



# BSW Field Paperwork Reference Guide 2016-2017



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## Fall BSW Internship Calendar of Important Dates

### **August 2016**

8/29 Senior students begin internships at field placement

### **September 2016**

9/12-9/23 Initial Site Visits held onsite at internships

- ❖ Learning Agreements to be completed by time of visit and will be reviewed with GFU Professor.

9/27 Student Learning Agreements due to Social Work Department

9/27 First MSW Supervision form due

### **October 2016**

10/18 Mid-Term Evaluation Due

10/25 Second MSW Supervision form due

### **November 2016**

11/1 Senior Students Process Recording Due

11/27 Third MSW Supervision form due

### **December 2016**

11/30-12/9 End of Semester Site Visits and Student Observations to be completed

12/6 Fourth and final MSW Supervision Form Due

12/9 Last day of internship for fall semester:

- ❖ Students 150 hours of field work completed

12/13 Final Evaluations and all paperwork should be completed and turned in to Field Faculty or to the Social Work Office by 5:00pm

12/12-12/16 George Fox University Finals Week

- ❖ Students only at internship if needed to complete 150 hour requirement or agreement made between student and agency



## Spring BSW Internship Calendar of Important Dates

### **January 2017**

- 1/9 Senior students return to agencies and Junior students begin internships
- 1/16-2/3 Initial Site Visits for Junior Students held onsite at internships  
❖ Learning Agreements to be completed by time of visit and will be reviewed with GFU Professor.
- 1/24 Updated Learning Agreements due for Senior students.  
First MSW Supervision form due for Senior students.
- 1/26 First MSW Supervision form due for Junior students.

### **February 2017**

- 2/21 Mid-Term Evaluation due for Senior students.
- 2/23 Mid-Term Evaluation due for Junior students.
- 2/27 Second MSW Supervision form due for Senior students.

### **March 2017**

- 3/1 Second MSW Supervision form due for Junior students.
- 3/13 Field Fair held at George Fox University
- 3/23 Progress Note due for Junior Students.
- 3/27-3/31 George Fox University Spring Break

### **April 2017**

- 4/4 Third MSW Supervision form due for Senior students.
- 4/6 Third MSW Supervision form due for Junior students.
- 4/10-4/21 Final Site visits and Observation for Junior and Senior students.
- 4/18 Fourth and final MSW Supervision Form Due for Senior students.
- 4/20 Fourth and final MSW Supervision Form Due for Junior students.
- 4/20 Last day of internship for Spring semester - Students 150 hours of field work completed
- 4/25 Final Evaluations and all paperwork should be completed and turned in to Field Faculty or Social Work Office by 5:00pm**
- 4/24-2/28 George Fox University Finals Week  
❖ Students only at internship if needed to complete 150 hour requirement or agreement made between student and agency



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## Professional Expectations for Social Work Students

Students in the School of Social Work BSW Program are required to adhere to the following expectations, which are associated to the ability to become effective social work professionals. Students in the School of Social Work are Expected to:

1. Maintain an acceptable total GPA of 3.0 within the Bachelor of Social Work Program.
2. Demonstrate honesty and integrity by
  - a. Being truthful about background, experiences, and qualification
  - b. Completing one's own work as original work for each assignment (no plagiarism).
3. Demonstrate behavior consistent with the NASW Code of Ethics, George Fox University's Student Handbook, and established laws both on and off campus.
4. Demonstrate behavior consistent with professional standards of care in agency settings, to include reporting to agencies on time, professionally dressed as appropriate for agency setting and standards, and ready to provide service to the organization and its clients.
5. Demonstrate responsibility in classroom and field obligations in regards to timeliness, attendance, completion of assignments, respectful and participatory classroom conduct, and responsiveness to faculty recommendations for development of professionalism, academic performance, and skill improvement.
6. Demonstrate respectful attitudes, appropriate behavior, and effective interpersonal skills in interactions with peers, faculty, University staff, Field Agency personnel, and clients. Students should use appropriate channels for resolving conflicts at the university and agency settings.
7. Refrain from attending classes or agency settings under the influence of alcohol or other mood altering substances, except where a licensed physician deems medication necessary, prescribes it and it is taken at prescribed dosage.
8. Exhibit behavior that demonstrates respect for and avoids discrimination against any person, group, or class on the basis of age, class, color, disability, ethnicity, gender, marital status, national origin, race, religion, and/or sexual orientation.
9. Demonstrate clear, appropriate and culturally sensitive boundaries. Refrain from sexually harassing others; making verbal or physical threats; becoming involved in sexual relations with clients, supervisors, or faculty; abusing others in physical, emotional, verbal, or sexual ways; or participating in dual relationships where conflicts of interest may exist.

