7 – Intern demonstrates a basic understanding of the injury and the recovery process by observing at least 2 formal intakes, at least 2 family sessions and at least 2 follow-up contacts.
- **MS Terminal Learning Objective 3:** Intern demonstrates an understanding of the role of the social worker in the sexual assault program.
  - **Enabling Objectives**
  - MS8 – Intern participates in training which promotes an understanding of the Army's Sexual Assault Program and the role of the social worker.
  - MS9 - Intern participates in a desk side orientation with the MTF Sexual Assault Care Coordinator.

## V. PROGRAM ACCOUNTABILITY

### INTERN ACCOUNTABILITY

The information below serves as a guide to SWIP sites to assist in organizing and developing their program. The information is specific; however, local training directors have the discretion to request changes through consultation with the SWIP proponent office.

Orientation – The first few weeks in the internship will focus on getting interns acquainted with the installation and medical facility. Interns should begin working with the training director on their intern rotational sequence and becoming familiar with the expectations of the program. This is also a time to discuss with the training director any specific or unique training opportunities the intern wants to consider pursuing.

Duty Hours - Interns will follow a general schedule established by the DOT. This schedule is subject to modification in order to meet the module rotation goals. Additionally, at times, the intern will be required to work evenings or weekends or be on-call (under direct on-site social work supervision). Interns are expected to be on time (preferably early) for all scheduled activities. **Interns may not “call in sick”**. To be excused from duty they must go on sick-call and receive proper documentation to be absent from training. **Leave is not built into rotations**. Regular leave and pass will be granted by the DOT after review by the agency supervisor. Such regular absences will not interfere with the student’s progress in the program. **Emergency leave** is for serious situations that may require the intern’s absence with little notice (e.g., death or serious illness of an immediate family member). The intern must contact their immediate supervisor to assist with any required documentation. **Emergency leave will be approved by the DOT and may require make-up.**

Modular Rotations – At the conclusion of the orientation period interns will receive a rotational training schedule. The time in a rotation can vary based on formal and informal assessment of skills, student special interest and consultation with the training director. Rotational schedules are based on installation troop populations, availability of supervisors, funding and physical space.

Student Responsibilities - Keeping patient notes up-to-date, and allowing your supervisors to look them over during every supervision session, is a very important student responsibility. Patient notes must be completed by the close of the same business day. There may be additional reporting requirements for high risk situations or issues of safety and danger. Interns should come prepared and organized for scheduled supervision. In addition interns should do the following:

- Discuss any problematic or difficult areas in patient work with their supervisor. If you are feeling stuck with a patient or if you think in retrospect that you made a mistake with an intervention, **tell your supervisor**. Do not hide a

perceived mistake from your supervisor. We find that our most successful interns are those who are the most open to supervision.

- If anything happens with a patient that indicates the situation is an emergency or could develop into one, consult your supervisor immediately. Examples of this would be a patient reporting suicidality, homicidality, sexual assault, or maltreatment. **If your supervisor is not available, try the DOT, the Department Head, or any other credentialed provider.** You should always try to find your supervisor first. Don't be afraid to consult -- effective social workers consult colleagues when emergencies arise, regardless of their level of training.

Following these guidelines ensures fulfillment of a supervisors legal, clinical and ethical obligations to patients served.

Mandatory Internship Activities – Seminars, classes and clinical supervision are mandatory for all interns regardless of rotation. Supervision may occur in the form of individual or group supervision sessions. They will be structured to meet the requirements of your state licensing board. All rotation supervisors should be aware of and supportive these mandatory activities. If an emergency or extreme circumstance arises that precludes an intern from attendance at a mandatory function it is the intern's responsibility to inform the person responsible for that particular session, in advance. If an intern cannot contact the person directly, the intern can call the Social Work department and discuss their problem with their primary supervisor and/ or training director.

## CLINICAL SUPERVISION

Students enter the Army SWIP without an independent social work license, thus their clinical work must be closely supervised by an independent behavioral health practitioner. During the orientation period interns will be briefed on the importance of working under an assigned clinical supervisor. Interns will have an assigned clinical supervisor during every rotation. Clinical supervisors have a legal, clinical and ethical obligation to the interns and their patients. The supervisory relationship will be a formal and written. It will establish the frequency of supervision as well as the days and times along with an alternative supervisor if the primary is not available. It will address clinical documentation and methods of supervision. Supervision will occur at two levels:

- Program Supervisor (PS) – (DOT or appointee) minimum one hour a week (individual or group). PS oversees broad goal achievement.
- Agency Supervisor (AS) - (Module on-site supervisor) minimum one hour a week. AS provides day-to-day site supervision.

You will also be in general supervision 40 hours a week under your DOT which constitute your hours for licensure.

SWIP supervision should have the following principles and strategies:

- Flexibility – delegation of supervision
  - PS and AS must have back-up plans for supervision.
- SWIP clinical supervision must have licensure focus
  - Supervisors must be “eligible” to conduct licensure supervision (know the rules in your state) We are removing the primary focus from the “individual” to “the organization” for accountability of licensing hours.
- Must develop a system to track supervision hours.
- Incorporate licensing prep in the SWIP.
- Students obtain license from a state listed on the approved internship licensure list published by the Army Social Work Consultant.
- Documentation
  - Co-signature after each entry signed by the Agency Supervisor.
    - Clinical supervisor changes in AHLTA upon each rotation.
- Credentialing – Interns will not be credentialed. Interns will be supervised under a supervision plan which utilizes Agency Supervisors as clinical supervisors during each rotation.
- Duty Title for Intern – Interns will hold the 73A/9E and carry the title of “Social Work Intern” during the internship. The 73A AOC minus the 9E student identifier is awarded after passing independent licensure exam.

## EVALUATION OF PERFORMANCE

Evaluation of an intern's performance is a continuous ongoing process that is designed to be formative in nature, helping interns to recognize their strengths and identify areas of improvement. Clinical supervisors will give continuous and on-going feedback, both formal and informal, which will guide learning. If any performance problems raise serious questions from supervisors about a student's ability to complete a particular rotation or the program as a whole, that fact will be made clear to the student, along with steps one the intern can take to correct the problems.

Feedback is aimed at helping improve performance. If a student feels his/her status in the program is threatened, he/she will be informed and given opportunity to improve. To support this process, students will receive a performance report at the end of each major rotation. The forms for these reports are included in this manual and will be discussed at the beginning of each rotation. The evaluation form clearly outlines what is expected of students. Rotational supervisors will complete the form at the end of each rotation, and will discuss performance with all students. A student's signature is required to acknowledge receipt of the formal feedback. There is space on the form for the student to comment on the performance report. Students are encouraged to use the space or a separate sheet of paper if there are comments they feel should be brought to the Training Director's attention. Students will receive one copy of the form, while another copy is forwarded to the Training Director for his/her review and signature. These reports are kept on file until the completion of the internship.

