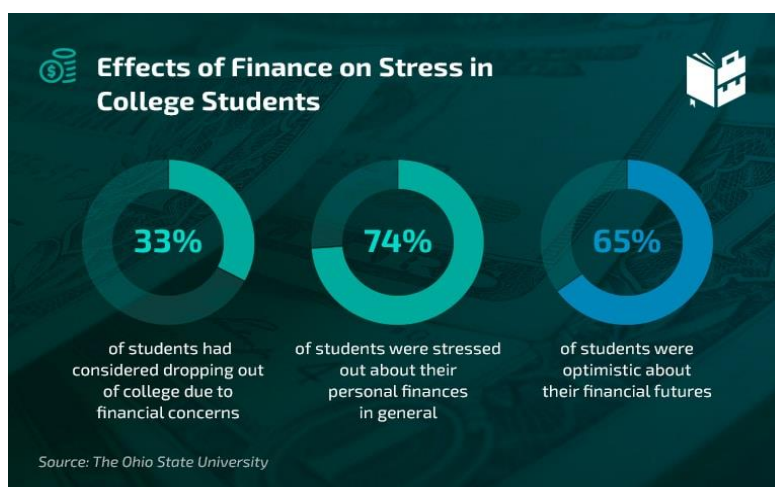




## Introduction

While Longwood University's internship program offers unique experiences for all students involved, many students have also voiced concerns personal, academic, and financial concerns.

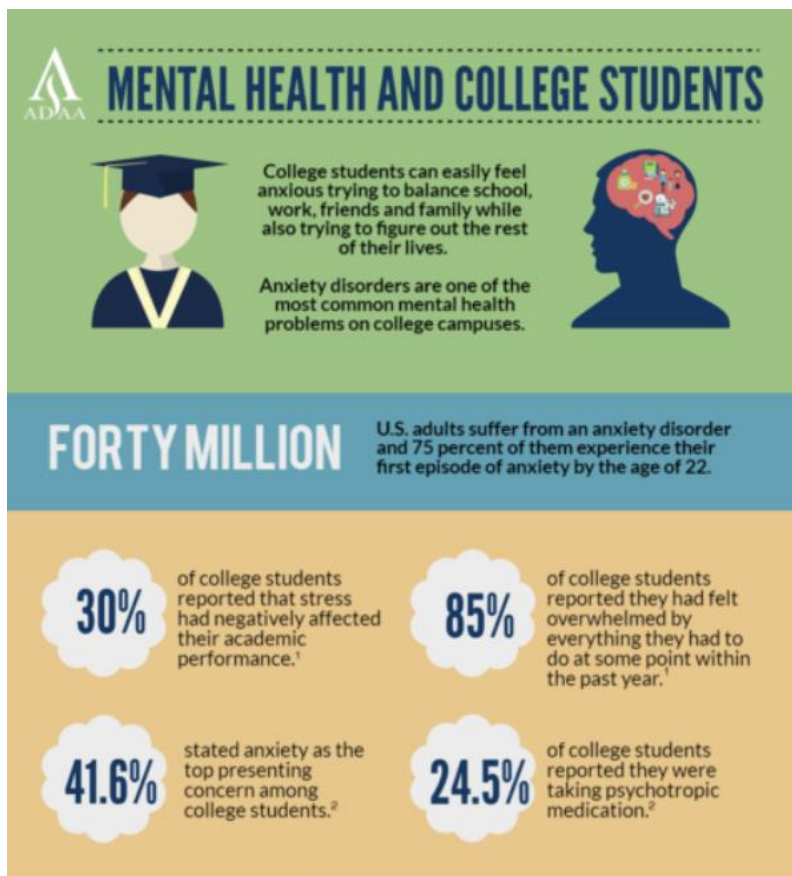
Many full-time students are only available to work part-time while also attending college classes, which raises financial concerns for students as they will struggle to maintain their part-time job in both internships, but especially



within their senior internship, as the social work internship program for seniors asks for seniors to work at their internship unpaid Monday through Friday usually from nine to five. As many students struggle with maintaining their jobs, many also voiced another financial concern when it comes to paying for the gas that is needed to get to and from their internship.