Signature of Student: \_\_\_\_\_

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

Print Name: \_\_\_\_\_



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## Orientation Checklist

### *Agency Overview*

- \_\_\_\_\_ Review agency vision and mission/purpose statement
- \_\_\_\_\_ Tour of agency
- \_\_\_\_\_ Introductions to colleagues, support staff, and administration
- \_\_\_\_\_ Review organizational structure
- \_\_\_\_\_ Review the role of the agency in relation to the community and its resources
- \_\_\_\_\_ Review security and/or safety procedures and protocol

### *Agency Policies and Protocols*

- \_\_\_\_\_ Review office procedures, supplies, and provisions
- \_\_\_\_\_ Review telephone and communication/computer utilization
- \_\_\_\_\_ Review intake/admissions/eligibility policy and procedures
- \_\_\_\_\_ Review internal communication
- \_\_\_\_\_ Review parking details
- \_\_\_\_\_ Review mileage policy
- \_\_\_\_\_ Review agency, department, and/or unit meeting schedule
- \_\_\_\_\_ Review client record/charting, policies and procedures
- \_\_\_\_\_ Review forms for documentation/ accountability
- \_\_\_\_\_ Review regulations regarding confidentiality, release of information, etc.
- \_\_\_\_\_ Review client fees/payment schedule
- \_\_\_\_\_ Review client emergency protocol
- \_\_\_\_\_ Review child or elder abuse reporting protocol
- \_\_\_\_\_ Review work schedule, including lunch and breaks
- \_\_\_\_\_ Review information/referral policy
- \_\_\_\_\_ Review agency policy regarding harassment
- \_\_\_\_\_ Review agency policy regarding discrimination
- \_\_\_\_\_ Review agency policy regarding the *Americans with Disabilities Act*
- \_\_\_\_\_ Review agency policy regarding OSHA
- \_\_\_\_\_ Review agency policy regarding HIPAA
- \_\_\_\_\_ Review

### *Field Instructor/Student Responsibilities*

- \_\_\_\_\_ Review expectations for supervision and schedule
- \_\_\_\_\_ Review educationally based recording schedule
- \_\_\_\_\_ Review use of preceptor (if applicable)
- \_\_\_\_\_ Review plan for diversity/multi-cultural experiences
- \_\_\_\_\_ Review plan for monitoring of student hours (by both field instructor and student)
- \_\_\_\_\_ Review agency training or staff development opportunities
- \_\_\_\_\_ Review student's personal safety issues and concerns and strategies to deal with them



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Internship Weekly Hour Log

Student: \_\_\_\_\_ Week #: \_\_\_\_\_ Dates: \_\_\_\_\_

This is a record of the student's time spent completing internship hours consistent with tasks and activities identified on the student's Learning Agreement. Please record daily tasks and activities in which you were engaged, the date, times of internship. Please use decimals to indicate no smaller than 15-minute time blocks. (15 min = .25 hours, 30 min = .5 hours, 45 min = .75 hours.) Individual and group MSW supervision hours should be included on your weekly log.

Table with 5 columns: Date, Time in, Time out, Tasks and Activities, Daily Hour Total. Includes rows for weekly and semester totals.

Student level of performance during field hours related to assigned tasks and activities:

Supervisors initial one of the following summary measures.

Excellent: \_\_\_\_\_ Meets Expectations: \_\_\_\_\_ Needs Improvement: \_\_\_\_\_

If "Needs Improvement" is initialed supervisors will be contacted by the student's field faculty to follow up.

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

Task Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_



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## Weekly Field Journal Template

1. Time and dates at the placement for the week

2. List of activities involving direct client contact

Students should provide a list of all the activities that week that involved direct contact with clients, i.e., telephone contacts, meetings with clients, leading, co-leading groups, client observations/supervision of client activities. Students should indicate approximate time spent on various activities.

3. List of activities involving indirect client service

Students should include in this section activities, supervision, staff meetings, seminars, contacts with other agencies, meetings with other professionals, telephone contacts, etc.