- A formal PASS/FAIL evaluation of each intern is conducted by the agency rotation supervisor at the end of each rotation. These evaluations are maintained by the DOT in the interns training file.
- An informal evaluation of each intern is conducted by the DOT every 6 months based on feedback from agency rotation supervisor and DOT observation.
- A final evaluation (PASS/FAIL) of each intern is conducted by the DOT at the end of the 2 year internship period.
- Each resident is rated annually with an Officer Efficiency Report (OER) (DA Form 67-9) as required by Army regulations. The duty title will be "Social Work Intern" (See Enclosure xx)
- Completion of the program requires satisfactory completion of all Learning Objectives, satisfactory completion of areas of practice rotations and compliance with internship attendance policies.
- The DOT will request student Completion Certificates from the SWIP Proponent Office upon completion of the program.

## UNSATISFACTORY PERFORMANCE

- DOTs are responsible for ensuring that interns satisfactorily complete the requirements for the SWIP within the prescribed time limits. Interns are expected to complete training within 2 years. Failure to pass the independent licensure exam the first time will automatically place a student in a probationary status. Any student who fails to achieve licensure within one year of completion of the SWIP will follow the procedures in AR 40-68, para 4-10 "Failure to obtain licensure" and request extension from the Commander, MEDCOM.
- Deficiencies in performance must be identified and documented as early as possible in the training program. Deficiencies in performance that hamper an intern's ability to provide clinic standards of care will be addressed formally and in writing.
- The process for documenting unsatisfactory performance usually begins with the agency supervisor identifying the unsatisfactory performance in writing with a remedial plan. Most unsatisfactory performance issues will find resolution at this level, however, students who fail to make progress under a remedial plan developed by the agency supervisor will elevate the issue to the training director. The training director will decide if the issuance of a formal failure to meet academic standards counseling and probationary status is warranted.

Probation Status - Notification of probationary status while in the SWIP will be done in writing by the DOT. The documentation will note reasons, corrective action and length of probation. The probationary status will last at least 30 days. The DOT can keep an intern in a probationary status for a maximum of 3 months. A request must be made to the proponenty office for probation beyond a 3 month period. No intern will remain in a probationary status beyond a 6 month period. Interns on probationary status beyond 6 months will have their training files and other documentations forwarded to their respective career manager and AOC consultant for suspension of favorable actions pending involuntary separation/elimination due to lack of qualifications in accordance with para 4-10, AR 40-68.

Voluntary withdrawal - An intern wishing to voluntarily withdraw from the internship will submit a formal letter requesting withdrawal from the internship thru the DOT and the CofSW to the internship proponenty office. The request will be evaluated and a decision made regarding endorsement before submitting the request to the student's career manager and AOC consultant. This request by the student will be processed in accordance with AR 40-68 and will most likely result in a recommendation for continued service outside the 73A AOC or separation/elimination.

Termination - An intern can be recommended for termination by the DOT and the SWIP Committee to the proponency office at anytime based misconduct and/or violation of ethical standards. The request with documentation will be forwarded to their respective career manager and AOC consultant for suspension of favorable actions pending reclassification or involuntary separation/elimination in accordance with para 4-10, AR 40-68. An intern can be recommended for termination based on unsatisfactory performance anytime after the first probation period.

## GRIEVANCE PROCEDURES

If a student has concerns about the program, performance reports, relationship with supervisors or their standing in the program, the Training Director is available to discuss these concerns and/or offer counsel on ways of dealing with them. If concerns still exist the student may follow the grievance procedures in this manual.

In the event an intern has a grievance with a faculty member or supervisor, the intern should initially attempt to resolve the issue with the faculty member or supervisor concerned.

If the intern cannot resolve the grievance with the individual involved, the matter can be formally brought to the attention of the Director of Training. The Director of Training reviews the matter with the intern in order to clarify the issues. The Director of Training attempts to resolve the grievance informally by discussing the issue with the faculty member or supervisor involved. If the grievance cannot be resolved informally, the Director of Training reviews the matter with the Chief, Department of Social Work. The Chief of Social Work can choose to consult with the Faculty Committee or provide guidance without consultation.

## INTERN RESPONSIBILITY FOR MEETING LICENSURE REQUIREMENTS

Interns must contact a state Social Work license board in advance to:

1. Identify licensure requirements, including supervision requirements.
2. Register for and begin the process of documenting hours needed to meet licensure requirements.
3. Interns have 30 days after arrival in the SWIP to select a state for social work licensure. The state selected must allow a student to sit for licensure in a period not to exceed two years.
4. Interns completing SWIP will continue to hold the 73A with the 9E identifier until they pass the independent licensure exam.
5. Interns completing the independent licensing exam will forward a copy of their license to their career manger to have the 9E identifier removed.

Interns will maintain contact with the state license board throughout their internship program to determine any changes in requirements. Interns are required to sit for and pass the social work state license exam in order to receive a completion certificate and the 73A AOC. Interns who fail to pass the exam within a one year period after completion of SWIP may request extension from the Commander, MEDCOM as outlined in AR 40-68, para 4-10 "Failure to obtain licensure" with an explanation why the license wasn't obtained with supporting documents and a plan for obtaining licensure. Failure to obtain an extension will result in an intern's training files and other documentations being forwarded to their respective career manager and AOC consultant for suspension of favorable actions pending involuntary separation /elimination due to lack of qualifications in accordance with para 4-10, AR 40-68.

### EO/EEO/DISCRIMINATION

The Army is very clear on the issue of discrimination based on race, ethnicity, or gender, sexual harassment and fraternization -- **zero tolerance**. You will receive training on EO/EEO/Discrimination at command orientation. Interns should attempt to handle problems at the lowest level working through your chain of command. The SWIP internship provides equal treatment for all persons regardless of race, color, national origin, creed, religion, sex, age, handicapping condition, or political affiliation.

## **VI. PROGRAM EVALUATION**

Each staff member directly involved with the intern's supervision evaluates that intern during each rotation. Evaluations are made on the SWIP Student Evaluation Form (See Enclosures XX) which incorporates both general professional characteristics and more specific learning objectives relevant to that rotation. Items are rated on a Likert-type scale. A narrative statement emphasizing strengths, weaknesses, and/or recommendations for further training rounds out the written evaluation. Interns and supervisors are encouraged to discuss the evaluation, and interns are encouraged to add any comments, clarifications, disagreements, or exceptions on a separate sheet attached to the form. All reports are reviewed and endorsed by the Director of Training.

The Director of Training must submit an annual student evaluation to the SWIP proponency office. These dates should coincide with the intern's requirement to complete the annual Physical Fitness Test and Officer Efficiency Report.