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- [1] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
- [2] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Senior internship survey*. Google Forms. Retrieved November 28, 2022, from [https://docs.google.com/forms/d/1tzfR\\_WxkD53XEeLWk1OxusWKRReEpn\\_ED1Btt48a4XUw/edit](https://docs.google.com/forms/d/1tzfR_WxkD53XEeLWk1OxusWKRReEpn_ED1Btt48a4XUw/edit)
- [3] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022) *SOWK 430: Paper 2- Decide the Scope*. Google Docs. Retrieved November 28, 2022 from <https://docs.google.com/document/d/1mZ3vRnC-NmYg8Oo4CJrZovVnhb5KismdUPKKqut8AU/edit?usp=sharing>
- [4] Holbrook, E. (2019, May 7). *College Students and Mental Health: An Outlook*. The Western Carolina Journalist. Retrieved November 30, 2022, from <https://thewesterncarolinajournalist.com/2019/05/08/college-students-and-mental-health-an-outlook/>

Academically, especially within the junior year internship program for social work students, students are expected to attend their internships weekly on Tuesdays and Thursdays usually from nine in the morning to five in the afternoon. While maintaining their internship and possibly working part-time to help pay with college expenses, students are also expected to



continue taking their college classes that are needed to graduate, which can not only lead to academic stress, but also mental stress. It is well-known that many college students struggle with mental health issues and by adding the stressor of maintaining an internship on top of other common issues that many college students face.

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- [1] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
- [2] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Senior internship survey*. Google Forms. Retrieved November 28, 2022, from [https://docs.google.com/forms/d/1tzfR\\_WxkD53XEeLWk1OxusWKRReEpn\\_ED1Btt48a4XUw/edit](https://docs.google.com/forms/d/1tzfR_WxkD53XEeLWk1OxusWKRReEpn_ED1Btt48a4XUw/edit)
- [3] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022) *SOWK 430: Paper 2- Decide the Scope*. Google Docs. Retrieved November 28, 2022 from <https://docs.google.com/document/d/1mZ3vRnC-NmYg8Oo4CJrZovVnhb5KismdUPKKqut8AU/edit?usp=sharing>
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## Longwood University's Social Work Internship Program Requirements

Student Population	Hours	Days
Junior SW Students	180 hours minimum	Tuesdays & Thursdays Weekly
Senior SW Students	500 hours minimum	Monday through Friday Weekly

*(The CSWE requires all students to do 400 hours of field education in their baccalaureate program.)*

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- [1] Flanagan, A., Hamilton, J., Locky, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
- [2] Flanagan, A., Hamilton, J., Locky, C., & Parrott, K. (2022). *Senior internship survey*. Google Forms. Retrieved November 28, 2022, from [https://docs.google.com/forms/d/1tzfR\\_WxkD53XEeLWk1OxusWkReEpn\\_ED1Btt48a4XUw/edit](https://docs.google.com/forms/d/1tzfR_WxkD53XEeLWk1OxusWkReEpn_ED1Btt48a4XUw/edit)
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- [4] Holbrook, E. (2019, May 7). *College Students and Mental Health: An Outlook*. The Western Carolina Journalist. Retrieved November 30, 2022, from <https://thewesterncarolinajournalist.com/2019/05/08/college-students-and-mental-health-an-outlook/>

## The Problem

- Financial concerns
  - Gas to get to and from internship location, transportation if the student does not have a vehicle, background checks, etc. (Seen in Figure 2.6 and 2.8)
- Academic concerns
  - Balancing college-level classes, an internship, and possibly a part-time job.
- Mental health concerns
  - Due to the above concerns, many students experience higher levels of stress, which can strongly affect students' mental health, especially if many students already struggle with other mental health issues such as depression and anxiety. (Seen in Figure 2.7).

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- [1] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
- [2] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Senior internship survey*. Google Forms. Retrieved November 28, 2022, from [https://docs.google.com/forms/d/1tzfR\\_WxkD53XEeLWk1OxusWKRReEpn\\_ED1Btt48a4XUw/edit](https://docs.google.com/forms/d/1tzfR_WxkD53XEeLWk1OxusWKRReEpn_ED1Btt48a4XUw/edit)
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- [4] Holbrook, E. (2019, May 7). *College Students and Mental Health: An Outlook*. The Western Carolina Journalist. Retrieved November 30, 2022, from <https://thewesterncarolinajournalist.com/2019/05/08/college-students-and-mental-health-an-outlook/>

## Data

Seniors and juniors in the Social Work program at Longwood University were able to vocalize their issues by taking an anonymous survey that allowed for them to reflect on their previous internship while juniors in the same program were given the opportunity to reflect on how academically prepared they felt for their upcoming internship. All survey answers were recorded on October 3, 2022.