4. Progress toward learning goals

Students should include an analysis of their progress, in terms of knowledge and practice.

5. Discovered areas I need to address

Students should discuss areas of growth to focus on for the next week of internship or on through the remainder of the semester. These areas should be related to the student's learning agreement and growth process.

6. Discussion of Key Topic or Issue

Students should include in this section discussion of potential or existing value conflicts or dilemmas as they relate to their own values and ethics and those of the profession. theoretical application, case examples





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## BSW Learning Agreement

**Student Name:**

**Cell Phone:**

**Field Agency Name:**

**Program or department:**

**Agency Address:**

**Agency Phone Number:**

**Agency Task Supervisor:**

**Email:**

**Phone:**

**Agency Field Instructor (MSW/BSW Supervisor):**

**Organization Affiliation:** *(Agency or George Fox University School of Social Work)*

**Email:**

**Phone:**

**Additional Agency Team Members:**

**Days and Hours of Practicum:**

**Social Work Internship Year/Course #:** *(Junior or Senior, SWRK 475, 476, or 477)*



**The Learning Agreement:**

Using the Learning Agreement format, please specify learning activities and practice experiences through which the intern may develop and demonstrate practice behaviors associated with areas of Social Work Competency.

The Learning Agreement is a working document that can be updated throughout the two semesters of the internship. The tasks and assignments are designed to promote the development of practice competency through practical and concrete engagement in tasks, projects and professional activities. This plan for the internship provides a context for the classroom based theoretical and practice content to be integrated in the reality of agency based social service.

The first nine areas of competency are expectations set by the 2015 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE); the tenth area of competency reflects the commitment of the George Fox School of Social Work mission to integrate faith competently and ethically with professional social work practice.

This Learning Agreement form includes an identification of each competency, and associated social work behaviors are listed. Activities, roles and responsibilities of the student intern should be identified as tasks to provide the evidence for the end of semester evaluation. These activities are determined collaboratively between the student, task supervisor, and agency field instructor and assisted by the field faculty. The needs of the student, as well as the service context and agency mission inform the content of the learning agreement through the tasks that are assigned.

<b>Student Signature:</b> _____ <i>Print name here</i>	<b>Date:</b> _____
<b>Task Supervisor Signature:</b> _____ <i>Print name here</i>	<b>Date:</b> _____
<b>Agency Field Instructor:</b> _____ <i>Print name here</i>	<b>Date:</b> _____
<b>Field Faculty Signature:</b> _____ <i>Print name here</i>	<b>Date:</b> _____
<b>BSW Field Director Signature:</b> _____ <i>Erin Johnson, MSW</i>	<b>Date:</b> _____



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**Competency 1: Demonstrate Ethical and Professional Behavior**

<b>Behaviors in practice:</b>	<b>Activities, Roles, and Responsibilities for the Student Intern:</b>
Intern makes ethical decisions by applying professional standards (i.e. the NASW Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics) as appropriate to context.	
Intern uses reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	
Intern demonstrates professional demeanor in behavior.	
Intern demonstrates professional demeanor in appearance.	
Intern demonstrates professional demeanor in oral communication.	
Intern demonstrates professional demeanor in written communication.	
Intern demonstrates professional demeanor in electronic communication.	
Intern uses technology ethically and appropriately to facilitate practice outcomes.	
Intern uses supervision and consultation to guide professional judgment and behavior.	



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**Competency 2: Engage Diversity and Difference in Practice**

<b>Behaviors in practice:</b>	<b>Activities, Roles, and Responsibilities for the Student Intern:</b>
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the <b>micro</b> level.	
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the <b>mezzo</b> level.	
Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the <b>macro</b> level.	
Intern presents themselves as learners to clients and constituencies.	
Intern engages clients and constituencies as experts of their own experiences.	
Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	



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**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Behaviors in practice:	Activities, Roles, and Responsibilities for the Student Intern:
Intern applies their understanding of <b>social justice</b> to advocate for human rights at the individual and system levels.	
Intern applies their understanding of <b>economic justice</b> to advocate for human rights at the individual and system levels.	
Intern applies their understanding of <b>environmental justice</b> to advocate for human rights at the individual and system levels.	
Intern engages in practices that advance <b>social justice</b> .	
Intern engages in practices that advance <b>economic justice</b> .	
Intern engages in practices that advance <b>environmental justice</b> .	