### **SITE VISITS**

Site visits will be conducted subject to the availability of funds by proponency office faculty representatives. New Internship sites or sites with new supervisors are a top priority. The purpose of the visits are to ensure the adequacy of the current Internship and to assess the potential value of the Internship site for future interns. Issues to be covered during a site visit include the following:

- Reception visit with key personnel
- Evaluation of
  - Institutional setting
  - Administrative Internship plan
  - Internship support systems
  - Reception and orientation
  - Access to supervision and involvement with senior management
  - Projects accomplished by intern (assigned and self-initiated)
- Internship strengths and weaknesses
- Recommended improvements to the Internship phase

## VII. POINTS OF CONTACT

As stated previously, the Chief of Social Work has overall responsibility for the SWIP locally. Proponency points of contact for the internship program are the following. Feedback is always welcomed.

- SWIP Clinical Coordinator
  - Mr. Reginald Howard, MSW, LCSW - 210/221-6072 reginald.howard2@amedd.army.mil
- Educational Technician:
  - Ms. Wilma Ambrose - 210/221-6887 wilma.ambrose@amedd.army.mil
- Official mailing address:

US AMEDD Center and School  
Clinical Coordinator MSW Program (Mr. Reginald  
Howard)  
2250 Stanley Road STE 011-2  
Fort Sam Houston, Texas 78234-6135

VIII.

# ENCLOSURES

Encl 1

**LETTER OF UNDERSTANDING  
SWIP POLICIES**

**Interns are required to review the NASW Code of Ethics and read the SWIP manual before officially beginning SWIP. The intern will discuss any questions or concerns regarding the SWIP manual with the Director of Training (DOT) before signing the statement of understanding below.**

**I have read and understand the contents of the SWIP manual and the NASW Code of Ethics:**

**STUDENT** \_\_\_\_\_ **DATE** \_\_\_\_\_

**DOT** \_\_\_\_\_ **DATE** \_\_\_\_\_

Encl 2

**SAMPLE SUPERVISION PLAN**

**SWIP**

**MEMORANDUM FOR RECORD**

**SUBJ: Supervision Plan for \_\_\_\_\_  
(Intern)**

**1. In accordance with AR 40-68, Clinical Quality Management, para 5-3, all unlicensed professionals require supervision by properly licensed professional personnel of the same or similar discipline. The clinical supervisor is required to monitor and evaluate the scope of practice of those being supervised. In addition, there must be a written supervision plan and an identified back-up supervisor.**

**2. Supervision Plan:**

- A minimum one hour a week session with the supervisor will be conducted to monitor assigned clinical case load.

- Intern performance will be supervised directly in all complex cases where it is reasonable to assume high risk (e.g. patients who have expressed a threat of danger to themselves or others, patients who are reported to be experiencing psychotic symptoms, family violence or severe substance abuse). Direct supervision is defined as a supervisor being actively involved in the clinical decision making process.

- The intern is may request supervision more frequently if needed.

**Clinical Supervision will exist between:**

\_\_\_\_\_  
(Student Intern)

\_\_\_\_\_  
(Supervisor)

\_\_\_\_\_  
(Alternate Supervisor)

**This clinical supervision plan will expire on \_\_\_\_\_.**

**3. All parties have reviewed the supervision plan outlined above and will comply with the clinical relationships as written.**

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Clinical Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

**Alternate Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

Encl 3

**Intern's Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Agency:** \_\_\_\_\_

**Agency Supervisor:** \_\_\_\_\_

1. **Agency Structure and Mission:** Please describe the structure and mission of agency the intern will work in.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. **Hours & Days at Agency:** \_\_\_\_\_
3. **Weekly Day & Time of Supervision with Agency Instructor:** \_\_\_\_\_
4. If the designate Agency Instructor is absent **back-up and supervision** will be provided by: \_\_\_\_\_.
5. **Period of Student Rotation** (from) \_\_\_\_\_ (to) \_\_\_\_\_.

**Learning Goals**

This section addresses what the intern hopes to learn from the rotation; indicators of progress, learning activities, responsibilities the student assumes, the tasks to complete.

**Goal A:**

\_\_\_\_\_

**Learning Activities:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Methods of Evaluation (Observation, review of written work, discussion with student, group discussion, oral presentation, etc.)** \_\_\_\_\_

\_\_\_\_\_

**Indicators of Progress:**

1. \_\_\_\_\_
2. \_\_\_\_\_

3. \_\_\_\_\_

**Goal B:** \_\_\_\_\_

**Learning Activities:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Methods of Evaluation (Observation, review of written work, discussion with student, group discussion, oral presentation, etc.)** \_\_\_\_\_

**Indicators of Progress:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Goal C:** \_\_\_\_\_

**Learning Activities:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Methods of Evaluation (Observation, review of written work, discussion with student, group discussion, oral presentation, etc.)** \_\_\_\_\_

**Indicators of Progress:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Goal D:** \_\_\_\_\_

**Learning Activities:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Methods of Evaluation (Observation, review of written work, discussion with student, group discussion, oral presentation, etc.)** \_\_\_\_\_

**Indicators of Progress:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Student** \_\_\_\_\_ **Date** \_\_\_\_\_

**Agency Supervisor** \_\_\_\_\_ **Date** \_\_\_\_\_

Encl 4

**SAMPLE SWIP OER**

**Duty Title – Social Work Intern**

**Position 73A/9E**

**Job Description – Performs social work duties under clinical supervision to individuals, families and groups as a social work student intern. Completes objectives as outlined in the Army Social Work Internship Manual. Maintains compliance with the program completion timeline requiring attainment of independent social work licensure at the end of the two-year training program. Maintains the professional standards of the Army and the professional standards of the social work profession at all times. Maintains Army physical fitness and height/weight standards at all times.**

Encl 5

Name \_\_\_\_\_ Date \_\_\_\_\_

**ADMIN/ORIENTATION  
ROTATION EVALUATION**



INTERN: \_\_\_\_\_ DATE: \_\_\_\_\_

I have reviewed and endorse this evaluation: **OR**  I have reviewed this evaluation and note the following exceptions (see below):

DIRECTOR OF TRAINING: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS

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Encl 6

Name \_\_\_\_\_ Date \_\_\_\_\_

**BEHAVIORAL HEALTH  
ROTATION EVALUATION**

	Not Applicable/ Not Observed	1 Needs Significant Improvement	2 Making Progress with Supervision	3 Meets Standards with Supervision	4 Practices Well with Supervision	5 Independent with Minimal Supervision
--	---------------------------------------	--	--	--	--	--

	Not Applicable/ Not Observed	1 Needs Significant Improvement	2 Making Progress with Supervision	3 Meets Standards with Supervision	4 Practices Well with Supervision	5 Independent with Minimal Supervision
1.Demonstrates clinical competency in conducting three mental health assessments and evaluations per week.						
2.Demonstrates clinical competency in handling crisis situations/emergencies by completing one suicidal or homicidal assessment per month.						
3.Provides documentation that is concise, relevant and timely.						
4.Accurately describes the social work role in command directed mental health evaluations.						
5.Demonstrates competency in assisting with one evaluation for administrative separation per month.						
6.Demonstrates clinical competency in conducting assessments and disposition of substance abuse problems.						
7.Demonstrates knowledge of, indications for and side effects of psychotropic medications.						
8. Demonstrates competency in and understanding of DSM-IV diagnoses.						
9. Demonstrates knowledge of different therapeutic interventions and models (Solution-focused, Cognitive Behavioral, Empowerment, etc).						
10. Ability to develop a therapeutic rapport.						
11.Demonstrates clinical competency in developing appropriate treatment goals.						
12.Demonstrates an awareness of cultural and ethical issues for assigned patient population.						
13.Demonstrates ability to develop appropriate treatment contracts.						
14.Demonstrates clinical competency in case management and follow-through with clients.						
15.Ability to terminate the therapeutic relationship without fostering dependence.						
16.Ability to co-facilitate group therapy in a therapeutic manner (if applicable in your rotation).						