### *Survey Results*

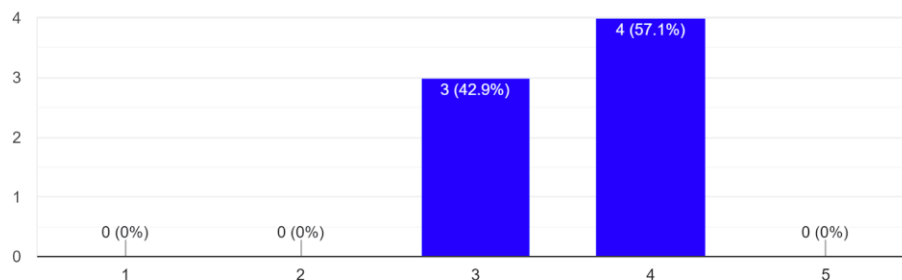
Legend
1 - Strongly Disagree
2 - Disagree
3 - Neutral
4 - Agree
5 - Strongly Agree

### **[1] Figure 1.1 - Junior's Response to Feeling Well Prepared for Their Field Placement**

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- [1] Flanagan, A., Hamilton, J., Locky, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
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- [4] Holbrook, E. (2019, May 7). *College Students and Mental Health: An Outlook*. The Western Carolina Journalist. Retrieved November 30, 2022, from <https://thewesterncarolinajournalist.com/2019/05/08/college-students-and-mental-health-an-outlook/>

You are well prepared for your field placement.

7 responses



**[1] Figure 1.2 - Junior's Response to Being Asked if They Understand The Academic Expectations of Their Field Placement**

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[1] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOOSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>

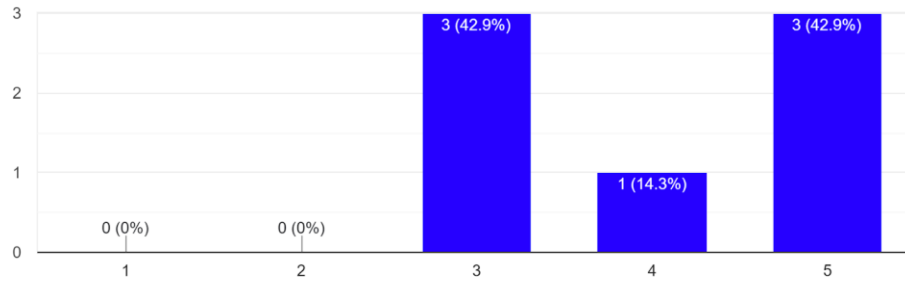
[2] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Senior internship survey*. Google Forms. Retrieved November 28, 2022, from [https://docs.google.com/forms/d/1tzfR\\_WxkD53XEeLWk1OxusWKRReEpn\\_ED1Btt48a4XUw/edit](https://docs.google.com/forms/d/1tzfR_WxkD53XEeLWk1OxusWKRReEpn_ED1Btt48a4XUw/edit)

[3] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022) *SOWK 430: Paper 2- Decide the Scope*. Google Docs. Retrieved November 28, 2022 from <https://docs.google.com/document/d/1mZ3vRnC-NmYg8Oo4CJrZovVnhb5KismdUPKKqut8AU/edit?usp=sharing>

[4] Holbrook, E. (2019, May 7). *College Students and Mental Health: An Outlook*. The Western Carolina Journalist. Retrieved November 30, 2022, from <https://thewesterncarolinajournalist.com/2019/05/08/college-students-and-mental-health-an-outlook/>

You understand the academic expectations associated with your field placement.

7 responses



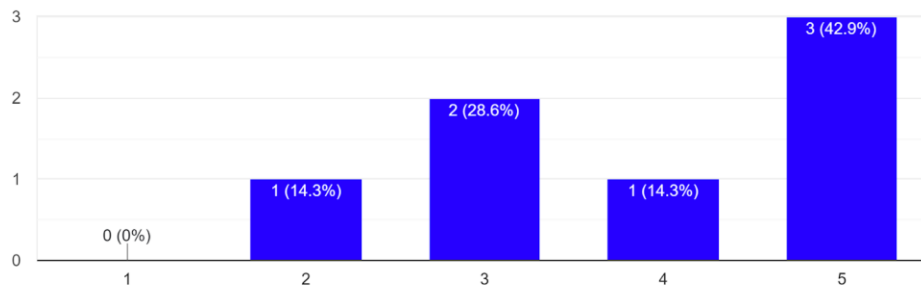
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- [1] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
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- [4] Holbrook, E. (2019, May 7). *College Students and Mental Health: An Outlook*. The Western Carolina Journalist. Retrieved November 30, 2022, from <https://thewesterncarolinajournalist.com/2019/05/08/college-students-and-mental-health-an-outlook/>



**[1] Figure 1.3 - Junior's Responses to How They Feel Their Professor or Liaison Will Support Their Field Placement**

Your professor or liaison will support you through your field placement.