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

Behaviors in practice:	Activities, Roles, and Responsibilities for the Student Intern:
Intern uses theory to inform scientific inquiry and research.	
Intern uses practice experience to inform scientific inquiry and research.	
Intern applies critical thinking to engage in analysis of <b>quantitative</b> research methods and research findings.	
Intern applies critical thinking to engage in analysis of <b>qualitative</b> research methods and research findings.	
Intern uses and translates research evidence to inform and improve practice, policy, and service delivery.	



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### Competency 5: Engage in Policy Practice

Behaviors in practice:	Activities, Roles, and Responsibilities for the Student Intern:
Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	
Intern assesses how social welfare and economic policies impact the delivery of and access to social services.	
Intern applies critical thinking to <b>analyze</b> policies that advance human rights and social, economic, and environmental justice.	
Intern applies thinking to <b>formulate</b> policies that advance human rights and social, economic, and environmental justice.	
Intern applies thinking to <b>advocate</b> for policies that advance human rights and social, economic, and environmental justice.	



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

Behaviors in practice:	Activities, Roles, and Responsibilities for the Student Intern:
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	
Intern uses <b>empathy</b> to effectively engage diverse clients and constituencies.	
Intern uses <b>reflection</b> to effectively engage diverse clients and constituencies.	
Intern uses <b>interpersonal skills</b> to effectively engage diverse clients and constituencies.	





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

<b>Behaviors in practice:</b>	<b>Activities, Roles, and Responsibilities for the Student Intern:</b>
Intern collects and organizes data, and applies critical thinking to interpret information from clients and constituencies.	
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	
Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths needs, and challenges within clients and constituencies.	
Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	



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

<b>Behaviors in practice:</b>	<b>Activities, Roles, and Responsibilities for the Student Intern:</b>
Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies.	
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	
Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes.	
Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies.	
Intern facilitates effective transitions and endings that advance mutually agreed on goals.	



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

Behaviors in practice:	Activities, Roles, and Responsibilities for the Student Intern:
Intern selects and uses appropriate methods for evaluation of outcomes.	
Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	
Intern critically analyzes, monitors, and evaluates intervention and program process and outcomes.	
Intern applies evaluation findings to improved practice at the <b>micro</b> level.	
Intern applies evaluation findings to improved practice at the <b>mezzo</b> level.	
Intern applies evaluation findings to improved practice at the <b>macro</b> level.	



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**Competency 10: Demonstrate skills and knowledge for social work practice that are spiritually informed and that recognize religious contexts.**

<b>Behaviors in practice:</b>	<b>Activities, Roles, and Responsibilities for the Student Intern:</b>
Social workers demonstrate knowledge about the role of spirituality and religion in social work practice.	
Social workers are able to incorporate knowledge about the role of religion and spirituality when working with individuals, families, groups, organizations, and communities.	
Attentive to ways others (e.g. clients, co-workers, supervisors, other helpers) express spiritual and religious matters and concerns.	
Understands guidelines for appropriate integration of faith and practice in agency context.	
Follows guidelines for appropriate integration of faith and practice in agency context.	



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**Monthly Supervision Time Log and Student Report Form**

Student Name: \_\_\_\_\_ Month/Year: \_\_\_\_\_

Agency: \_\_\_\_\_ Field Instructor: \_\_\_\_\_

**Supervision Time Log:**

Individual Supervision hours completed this month:	
Group Supervision hours completed this month:	
Total Supervision hours completed this semester:	

**Signatures:**

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*Print name here*

**Agency Field Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*Print name here*



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**Monthly Supervision Student Report From:**

**Instructions:**

This following questions (preparation and follow-up) should be filled out by each student prior to **all** scheduled individual and group supervision session with the Agency Field Instructor (MSW/BSW Supervisor) that occur each month. The form is then submitted to the field faculty on the due dates assigned on the course syllabus.

**Supervision Session #:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Total time:** \_\_\_\_\_

***Student Preparation for Supervision Session:***

Identify 2- 3 issues that are areas of concern, growth, and development you wish to discuss in supervision this week.

If you have specific questions about a case, theory, ethical dilemma, or other area of practice, please write them here (attending to confidentiality guidelines of the agency and the School of Social Work.)

***Student Follow-up to Supervision Session:***

What are your top 2-3 learning points you have taken away from this session?