HOURS OF SUPERVISION COMPLETED \_\_\_\_\_

*I verify the total supervision hours and have discussed this evaluation with the Intern.*

ROTATION CLINICAL SUPERVISOR: \_\_\_\_\_ DATE \_\_\_\_\_

I acknowledge receipt of this evaluation:  Comments attached. **OR**  No comments attached.

INTERN: \_\_\_\_\_ DATE: \_\_\_\_\_

I have reviewed and endorse this evaluation: **OR**  I have reviewed this evaluation and note the following exceptions (see below):

DIRECTOR OF TRAINING: \_\_\_\_\_ DATE: \_\_\_\_\_

Encl 7

Name \_\_\_\_\_ Date \_\_\_\_\_

**FAMILY ADVOCACY ROTATION SOCIAL WORK  
ROTATION EVALUATION**

	Not Applicable/ Not Observed	1 Needs Significant Improvement	2 Making Progress with Supervision	3 Meets Standards with Supervision	4 Practices Well with Supervision	5 Independent with Minimal Supervision
1. Demonstrates understanding of FAP instructions, regulations, policies and administrative requirements.						
2. Demonstrates competency in conducting intake and risk assessments.						
3. Demonstrates ability to refer appropriately to CPS, law enforcement and other applicable agencies.						
4. Demonstrates ability to utilize Risk Assessment Model and documents appropriately using the Army electronic case management system.						
5. Demonstrates understanding of the CRC.						
6. Expresses understanding of the different roles of the MTF and the FAPM.						
7. Understands the role of the FAP Victim Advocate.						
8. Demonstrates awareness of FAP accreditation and privileging requirements.						
9. Demonstrates ability to develop therapeutic rapport.						
10. Demonstrates competency in case management and follow- through with clients.						
11. Demonstrates awareness of ethical and cultural factors for assigned clients.						
12. Demonstrates ability to handle crisis situations/emergencies.						
13. Demonstrates ability to interact with multidisciplinary teams.						
14. Demonstrates ability to interact with Commands, client's supervisors and other military personnel.						
15. Provides concise, relevant and timely documentation.						
16. Demonstrates appropriate time management, ability to prioritize and organizational skills.						
17. Demonstrates skill in providing briefings, teaching and presenting FAP cases at review committee meetings.						



INTERN: \_\_\_\_\_ DATE: \_\_\_\_\_

I have reviewed and endorse this evaluation:      **OR**       I have reviewed this evaluation and note the following exceptions (see below):

DIRECTOR OF TRAINING: \_\_\_\_\_ DATE: \_\_\_\_\_

Encl 8

Name \_\_\_\_\_ Date \_\_\_\_\_

**MEDICAL SOCIAL WORK  
ROTATION EVALUATION**

	Not Applicable/ Not Observed	1 Needs Significant Improvement	2 Making Progress with Supervision	3 Meets Standards with Supervision	4 Practices Well with Supervision	5 Independent with Minimal Supervision
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	Not Applicable/ Not Observed	1 Needs Significant Improvement	2 Making Progress with Supervision	3 Meets Standards with Supervision	4 Practices Well with Supervision	5 Independent with Minimal Supervision
1. Demonstrates competency in conducting psycho-social assessments.						
2. Demonstrates ability to develop therapeutic rapport.						
3. Demonstrates competency in developing appropriate treatment goals.						
4. Demonstrates competency in conducting follow-up contacts as appropriate.						
5. Demonstrates ability to appropriately handle crisis situations and emergencies.						
6. Demonstrates competency in case management and follow-through with clients.						
7. Provides clear, concise timely and relevant documentation.						
8. Demonstrates ability to function as an integral member of the multidisciplinary treatment team.						
9. Demonstrates ability to terminate patients without fostering dependency.						
10. Demonstrates ability to co-facilitate support and psycho- educational groups in a medical setting.						
11. Reports to duty on time and keeps supervisor aware of whereabouts.						
12. Ability to handle feedback and constructive criticism.						
13. Demonstrates sound time management and organizational skills.						
14. Demonstrates ability to collaborate with colleagues and is a team player.						
15. Demonstrates awareness of ethical and cultural factors for assigned clients.						
16. Intern understands policy and regulations related to patient safety, privacy and confidentiality.						
17. Intern will discuss the Patient's Bill of Rights with supervisor and demonstrate knowledge and understanding of its key concepts.						



I acknowledge receipt of this evaluation:  Comments attached. **OR**  No comments attached.

INTERN: \_\_\_\_\_ DATE: \_\_\_\_\_

I have reviewed and endorse this evaluation: **OR**  I have reviewed this evaluation and note the following exceptions (see below):

DIRECTOR OF TRAINING: \_\_\_\_\_ DATE: \_\_\_\_\_

Encl 9

Name \_\_\_\_\_ Date \_\_\_\_\_

**SUBSTANCE ABUSE REHABILITATION PROGRAM  
ROTATION EVALUATION**

	Not Applicable/ Not Observed	1 Needs Significant Improvement	2 Making Progress with Supervision	3 Meets Standards with Supervision	4 Practices Well with Supervision	5 Independent with Minimal Supervision

	Not Applicable/ Not Observed	1 Needs Significant Improvement	2 Making Progress with Supervision	3 Meets Standards with Supervision	4 Practices Well with Supervision	5 Independent with Minimal Supervision
1. Demonstrates awareness and understanding of various psychosocial educational classes offered to patients.						
2. Able to describe program, process and benefits of support group meetings (i.e. AA/NA/ALANON).						
3. Demonstrates understanding of the disease concept of substance abuse.						
4. Demonstrates understanding of DSM-IV (TR) diagnostic criteria and differentials, and American Society for Addictions Medicine (ASAM) placement criteria.						
5. Appropriately completes at least 2 substance abuse assessments per week.						
6. Prepares treatment recommendations for the command as caseload requires in a timely and appropriate manner.						
7. Intern documents all ASAP clinical encounters in the medical record. Provides clear, concise timely and relevant documentation.						
8. Demonstrates ability to develop therapeutic rapport.						
9. Demonstrates clinical competency in developing appropriate treatment goals.						
10. Demonstrates the ability to conduct regular and ongoing individual treatment sessions with ASAP clients.						
11. Demonstrates ability to develop treatment contracts with measureable objectives.						
12. Demonstrates ability to effectively explore termination with ASAP clients as appropriate to case load.						
13. Demonstrates ability to co-facilitate treatment group sessions under supervision of the primary facilitator.						
14. Develops group plans that are consistent with the developmental stage of the group.						
15. Intern competently conducts at least 3 group sessions as the primary facilitator under supervision.						



attached.