7 responses

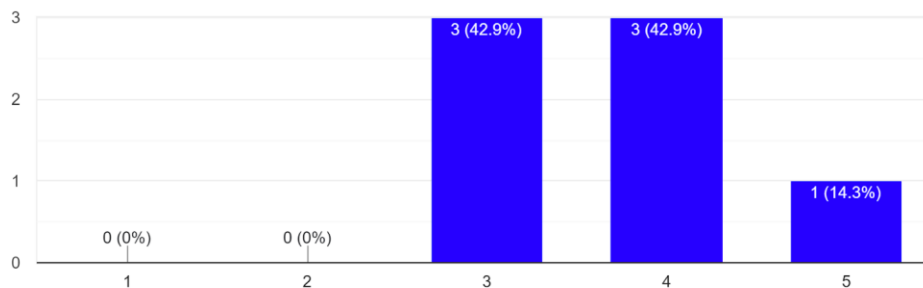


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- [1] Flanagan, A., Hamilton, J., Locky, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOOSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
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**[1] Figure 1.4 - Junior's Responses to Feeling Confident in Their Abilities as an Intern at Their Field Placement**

You will be confident in your abilities in your role at your field placement.

7 responses

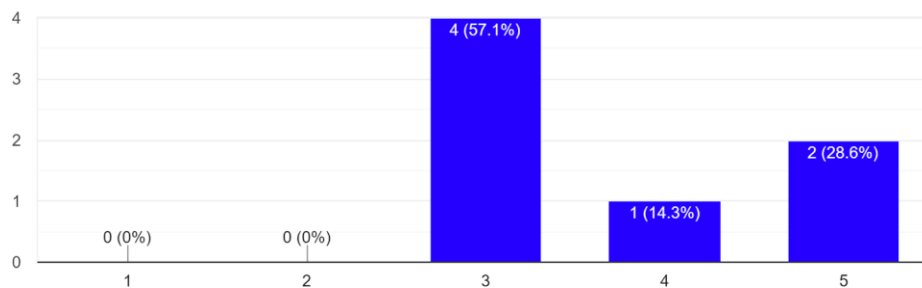


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- [1] Flanagan, A., Hamilton, J., Locky, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
- [2] Flanagan, A., Hamilton, J., Locky, C., & Parrott, K. (2022). *Senior internship survey*. Google Forms. Retrieved November 28, 2022, from [https://docs.google.com/forms/d/1tzfR\\_WxkD53XEeLWk1OxusWkReEpn\\_ED1Btt48a4XUw/edit](https://docs.google.com/forms/d/1tzfR_WxkD53XEeLWk1OxusWkReEpn_ED1Btt48a4XUw/edit)
- [3] Flanagan, A., Hamilton, J., Locky, C., & Parrott, K. (2022) *SOWK 430: Paper 2- Decide the Scope*. Google Docs. Retrieved November 28, 2022 from <https://docs.google.com/document/d/1mZ3vRnC-NmYg8Oo4CJrZovVnhb5KismdUPKKqut8AU/edit?usp=sharing>
- [4] Holbrook, E. (2019, May 7). *College Students and Mental Health: An Outlook*. The Western Carolina Journalist. Retrieved November 30, 2022, from <https://thewesterncarolinajournalist.com/2019/05/08/college-students-and-mental-health-an-outlook/>

### [1] Figure 1.5 - Junior's Responses to if They Understand How to Utilize Their Supervision

You understand how to utilize supervision to strengthen your social work skills.

7 responses



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- [1] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
- [2] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Senior internship survey*. Google Forms. Retrieved November 28, 2022, from [https://docs.google.com/forms/d/1tzfR\\_WxkD53XEeLWk1OxusWkReEpn\\_ED1Btt48a4XUw/edit](https://docs.google.com/forms/d/1tzfR_WxkD53XEeLWk1OxusWkReEpn_ED1Btt48a4XUw/edit)
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## [1] Figure 1.6 - Junior's Current GPAs

What is your GPA?

7 responses

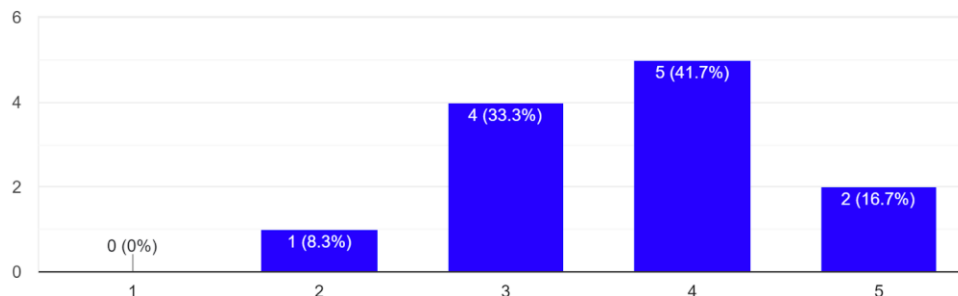
3.6
3.974
2.4
2.6
2.3
2.2
3.7

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- [1] Flanagan, A., Hamilton, J., Locky, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
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## [2] Figure 2.1 - Senior's Responses to How Prepared They Feel for Their Field Placement

You were well prepared for your field placement.