What are areas of focus for future supervision session?

*(The above questions should be copied and completed for each additional supervision session that occurs within the month.)*



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**Mid-Term Evaluation**

Student Name:

Agency:

1. **Learning Agreement Update:** Now, at mid-term, the social work student inter, task supervisor, and agency field instructor review the current learning agreement established at the start of the semester.
  - a. Make comments in the margin on the learning agreement that indicate tasks that have been completed, are in process, and will be addressed by the semester's end. Once the review is completed the learning agreement is attached to this form.
  - b. Add new tasks the student has been assigned or has completed.
  - c. Attach updated Learning Agreement (with comments visible).
  
2. **Competency Assessment:** The field instructor and student discuss each area of competency and mark the student's current level of skill development. A number representing the skill level chosen should be written next to each area of competency.

Scale	Skill Development Level	Description
4	Progressing	The student is developing the skills in the area and understands concepts related to the competency. The student's performance may need more practice and development, yet is acceptable at this time.
3	Beginning	The student is beginning to show an understanding of this area of competence and has beginning practice skills in this area.
2	Needs Attention	The student needs to focus on this area of competence due to the absence of opportunities to develop in this area. The student needs more time, practice, and supervision to develop this area.
1	Concerns Present	Concerns are present in relation to student's skill level in this competency. The student has been given opportunities to develop this competency but continues to struggle with the knowledge, practice, and skills related to it. (If this concern is not currently being addressed the field faculty will follow up with a phone call or e-mail to collaborate with agency personnel around the concerns present.)



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Competencies:

Number	Competency:	Skill Development Level Number:
1.	Demonstrate Ethical and Professional Behavior	
2.	Engage Diversity and Difference in Practice	
3.	Advance Human Rights and Social, Economic, and Environmental Justice	
4.	Engage Practice-Informed Research and Research-Informed Practice	
5.	Engage in Policy Practice	
6.	Engage with Individuals, Families, Groups, Organizations, and Communities	
7.	Assess Individuals, Families, Groups, Organizations, and Communities	
8.	Intervene with Individuals, Families, Groups, Organizations, and Communities	
9.	Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
10.	Demonstrate skills and knowledge for social work practice that are spiritually informed and that recognize religious contexts.	





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3. **Overall Assessment of Student in Placement:** After discussing the student's learning agreement and the student's current level of skill development the field instructor should complete to following and discuss with the student.

Please check one of the following:

	This intern is excelling in field placement by performing above expectations for interns at the mid-term evaluation mark.
	This intern is meeting the expectations of a field intern at the mid-term.
	This intern is functioning somewhat below the expectations of a field intern at mid-term.
	This intern is functioning below the expectations of a field placement intern. There is considerable concern that the intern will not be ready for the next level of social work practice by the end of the term. (Checking this level will indicate need for field faculty follow up and remediation plan.

Comments/elaboration:

**4. Signatures:**

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

*Print name here*

**Task Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Print name here*

**Agency Field Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Print name here*

**Field Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Print name here*

**BSW Field Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Erin Johnson, MSW*



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**Progress Note Template (Junior- Spring Semester)**

*\*\*This template should be used by junior students who are in an internship placement with an agency that does not have their own progress note documentation form. Students should use their agency's documentation form for this assignment if available and accessible.*

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Situational Context:**

Persons Present:

Location:

Purpose:

**Progress Note:**

Format:	Documentation:	Supervisor Comments:
S: Subjective		
O: Objective		
A: Assessment:		
P: Plan		

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*Print name here*

**Task Supervisor:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*Print name here*



## Process Recording (Senior - Fall Semester)

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

**INTRODUCTION:** Human interactions are complex. There are many simultaneous events going on in all participants of a conversation, verbally, visibly, and within each person. All are important aspects of communication. In a helping relationship, it is important that the responses of the helper be intentional and effective in supporting the communication of the other. In order to achieve this goal, it is critical to reflect upon conversations, to go over them and ponder the elements in order to gain insight that will enhance self-knowledge and skill. Often written process recordings are used in supervisory sessions as an alternative to audio recording or videotaping. They may also provide a useful journaling format for professional review and planning and for self-exploration and personal growth.