INTERN: \_\_\_\_\_ DATE: \_\_\_\_\_

I have reviewed and endorse this evaluation:      **OR**       I have reviewed this evaluation and note the following exceptions (see below):

DIRECTOR OF TRAINING: \_\_\_\_\_ DATE: \_\_\_\_\_

Encl 10

Name of Intern \_\_\_\_\_ Date \_\_\_\_\_

**TOE/MH ROTATION EVALUATION  
ROTATION EVALUATION**

	Not Applicable/ Not Observed	1 Needs Significant Improvement	2 Making Progress with Supervision	3 Meets Standards with Supervision	4 Practices Well with Supervision	5 Independent with Minimal Supervision
1. Demonstrates understanding of the multiple roles and functions of the TOE social worker.						

	Not Applicable/ Not Observed	1 Needs Significant Improvement	2 Making Progress with Supervision	3 Meets Standards with Supervision	4 Practices Well with Supervision	5 Independent with Minimal Supervision
2. Demonstrates an understanding of the critical incident debriefing process and can successfully conduct a briefing independently.						
3. Demonstrates an understanding of command consultation as it relates to the unit climate survey and conducts a unit climate survey.						
4. Demonstrates an understanding of command consultation as it relates to prevention activities and teaches a prevention class (battlemind, suicide prevention, sexual assault, etc)						
5. Demonstrates the use of an ethical decision making model in relation to an ethical dilemma observed during the TOE rotation.						
6. Demonstrate the ability to successfully deploy to a field exercise as a part of a combat stress team.						
7. Understands reporting requirements for reporting combat stress and other BH disorders.						
8. Understands the requirements for the PDHA and PDHRA.						

Supervisor Comments:

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HOURS OF SUPERVISION COMPLETED \_\_\_\_\_

*I verify the total supervision hours and have discussed this evaluation with the Intern.*

ROTATION CLINICAL SUPERVISOR: \_\_\_\_\_ DATE \_\_\_\_\_

I acknowledge receipt of this evaluation:  Comments attached. **OR**  No comments attached.

INTERN: \_\_\_\_\_ DATE: \_\_\_\_\_

I have reviewed and endorse this evaluation: **OR**  I have reviewed this evaluation and note the following exceptions (see below):

DIRECTOR OF TRAINING: \_\_\_\_\_ DATE: \_\_\_\_\_

Encl 11

Name \_\_\_\_\_ Date \_\_\_\_\_

**CORRECTIONS ROTATION EVALUATION  
ROTATION EVALUATION**



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HOURS OF SUPERVISION COMPLETED \_\_\_\_\_

*I verify the total supervision hours and have discussed this evaluation with the Intern.*

ROTATION CLINICAL SUPERVISOR: \_\_\_\_\_ DATE \_\_\_\_\_

I acknowledge receipt of this evaluation:  Comments attached. **OR**  No comments attached.

INTERN: \_\_\_\_\_ DATE: \_\_\_\_\_

I have reviewed and endorse this evaluation: **OR**  I have reviewed this evaluation and note the following exceptions (see below):

DIRECTOR OF TRAINING: \_\_\_\_\_ DATE: \_\_\_\_\_

Encl 12

**INTERN EVALUATION OF AGENCY ROTATION  
(COMPLETED AFTER EACH ROTATION)**

Name \_\_\_\_\_ Date \_\_\_\_\_

Agency \_\_\_\_\_ Agency Instructor \_\_\_\_\_

Please rate each of the areas regarding your learning experience using the following guide:

NA = Not addressed/Not applicable  
1= Poor

- 2 = Fair
- 3 = Average
- 4 = Above average
- 5 = Outstanding

For the section below, please respond to the statements regarding your opportunities for learning.

<b>Evaluation of Internship Learning Opportunities</b>	<b>NA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Opportunities to work with community systems						
Opportunities to do advocacy work						
Opportunities to do complete assessments of individuals						
Opportunities to provide interventions with individuals						
Opportunities to provide assessments of family functioning						
Opportunities to provide interventions with families						
Opportunities to work with groups						
Interactions with providers in other professions						
Opportunities to integrate theory with practice						
Opportunities to solidify social work values and ethics						
Opportunities to work with diverse client populations						
Opportunities to evaluate effectiveness of practice						

For the next section, please respond to the statements regarding your rotation agency.

<b>Evaluation of the Agency</b>	<b>NA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Agency support for social work interns						
Facilities for social work interns						
Agency sensitivity to cultural diversity						
Agency adherence to social work values and ethics						
Agency provision for policies and procedures						

For the next section, please respond to the statements regarding your agency rotational instructor.

<b>Evaluation of Agency Instructor</b>	<b>NA</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Commitment to providing learning opportunities						
Adherence to supervision schedule						
Quality of feedback provided during supervision						
Modeling of intervention skills						
Availability for instruction, outside of supervision						
Teaching techniques						
Assistance in designing learning contract						

Comments:

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Encl 13

**DOT EVALUATION OF THE INTERN  
(SIX MONTHS)**

Directors of Training, briefly summarize the student’s internship performance. Describe the types of activities the student participated in as well as the level of independence and responsibility achieved.

**STRENGTHS:**

Comment on performance areas in which the student is outstanding or demonstrates particular strengths.

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**AREAS THAT REQUIRE FURTHER DEVELOPMENT:**

Comment on performance areas in which the student needs to demonstrate significant professional growth. Identify plans for experiences and supports designed to enable the student to meet internship objectives.

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Director of Training \_\_\_\_\_ Date \_\_\_\_\_

**STUDENT:**

My Director of Training has discussed this evaluation with me and I have received a copy.