12 responses

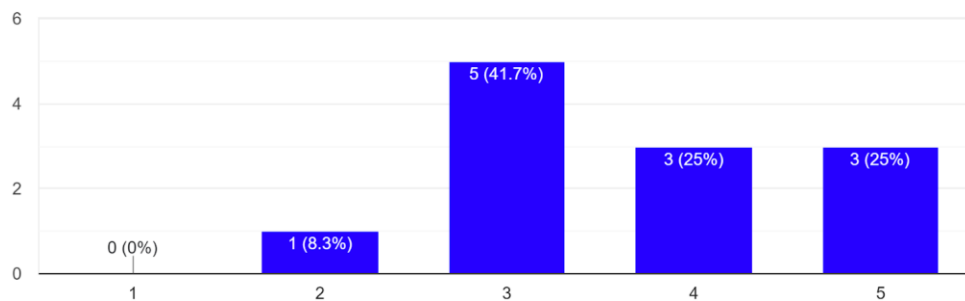


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- [1] Flanagan, A., Hamilton, J., Locky, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
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## [2] Figure 2.2 - Senior's Responses to If They Understand the Academic Expectations of Their Field Placement

You understood the academic expectations associated with your field placement.

12 responses

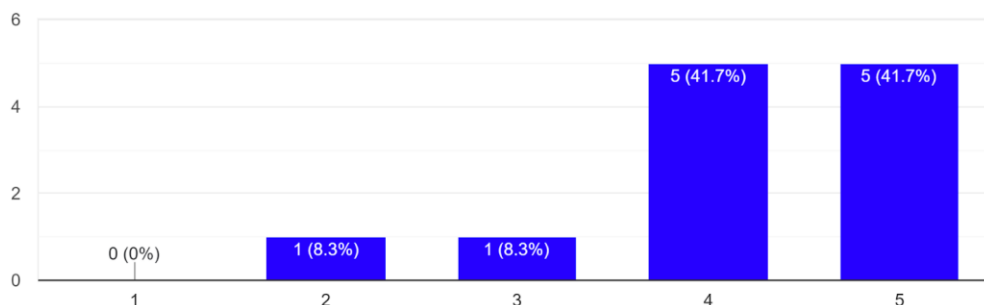


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**[2] Figure 2.3 - Senior's Responses to How They Feel Their Professor or Liaison Will Support Their Field Placement**

Your professor or liaison supported you through your field placement.

12 responses

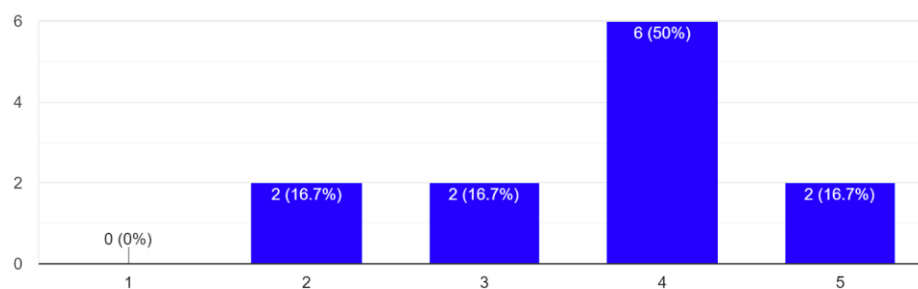


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## [2] Figure 2.4 - Senior's Responses to Feeling Confident in Their Abilities as an Intern at Their Field Placement

You were confident in your abilities in your role at your field placement.

12 responses



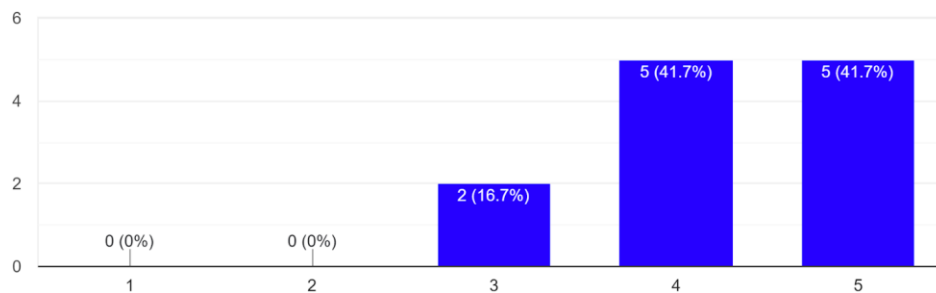
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## [2] Figure 2.5 - Senior's Responses to if They Understand How to Utilize Their Supervision

You utilized supervision to strengthen your social work skills.