### TERMS:

**Process Recording:** Written documentation of interpersonal event for purpose of learning and supervision.

**Situational Context:** Brief description of event environment.

**Verbatim:** Verbal and nonverbal observed content in script format. Description of what happened exactly in auditory, visual, tactile, and olfactory modes. Intensity of volume or gestures can be noted in parentheses.

**Internal Dialog:** Affective content of recorder's thoughts and considerations during event corresponding to verbatim at bio-psycho-social-spiritual spheres. This may involve the recorder's own experiences, anxieties, biases or values that are brought to light by the conversation.

**Discussion:** Post-event and post-recording reflection by recorder upon observed and affective content.

**Supervisory Comments:** Insights shared through dialog with supervisor or colleague.



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Situational Context:

1. Client's general information (initials or different name, gender, age)
2. Identify persons present and roles of persons present at the session (include yourself):
3. The number of the session (e.g., 3<sup>rd</sup> contact with JC)
4. Purpose of meeting/ goals being addressed:

Verbal and Nonverbal Dialog (Should read like a script of the session)	Internal Dialog/ Observations of the student:	Student Reflection	Agency Field Instructor (MSW/BSW Supervisor) Comments:

Supervisor Signature: \_\_\_\_\_

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

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

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



## **Student Case Presentation Assignment (Senior - Spring Semester)**

### **Agency introduction**

Location

Size

Government/Community non-profit - funding sources

### **Program Overview**

Clients served

Services offered

### **Presentation of Problem (client or agency based)**

1. Presenting client concern or ethical dilemma – (chose option a or b)
  - a. Client concern:
    - i. Identifying Client information:
      1. Client age, gender/gender identity, family situation, occupation, marital status, family composition, ethnic and/or cultural background, pertinent family history, or, in larger macro systems, background information can include social, political, and economic demographics, key actors, relevant social policies and organizational context(s).
      2. Note: Background information must be disguised sufficiently to preserve anonymity and confidentiality. Change names, even location identification where appropriate and necessary.
    - ii. Description of Client's presenting problem
      1. History of presenting problem
      2. How does it affect the client
      3. Client's motivation to change
    - iii. Client/Intern relationship
      1. Engagement of the client
      2. Relationship with the client
      3. Unique factors of the client, helping relationship, or situation
      4. How does this client and/or presenting problem affect you
    - iv. Theoretical approach being used with client
    - v. NASW Code of Ethics - highlight values in conflict, standards that apply
    - vi. Description of what has already been tried
    - vii. Questions for colleagues in field practicum class

- b. Agency based problem or ethical dilemma
    - i. History or the problem
    - ii. Individuals involved (protect confidentiality)
    - iii. How it affects your work with clients, colleagues, or supervisors.
    - iv. How it affects you
    - v. Relationship dynamics involved
    - vi. Theoretical approach used by agency and/or by youNASW Code of Ethics - highlight values in conflict, standards that apply
    - vii. Questions for your colleagues:
      - 1. Think about what you are stuck on with the client or problem.  
What do you want to talk through, work through, or understand?  
(to help work through the problem, dilemma, or need
2. Assignment:
- a. Identify a problem you are experiencing at your agency with a client, colleague, family, group, system, organization or community.
  - b. Prepare your case presentation following the outline provided
    - i. You will turn in your written outline as part of the assignment (turn in day of presentation)
    - ii. You will use your outline to present the information to your colleagues during your case presentation
  - c. Prepare any handouts you would like to use during your presentation (these are not required but can be helpful)
  - d. Sign up for a case presentations slot with your field faculty
  - e. Give your case presentation to your colleagues
  - f. Write a one page reflection upon completion of your case presentation (due the following week and submitted on foxTale)
    - i. What you did well
    - ii. What you will strengthen the next time you give a case presentation
    - iii. What you have learned from this experience
    - iv. What you chose to do to address the presenting problem



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**Student Observation Form**

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

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

Observer: \_\_\_\_\_

**Observation of student in Field Related Practice**

Activity Observed:

Appropriate methods and skills demonstrated by student:

Areas of strength exhibited by student:

Areas for further development and growth:

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

Observer's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Final Evaluation of Student in Field Internship

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Field Education Course: \_\_\_\_\_ Semester/Year: \_\_\_\_\_

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

Task Supervisor: \_\_\_\_\_

Agency Field Instructor: \_\_\_\_\_

Field Faculty: \_\_\_\_\_

### Introduction:

The George Fox University Undergraduate Social Work Program is accredited by the Council on Social Work Education (CSWE). The CSWE recognizes field education as the signature pedagogy of social work education.