I agree with the evaluation \_\_\_\_\_ I do not agree with the evaluation \_\_\_\_\_

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Encl 14

**DOT EVALUATION OF THE INTERN  
(ANNUAL)**

This evaluation is designed to measure the ability of the social work intern to meet program placement objectives. Director of Training please review the SWIP Objectives and Evaluation of Student Performance from the student's rotations. *Then, circle the box that reflects the interns collective performance.*

Performance Rating Scale

- Needs Improvement (never or rarely meets criteria)
- Good (meets criteria most of the time)
- Very Good (consistently meets criteria most of the time)
- Excellent (consistently meets and exceeds criteria)

### **VALUES**

<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Improvement</b>
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Understands how the uniqueness and individuality of each person is of value

Understands that all human beings have the inherent right to dignity, respect, and confidentiality

Understands that all human beings have the right to influence the decisions that affect their lives

### **MULTICULTURAL PERSPECTIVE**

<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Improvement</b>
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Understands how an oppressive environment impacts individual and/or family system

Places primacy on the strengths of oppressed groups and plans culturally appropriate services

Understand the consequences of social, economic and political injustice on diverse people

### **AUTONOMOUS SOCIAL WORK PRACTICE**

<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Improvement</b>
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Demonstrates the social work roles, purpose and responsibility

Demonstrates competence in a variety of social work practice roles (i.e. advocacy, case manager, broker, planner, counselor broker or services)

Conducts self in accordance with the NASW *Code of Ethics* and its core values

Conducts self in a professional manner (reliable, efficient, organized, completed assigned

tasks, dressed appropriately).

### **ORGANIZATIONAL /SYSTEMS CONTEXT OF PRACTICE**

<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Improvement</b>
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Understands agency's purpose, mission, history, funding, and structure

Works creatively and collaboratively within agency guidelines

Understands the relationship of the agency to other community human services organizations

Analyzes tools and instruments used by the agency to evaluate program goals and objectives

### **COMMUNITY CONTEXT OF PRACTICE**

<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Improvement</b>
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Is aware of various community services, programs, and resources relevant to the client population

Uses those community resources most appropriate for clients

Advocates for resources for clients and/or empowers clients to advocate for themselves

Understands the effects of community factors on clients and services (e.g., rural/urban environment, military, demographics, funding priorities, attitudes, and economics).

### **DATA GATHERING AND ASSESSMENT**

<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Improvement</b>
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Gathers relevant data needed for assessments and interventions

Research and analyzes data in order to understand the nature of client concerns, needs, or problems

Involves the client in the process of data collection and understanding the meaning of those data

Addresses the client's strengths, motivation, capacity and opportunity for change

Identifies the major ecological systems related to the problem or concern being addressed (e.g., social institutions, economic structures, religious, medical, cultural systems)

### **PLANNING AND INTERVENTION**

<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Improvement</b>
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Sets priorities and identifies clear and measurable objectives for intervention

Involves clients in setting goals, choosing interventions and developing relevant service contracts

Understands various perspectives, theories, and models that guide interventions

Determines the most feasible and effective level of intervention (micro, mezzo, or macro)

Selects interventions matched to the client's situation and the agency's purpose

Apply theories, techniques and strategies to client systems in different settings.

### **TERMINATION AND EVALUATION**

<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Improvement</b>
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Helps clients evaluate movement toward agreed-upon goals and objectives

Terminates helping relationship appropriately and constructively

Uses tools that can measure client progress and evaluate the effectiveness of an intervention

Seeks out and uses tools and instruments that can measure and evaluate one's own performance

Examines and critiques one's own performance in an objective and non-defensive manner.

### **SOCIAL PROBLEMS AND SOCIAL POLICY**

<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Improvement</b>
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Identifies and describes the social problems or conditions that the agency addresses

Understands how social problems develop as a result of the interaction between individuals, social systems, and the larger social environment

Recognizes the positive and negative effects of social policy on clients

Analyzes social policies affecting clients and identifies needed changes in these policies

Understands how social policies develop and are modified over time

### **DIVERSTIY and CULTURAL COMPETENCE**

<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Improvement</b>
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Is aware of and sensitive to client issues related to diversity (e.g., culture, ethnicity, gender, age, socioeconomic status, disability, sexual orientation)

Treats all people with respect regardless of their behavior, characteristics, and background

Understands the effects of stereotypes, prejudice, discrimination, and oppression on individuals, families, and communities, and on the formation of social policy

Communicates effectively with persons of differing backgrounds and life experiences

Individualizes procedures for assessment, planning, intervention and evaluation for diverse clients

### **COMMUNICATION SKILLS**

<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Improvement</b>
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Effectively uses nonverbal communication and verbal helping skills (e.g., empathic responding, active listening, mediating, counseling)

Effectively uses written communication (e.g., correspondence, reports, and records)

Is able to engage and work with non-voluntary, resistant, or hard-to-reach client

Recognizes the underlying meaning and significance of clients' concerns and situation

Handles questions and disagreements with other staff and/or agency policies and procedures with understanding, tact, and diploma

### **KNOWLEDGE AND USE OF SELF (SELF-AWARENESS)**

<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Improvement</b>
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Takes the initiative in developing and implementing learning activities

Uses supervision for guidance, learning, and professional growth

Understands how own values, beliefs, and personal ethics enhance or interfere with practice

Is aware of own biases and hindrances to personal/professional growth and deals with them appropriately

Recognizes personal changes needed in order to function more effectively as a social worker (e.g., habits, personal style, level of knowledge)

**OVERALL PERFORMANCE**

**PLEASE CIRCLE**

<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Needs Improvement</b>
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**COMMENTS:**

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Intern's Signature \_\_\_\_\_ Date \_\_\_\_\_

DOT's Signature \_\_\_\_\_ Date \_\_\_\_\_

Encl 15

**STUDENT EVALUATION OF THE SWIP  
(ANNUALLY)**

We would like to evaluate your experience with the Social Work Internship Program (SWIP). Please place an X in the box that applies in each category. Please scan completed evaluations and e-mail to the SWIP Clinical Coordinator at [reginald.howard2@amedd.army.mil](mailto:reginald.howard2@amedd.army.mil). This individual evaluation will not be shared with anyone at the local MTF and will be used as an opportunity for improvement of the program.

Student is: 1<sup>st</sup> yr. \_\_\_\_, 2<sup>nd</sup> yr. \_\_\_\_\_.

NA = Not Applicable 1=Poor, 2=Fair, 3=Average, 4=Above Average, 5=Outstanding

AREAS OF EVALUATION	NA	1	2	3	4	5
The program is committed to providing social work learning opportunities.						
The program adheres to SWIP supervision standards.						
The program adheres to NASW Code of Ethics.						
There is open communication between other hospital organizations and clinics and the SWIP.						
The program helps students by promoting agencies adherence to learning contracts.						

The program offers sufficient training for Rotational Supervisors.						
The program offers sufficient support to students in their agency rotations.						
The program provides sufficient assistance in problem resolution; if needed.						
The program provides time for questions and feedback.						
The program models professional social work academic skills.						
The program closely follows the standards outlined in the SWIP manual.						