12 responses

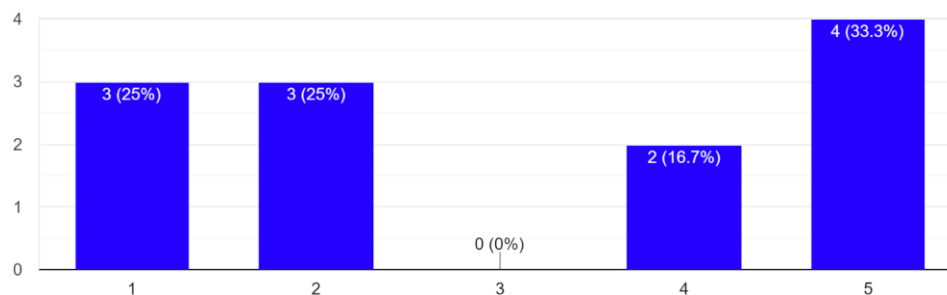


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- [1] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
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**[2] Figure 2.6 - Senior's Responses to Feeling as Though Financial Constraints Affected Their Ability to Thrive in Their Field Placement**

Financial constraints, like travel time and cost, affected your ability to thrive in your field placement.

12 responses

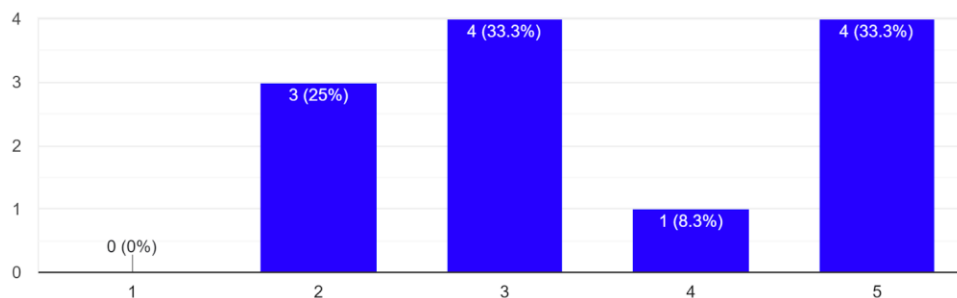


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## [2] Figure 2.7 - Senior's Responses to Feeling Overwhelmed in Their Field Placement

You felt overwhelmed with balancing your field placement responsibilities and academic responsibilities.

12 responses

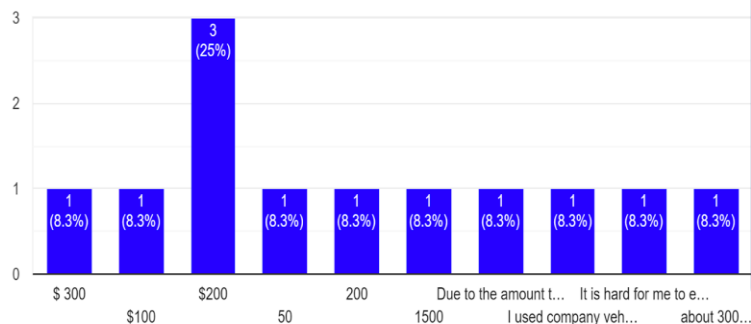


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- [1] Flanagan, A., Hamilton, J., Locky, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOOSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
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## [2] Figure 2.8 - The Financial Amount That Student's Spent During Their Internship

Making a fair estimate, how much would you say you spent through the course of your field placement on travel or other associated costs?

12 responses



"Due to the amount that I was traveling (at least 8-10 hours per week) I spent probably \$200-300"

"I used company vehicles"

"It is hard for me to estimate that. My cost was gas. My commute was about 10-15 minutes. I went three days a week."

*It should be noted that associated costs include costs such as background checks, application fees, lunch, and other financial needs that may have arisen within current senior's time within their junior year internship.*

[1] Flanagan, A., Hamilton, J., Locky, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>