Signature pedagogies are elements of instruction and of socialization that each future practitioners the fundamental dimensions of professional work in their discipline - to think, to perform, and to act ethically and with integrity. Field education is the signature pedagogy for social work. The intent of field education is to integrate the theoretical and conceptual contribution of the classroom with the practical world of the practice setting. It is a basic precept of social work education that the two interrelated components of curriculum - classroom and field - are of equal importance within the curriculum, and each contributes to the development of the requisite competencies and professional practice. Field Education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the Social Work Competencies. Field education may integrate forms of technology as a component of the program (CSWE, 2015, p.12).

To that end, this evaluation is used to facilitate assessment of the student's acquisition of overall competence for beginning generalist practice in the designated areas of professional social work practice.





### Instructions:

- ❖ **Week 11 of internship:** Student and task supervisor set up a time to collaboratively complete the *Electronic Final Evaluation* together. Feedback should be gathered from Agency Field Instructor (MSW/BSW Supervisor) if he/she is unable to attend meeting.
- ❖ **Week 11 of internship:** Task supervisor will receive a link to the electronic final evaluation from the BSW Field Coordinator or the BSW Field Program Director.
- ❖ **Week 12 of internship:** Student and Task supervisor complete final field evaluation and submit. Task supervisor completes *Final Overall Evaluation* below.
  - *The Learning Agreement should be consulted during the collaborative evaluation in order to discuss the student activities, roles, and responsibilities related to competencies being evaluated.*
- ❖ **Week 13 of internship:** Prior to final site visit the evaluation is printed out by the BSW Administrative Assistant or the BSW Field Coordinator at George Fox University and given to student's field faculty.
- ❖ **Week 14 or 15 of internship:** Final evaluation is reviewed and discussed during field faculty's final site visit. The evaluation should be attached to this cover sheet and field faculty will submit to BSW Field Coordinator with all other paperwork required for the student's field file.

### Evaluation Guidelines:

It is important to remember that students will complete 3 semesters of internship while in the Bachelor of Social Work program. The goal at the end of the 3 semesters is that students show proficiency in all 10 areas of competency. The scale of assessments should be completed with this in mind.

Junior level students should have the goal of receiving scores of 3: "Competent Performance" and 2: "Inadequate Performance." These scores show the junior level student is working toward competency in all areas and will be able to further develop the practice skills and behaviors in their senior year internship.

Senior level students should have the goals of receiving scores of 3: "Competent Performance, 4: Superior Performance, and possibly some scores of 5: "Mastered Performance". These scores show the senior level student is ready for employment within the social work field or acceptance into a Master of Social Work program.

**Competency 10 Evaluation:**

The School of Social Work of George Fox University has developed the additional area of competency for students to meet in order for preparation as professional social workers. This area of competency is developed, practiced, and evaluated within the student's field education internship. Please take time to evaluate the student on the different practice areas of this competency with the following assessment that is congruent with the evaluation of competencies 1-9 completed on the SWEAP evaluation.

<b>Scale</b>	<b>Performance Measure</b>	<b>Description</b>	<b>Definition</b>
5	Mastered Performance	The intern shows effective and innovative application of the knowledge, values, and skills related to the performance of the practice behavior.	Mastered: "somebody highly skilled at something." Mastered performance is demonstration of knowledge, values, and skills of the practice behavior at high levels.
4	Superior Performance	The intern shows superior application of the knowledge, values, and skills related to the performance of the practice behavior.	Superior: "surpasses competent in one or more ways." Superior performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included.
3	Competency Performance	The intern shows competent application of the knowledge, values, and skills related to the performance of the practice behavior.	Competent: "having enough skill or ability to do something well." Competent performance is demonstration of knowledge, values, and skills where all components of the practice behavior are included., but at the beginning or rudimentary level.
2	Inadequate Performance	The intern shows beginning application of the knowledge, skills, or dispositions related to the performance of the practice behavior.	Inadequate: "failing to reach an expected or required level or standard." Inadequate performance is demonstration of knowledge, values, and skills where one or more of the components of the practice behavior are missing.
1	Lacking Performance	The intern has not demonstrated application of the knowledge, values, and skills related to the performance of the practice behavior.	Lacking: "missing, not present or available." Lacking performance is the inability to demonstrate any of the performance is the inability to demonstrate any of the components of the knowledge, values, or skills related to the practice behavior.
N/O	Not Observed	The intern has not had the opportunity to demonstrate the knowledge, values, and skills related to the performance of the practice behavior.	Observed: "to see or notice something, especially while watching carefully." There was no observation of the performance of the practice behavior.