**ADDITIONAL COMMENTS** \_\_\_\_\_

Encl 16

## SWIP OBJECTIVES SPREADSHEET

Continue on reverse
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<b>MODULE</b>		<b>Completion Date</b>	<b>Supervisor Initials</b>
<b>Orientation/ Administrative Role of the Social Work Officer</b>			
	OA1 - Student reads Internship Manual and signs Internship Statement of Student Understanding.		
	OA2 - Student completes comprehensive in-processing and orientation to the internship and the MTF.		
	OA3 - Intern attends orientations on the role of installation agencies, key off- post community agencies and MTF behavioral health clinics or services. (The following represents some of these agencies; ACS, WTU, Psychology Service, Psychiatry Service, EF		
	OA4 - Intern selects a state for licensure.		
	OA5 – Participates in or conduct at least one process improvement activity in support of the Quality Improvement Program in SWS.		

	OA6 - Observe at least one credentialing meeting during the SW session.		
<b>Army Mental Health Module</b>			
	MH1 - Intern completes at least 3 assessments a week.		
	MH2 - Intern completes at least one suicidal or homicidal assessment a month.		
	MH3 - Intern properly documents mental health assessments and clinical encounters in the electronic medical record.		
	MH4 - Intern demonstrates understanding the role of the social worker in command directed mental health evaluations		
	MH5 – Intern <u>assists</u> with at least one evaluation for administrative separation each month.		
	MH6- Intern provides individual f/u mental health care to at least 3 patients each week.		
	MH7 - Intern will demonstrate the ability to develop rapport with mental health clients.		
	MH8 - Intern will demonstrate the ability to help clients explore their concerns and develop a treatment plan.		
	MH9 - Intern will demonstrate clinical skills which support the patient's treatment plan.		
	MH10- Intern will demonstrate the ability to develop treatment contracts with mental health clients.		
	MH11 - Intern will demonstrate ability to effectively explore termination with mental health clients as appropriate to case load.		
	MH12 - Intern will properly document all mental health individual encounters in the electronic record.		
	MH13 - Intern co-facilitates at least one group session a week under supervision of a primary facilitator.		
	MH14 - Intern will develop group plans that are consistent with the developmental stage of the group.		
	MH15 - Intern will process group development and facilitator issues after every group session.		
	MH16 - Intern conducts at least 3 group sessions as the primary facilitator under supervision.		
	MH17 - Intern will properly document all mental health group encounters in the electronic record.		
	MH18 - Under supervision, the intern demonstrates the ability to provide clinical oversight to a small group of behavioral science specialist or civilian para-professionals.		
	MH19 – Intern will discuss the model of supervision they use during supervision and/or seminar.		
	MH20 - Intern will discuss with the DOT one ethical dilemma during the mental health rotation and how the use of a decision making model helped with resolution.		

<b>TOE Combat Stress Control Module</b>			
	TOE1 – Intern participates in at least 1 FTX or training center rotation under supervision.		
	TOE2 - Intern discusses awareness of the roles and functions that a TOE social worker must fulfill during supervision.		
	TOE3 - Intern will conduct at least one critical incident debriefing based on a current debriefing model. <i>(This objective can be achieved in other rotations as determined by the DOT).</i>		
	TOE4 – Intern discusses the principles and process that he or she used in conducting a critical incident debriefing during supervision and/or seminar.		
	TOE5 - Intern conducts at least one unit climate/needs assessment or demonstrates in discussion the methods and techniques used for unit assessment.		
	TOE6 - Intern will teach at least 3 unit level classes on a behavioral health topic.		
	TOE7 - Intern conducts at least one basic battlemind training.		
	TOE8 - Intern conducts at least one specialized battlemind training		
	TOE9- Intern will discuss with the DOT one ethical dilemma during the TOE rotation and how the use of a decision making model helped with resolution.		
	TOE10 – Intern discusses ethical resolution of boundary issues in the TOE environment.		
<b>Family Advocacy Program (FAP) Module</b>			
	FAP1 - Intern will discuss his or her understanding of policies related to FAP with the supervisor.		
	FAP2 - Observe an Installation Family Advocacy Committee (FAC) meeting.		
	FAP3 - Observe a Family Advocacy Program Manager (FAPM) present the installation command briefing.		
	FAP4 - Attend CRC meetings (both child and adult)		
	FAP5 - Intern will discuss the role of the Installation FAP and the MTF FAP during supervision.		
	FAP6 - Intern provides FAP care to at least 3 clients each week:		
	FAP7 - Intern will demonstrate the ability to develop rapport with FAP clients.		
	FAP8 - Intern will demonstrate the ability to help clients explore their concerns and develop a treatment plan.		

	FAP9 - Intern will demonstrate clinical skills which support the patient's treatment plan.		
	FAP10 - Intern will demonstrate the ability to develop treatment contracts with FAP clients.		
	FAP11 - Intern will demonstrate ability to effectively explore termination with FAP clients as appropriate to case load.		
	FAP12 – Intern will present at least one child and one adult FAP case to the pre-CRC for each CRC held.		
	FAP13 - Intern will document all FAP individual encounters in the appropriate medical record.		
	FAP14 - Intern will accompany an on-call worker on at least 3 on-calls.		
	FAP15 – Intern will assess at least 1 adult and 1 child ER room case, under supervision.		
	FAP16- Intern will discuss the policies and procedures that impacted their management of family violence in the ER during supervision and/or seminar.		
	FAP17 – Pass written exam on FAP roles, policies and procedures.		
	FAP18 - Intern will satisfactorily conduct one “mock” ACS accreditation visit chart review on 20 charts.		
	FAP 19 - Intern will discuss with the DOT one ethical dilemma during the FAP rotation and how the use of a decision making model helped with resolution.		

<b>Army Substance Abuse Program (ASAP) Module</b>			
	ASAP1 - Intern attends patient sessions on various psychosocial educational classes offered patients in Level 1.		
	ASAP2 - Intern participates in at least 1 open support group meeting (i.e. AA/NA/CODA/OA)		
	ASAP3 - Intern participates in at least 1 open ALANON support group meeting.		
	ASAP4 - Intern will demonstrate through discussion with the supervisor an understanding of the disease concept of substance abuse.		
	ASAP5 - Intern completes at least 2 assessments a week.		
	ASAP6 - Intern prepares treatment recommendations for the command.		
	ASAP7 - Intern documents all ASAP clinical encounters in the medical record.		
	ASAP8 - Intern meets with at least 3 individual ASAP clients each week.		