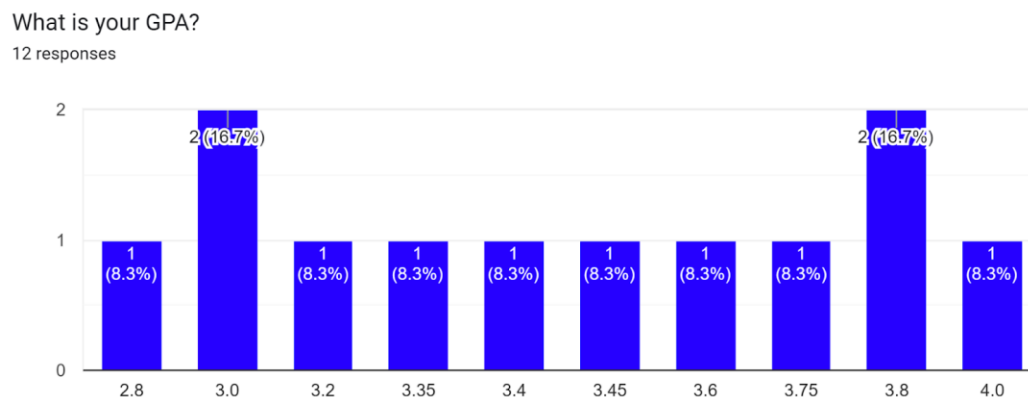
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[2] Figure 2.9 - Seniors' GPAs



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- [1] Flanagan, A., Hamilton, J., Locky, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
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## Possible Partners

Potential Partners/ Collaborators	Names	Potential Strengths/Skills/Roles/ Expectations
Social Work Director of Field Education	Teresa Reynolds	Has a lot of knowledge on the social work internship program at Longwood University
Social Work Department Chairs	Theresa A. Clark Shannon Salley	Has a lot of information on the social work program at Longwood University in general
Social Work Professors	Erica Brown-Meredith Ian Danielsen Shayla Walker Janie Brazier	Will be able to offer guidance and information on the social work program
Current Longwood University President	W. Taylor Reveley IV	Will be able to offer information on Longwood University's internship program overall

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## Skills Needed

Skill Set Needed	Who to Approach	Contact Information	When Needed
Speaking to social work students and spreading information	Social Work Professors	Erica Brown-Meredith - <a href="mailto:brownmeredith@longwood.edu">brownmeredith@longwood.edu</a>  Ian Danielsen - <a href="mailto:danielsenim@longwood.edu">danielsenim@longwood.edu</a>  Shayla Walker - <a href="mailto:bettsse@longwood.edu">bettsse@longwood.edu</a>  Janie Brazier - <a href="mailto:brazierjm@longwood.edu">brazierjm@longwood.edu</a>	Within the next month
Printing flyers in which students can use to find our surveys	Longwood Library Printing Services	(434) 395 - 4357 <a href="mailto:helpdesk@longwood.edu">helpdesk@longwood.edu</a>	Within the next month
Advertising our flyers in locations in which students can easily view the flyers	Hull Hall, Upchurch, Dining Hall	Upchurch - (434) 395 - 2103 <a href="mailto:upchurch@longwood.edu">upchurch@longwood.edu</a>  Dining Hall (main office) - (434) 395 - 2072	Within the next month
Speaking with internships Longwood University is involved with	Teresa Reynolds	(434) 395 - 4914 <a href="mailto:reynoldstb@longwood.edu">reynoldstb@longwood.edu</a>	Within the next month

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## Our Priorities

### **Defining the Roots of the Problem**

To further develop a solution, it is important for students and professors to gather the information necessary to better define the problem.

### **Gaining a Deeper Understanding**

Furthering research into Longwood University's internship program and discovering what is keeping Longwood University's program from implementing methods in which will benefit the students involved will help those interested gain a deeper understanding.

### **Collaborating with partners who share the same values.**

Before developing further research, it is important to identify partners who are open to collaborating to further our understanding of this issue and provide guidance on the steps we would need to take to work to resolve this issue.

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### **Furthering research into internship placements.**

To further develop the field placement program, it is especially important to conduct further research into finding locations which will accept student interns.

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## Solutions

<b><i>Solution 1</i></b>	Explore paid internships
<b><i>Solution 2</i></b>	Professors expanding placements through previously graduated students
<b><i>Solution 3</i></b>	Expand fundraising efforts towards more scholarships
<b><i>Solution 4</i></b>	Adjust and shift internship hours
<b><i>Solution 5</i></b>	Include a module within the social work program which prepares students for their junior and senior internship
<b><i>Solution 6</i></b>	Structure assignments that correspond to internship experiences
<b><i>Solution 7</i></b>	Improve mental health resources
<b><i>Solution 8</i></b>	Incorporate supervision structure guidelines
<b><i>Solution 9</i></b>	Incorporate a variety of methods of self-care for students
<b><i>Solution 10</i></b>	Conduct meetings with collaborators for assistance in furthering research and other necessary resources

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## Action Plan



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<i>Objectives</i>	<i>Major Task and/or Proposed Action</i>	<i>Targets</i>	<i>Method</i>	<i>Timeframe</i>	<i>Responsibility</i>	<i>Funds and Resources</i>
Defining the root of the problem	To define the main issue of the internship program, both professors and students need to discuss their concerns to find the overarching issue of this program.	Students and professors of the social work program at Longwood University	Those responsible will send out surveys containing open-ended questions relating to the internship program to allow students and professors to voice their concerns anonymously	2-4 weeks	Caitlyn Lockey Alice Flanagan Jake Hamilton Kaylee Parrott	No funding needed at this time  Resources: Longwood University social work professors, those at the head of the social work department, the student population

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- [1] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
- [2] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Senior internship survey*. Google Forms. Retrieved November 28, 2022, from [https://docs.google.com/forms/d/1tzfR\\_WxkD53XEeLWk1OxusWKRReEpn\\_ED1Btt48a4XUw/edit](https://docs.google.com/forms/d/1tzfR_WxkD53XEeLWk1OxusWKRReEpn_ED1Btt48a4XUw/edit)
- [3] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022) *SOWK 430: Paper 2- Decide the Scope*. Google Docs. Retrieved November 28, 2022 from <https://docs.google.com/document/d/1mZ3vRnC-NmYg8Oo4CJrZovVnhb5KismdUPKKqut8AU/edit?usp=sharing>
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Developing a deeper understanding of Longwood's internship program	To develop a deeper understanding of this program, it is necessary to discuss this program with those who are involved in the creation and direction of this program.	Those who help run Longwood University's social work program; the department chair	Those responsible will discuss the topic of the internship program with people such as Dr. Sally and Professor Reynolds to further their understanding of the ways in which this program is run and how internship placements are chosen for a deeper understanding not only of the program, but also of the mindset of those in charge.	2-3 months	Caitlyn Lockey Alice Flanagan Jake Hamilton Kaylee Parrott	No funding needed at this time  Resources: "The Rotunda" newsletter  Dr. Shannon Sally – Department Chair of Social Work/ Communication Sciences and Disorders  Professor Teresa Reynolds – Social Work Director of Field Education
Finding collaborators who share the same values	To find those who can further support the purpose of this group and provide	Possible collaborators	Those responsible will find and meet with possible collaborators and discuss concerns	4-5 months	Caitlyn Lockey Alice Flanagan Jake Hamilton Kaylee Parrott	No funding needed at this time  Resources: Social Work Professors

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- [1] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Junior Pre-Internship Survey*. Google Forms. Retrieved November 28, 2022, from <https://docs.google.com/forms/d/1qpNUwIMT0-7gOQSB3aw6kGjLg8ETuK7PW2Bkg5ticzM/edit>
- [2] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022). *Senior internship survey*. Google Forms. Retrieved November 28, 2022, from [https://docs.google.com/forms/d/1tzfR\\_WxkD53XEeLWk1OxusWkReEpn\\_ED1Btt48a4XUw/edit](https://docs.google.com/forms/d/1tzfR_WxkD53XEeLWk1OxusWkReEpn_ED1Btt48a4XUw/edit)
- [3] Flanagan, A., Hamilton, J., Lockey, C., & Parrott, K. (2022) *SOWK 430: Paper 2- Decide the Scope*. Google Docs. Retrieved November 28, 2022 from <https://docs.google.com/document/d/1mZ3vRnC-NmYg8Oo4CJrZovVnhb5KismdUPKKqut8AU/edit?usp=sharing>
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	necessary resources.		within the internship program to possibly grow in support and resources.			
Expanding research into internship placements available for Longwood University's social work program	To find more opportunities for students going into the social work internship program.	Those who are open to the idea of welcoming social work interns	Those responsible will search for places that may be open to the idea of allowing student interns into their place of work.	4-5 months	Caitlyn Lockey Alice Flanagan Jake Hamilton Kaylee Parrott	No funding needed at this time  Resources: Professor Teresa Reynolds – Social Work Director of Field Education

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## Conclusion

The community that was assessed in this research are Longwood University's juniors and seniors in the social work program. Even though there was a small group of participants that were assessed, data is viable and important for future studies. with the objective being to better tailor the field placement process to student's needs.

Juniors and seniors in Longwood University's internship program enjoy the unique opportunity to gain work experience under guidance and supervision, but still hold many concerns, as seen in the data included above.

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## About Our Assessment

Our assessment focuses on the junior and senior undergraduate student population at Longwood University, specifically students who are a part of both the social work program and the internship program at a junior or senior college level. Regardless of the students' college year, students are given a chance to reflect on their junior internship through an anonymous survey where many questions cater towards barriers to success that students may face, such as financial and academic concerns while enrolled in the internship program. With further research, it is also noted that students not only face financial and academic stressors, but also barriers when it comes to the topic of student mental health. The objective of our assessment was not only to bring attention to many of the barriers that Longwood University college students face within this program, but also to further develop the current internship program at Longwood University that better caters to the student population.

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