	ASAP9 - Intern will discuss the techniques used to develop rapport with ASAP clients during supervision and/or seminar.		
	ASAP10 - Intern will discuss, during supervision, the process used to help clients explore their concerns and develop a treatment plan.		
	ASAP11 - Intern will document clinical data that supports the patient's treatment plan.		
	ASAP12 - Intern will demonstrate to the supervisor his or her ability to develop treatment contracts with ASAP clients.		
	ASAP13 - Intern will demonstrate to the supervisor his or her ability to effectively explore termination with ASAP clients as appropriate to case load.		
	ASAP14 - Intern document all individual ASAP patient encounters in the medical record		
	ASAP15 - Intern co-facilitates at least one group session a week under supervision of the primary facilitator.		
	ASAP16 - Intern will develop group plans that are consistent with the developmental stage of the group.		
	ASAP17 - Intern will discuss the group development, key issues, and facilitator issues after every group session.		
	ASAP18 - Intern conducts at least 3 group sessions as the primary facilitator under supervision.		
	ASAP19 - Intern documents all ASAP group encounters in the appropriate medical record.		
	ASAP 20 - Intern will discuss with the DOT one ethical dilemma during the ASAP rotation and how the use of a decision making model helped with resolution.		
<b>Career Development - Outprocess</b>			
	CDO1 - Intern attends and completes a licensing preparation course.		
	CDO2 – Intern passes social work state independent licensing exam (ASWB clinical level exam)		
	CDO3 - Intern develops own personal career map.		
	CDO4 - Intern discusses career map with training director		
	CDO5 - Intern discusses career map with the social work consultant.		

	<b>ELECTIVES</b>		
<b>Social Work and Military Corrections</b>			

	COR1 - Intern completes at least 2 assessments each week.		
	COR2 - Intern completes at least one suicidal or homicidal assessment each month.		
	COR3 - Intern properly documents mental health assessment and clinical encounters in the medical record.		
	COR4 - Intern will provide clinical care to at least 3 individual patients each week		
	COR5 - Intern will demonstrate the ability to develop rapport with prison mental health clients.		
	COR6 - Intern will demonstrate the ability to help clients explore their concerns and develop a treatment plan.		
	COR7 - Intern will demonstrate clinical skills which support the patient's treatment plan.		
	COR8 - Intern will demonstrate the ability to develop treatment contracts with mental health clients.		
	COR9 - Intern will demonstrate to ability to effectively explore termination with mental health clients as appropriate to case load.		
	COR10 - Interns document all individual prison patient encounters in the medical record		
	COR11 - Intern co-facilitates at least one group sessions a week under supervision of the primary facilitator.		
	COR12 - Intern will develop group plans that are consistent with the developmental stage of the group.		
	COR13 - Intern will discuss the group development, key issues, and facilitator issues after every group session.		
	COR14 - Intern conducts at least 3 group sessions as the primary facilitator under supervision.		
	COR15 - Intern documents prison group encounters in the appropriate medical record.		
	COR16 - Prepare a treatment summary for an inmate in preparation of parole and/or disciplinary board		
	COR17 – Intern discusses his or her understanding of the various duties of a social worker in corrections during supervision		
	COR18 - Intern will discuss with the DOT one ethical dilemma during the Corrections rotation and how the use of a decision making model helped with resolution		

<b>MEDICAL SOCIAL WORK</b>			
	MS1 - Intern is assigned an inpatient case load requiring at least 5 inpatient contacts a week.		

	MS2 - Intern documents all inpatient encounters in the appropriate medical record		
	MS3 - Intern is assigned an outpatient medical social work case load requiring at least 5 inpatient contacts a week		
	MS4 - Intern documents all outpatient encounters in the appropriate medical record		
	MS5 – Intern participates in all multi-disciplinary treatment meetings for assigned patients		
	MS6 – Intern completes training which promotes a basic understanding of the MEB/PEB process (On-line training or training conducted by the local Patient Admin Office )		
	MS7 – Intern demonstrates a basic understanding of the injury and the recovery process by observing at least 2 formal intakes, at least 2 family sessions and at least 2 follow-up contacts		
	MS8 – Intern participates in training which promotes an understanding of the Army’s Sexual Assault Program and the role of the social worker		
	MS9 - Intern participates in a desk side orientation with the MTF Sexual Assault Care Coordinator		

<b>By signing below I attest to completion of the above indicated objectives:</b>			
<b>Student Intern</b>		<b>DATE</b>	
<b>Director of Training</b>		<b>DATE</b>	

## **SWIP OBJECTIVES COMPLETION SHEET**

### Statement Certifying Completion of Internship

Certification of completion of the internship will be on a pass/fail basis. The DOT is responsible for completing this statement and forwards a signed electronic copy of this sheet and the SWIP Objectives spreadsheet to the SWIP proponency office within two weeks of completion of the SWIP.

The certification of completion of the internship should be completed on the letterhead of the organization, signed by the DOT, and include the following information:

This is to certify that  (intern's rank and name)  has successfully completed the Social Work Internship on  (date )  at  (name and location of health care facility or other site)  and that he/she has completed all objectives necessary to meet internship requirements published by the SWIP.

The SWIP proponency office will forward a completion certificate to the MTF DOT for presentation to the student.

GRADE: PASS FAIL (Circle one)

Signature Block  
DOT

Encl 18

**SAMPLE PROBATION FORM**

DEVELOPMENTAL COUNSELING FORM			
For use of this form, see FM 22-100; the proponent agency is TRADOC			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
AUTHORITY:	5 USC 301, Departmental Regulations; 43 USC 3013, Secretary of the Army and E.O. 9397 (SSN)		
PRINCIPAL:	To assist leaders in conducting and recording counseling data pertaining to subordinates.		
ROUTINE USES:	For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.		
DISCLOSURE:	Disclosure is voluntary.		
PART I - ADMINISTRATIVE DATA			
Name (Last, First, MI)	Rank/Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	
PART II - BACKGROUND INFORMATION			
Purpose of Counseling: (Leader states the reason for the counseling, e.g., performance/professional growth or event-oriented counseling, and includes the leader's facts and observations prior to the counseling.)			
<p>1. State the facts why counseling is being performed</p> <p style="margin-left: 20px;">a. Provide opening statement "It has come to my attention that your (misconduct, duty performance, academic deficiency, ethical violation) has resulted in a deficiency in your performance.</p> <p style="margin-left: 20px;">b. Provide pertinent background and history.</p> <p style="margin-left: 20px;">c. Note. This constitutes a formal counseling session IAW the requirements of AR 635-200 concerning your deficiency. You are expected to correct these deficiencies to rehabilitate yourself. Your subsequent behavior will be monitored and you will be given an opportunity to improve.</p>			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion:			
<p>On _____, the individual was counseled concerning the above behavior(s). The individual was informed if this type behavior continues, action may be initiated under UCMJ and/or administrative proceedings under AR 635-200; if individual is a soldier. Further the soldier was advised that a negative discharge could result in difficulty in finding civilian employment. A negative discharge could also result in substantial loss in Army and VA benefits. If the individual is a civilian continued behavior could result in further counseling/involuntary transfer to another position or termination of employment.</p> <p>The individual was asked to make the following corrections in behavior:</p> <hr/> <hr/> <hr/> <hr/>			
OTHER INSTRUCTIONS			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

DA FORM 4856, JUN 1999

EDITION OF JUN 85 IS OBSOLETE

FORM 4856 VI 93



_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total Hours: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

DOT Signature: \_\_\_\_\_ Date: \_\_\_\_\_