Competency 10: Demonstrate skills and knowledge for social work practice that are spiritually informed and that recognize religious contexts.

Rating:	Behaviors in Practice
	Demonstrates knowledge about role of spirituality and religion in social work practice
	Able to incorporate knowledge about the role of religion and spirituality when working with individuals, families, groups, organizations, and communities
	Recognizes and manages how Christian worldview and values can guide professional social work practice.
	Critically analyzes how Christian spiritual and/or religious traditions assist or hinder the helping process.
	Attentive to ways others (e.g. clients, co-workers, supervisors, other helpers) express spiritual and religious matters and concerns and respects the contribution of other traditions to healing and wholeness of individuals
	Understands guidelines for appropriate integration of faith and practice in agency context
	Follows guidelines for appropriate integration of faith and practice in agency context

**Final Overall Evaluation**

Please check one of the following at the final evaluation. At the midterm evaluation do NOT complete this section.

	This intern has excelled in field placement by performing above expectations for interns. If an appropriate position were open at this agency, for a beginning level social worker, this intern would be considered among the top candidates for this position.
	This intern has met the expectations of the field placement. This intern is ready for beginning level social work practice.
	This intern is not yet ready for beginning level social work practice.
	This intern is not yet ready for beginning level social work practice, and has demonstrated serious problems in performance, and perhaps should be encouraged to pursue another major.

Task Supervisor Comments:



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**Signatures**

These signatures of the student and task supervisor confirm that the Electronic Final Evaluation was completed in collaboration and in consultation with the Agency Field Instructor and Learning Agreement.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*Print name here*

**Task Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*Print name here*

These signatures of the agency field instructor, field faculty, and BSW Field Director confirm that the Electronic Final Evaluation was reviewed.

**Agency Field Instructor (MSW/BSW Supervisor):** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*Print name here*

**Field Faculty Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*Print name here*

**BSW Field Director Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*Erin Johnson, MSW*



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## Student Evaluation of Field Placement

**Student Name:**

**Agency:**

**Task Supervisor:**

**Agency Field Instructor (MSW/BSW Supervisor):**

**Faculty Liaison:**

1. Rate the overall quality of your intern experience with this agency.

Highest Rating 6      5      4      3      2      1      Lowest Rating

Please describe:

2. To what degree have you been able to develop and practice skills and competencies?

Highest Rating 6      5      4      3      2      1      Lowest Rating

Please describe:

3. Rate your everyday supervision and contact with staff.

Highest Rating 6      5      4      3      2      1      Lowest Rating

Please describe:



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4. Rate your formal MSW supervision sessions. How were they helpful to you?

Highest Rating 6 5 4 3 2 1 Lowest Rating

Please describe:

5. Rate the involvement of your field faculty and its helpfulness to you.

Highest Rating 6 5 4 3 2 1 Lowest Rating

Please describe:

6. Rate this placement in helping you accomplish professional learning goals.

Highest Rating 6 5 4 3 2 1 Lowest Rating

Please describe:

***Please make specific suggestions of how this agency experience might be improved.***

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



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Agency Evaluation of BSW Field Education Program

Agency:

Name of Evaluator:

Role with BSW Field Education Program (check one):

<input type="checkbox"/>	Agency Contact
<input type="checkbox"/>	Student Task Supervisor
<input type="checkbox"/>	Agency Field Instructor (MSW/BSW Supervisor)

1. Rate the overall quality of your experience with this student intern.

Highest Rating 6 5 4 3 2 1 Lowest Rating

Please describe:

2. To what degree has the student intern been able to support and further the work of the agency?

Highest Rating 6 5 4 3 2 1 Lowest Rating

Please describe:

3. Rate the student's level of preparation for daily work at the internship.

Highest Rating 6 5 4 3 2 1 Lowest Rating

Please describe:



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4. Rate the level of your satisfaction with the training you received/were offered from the School of Social Work in preparation for your role as a Supervisor.

Highest Rating 6      5      4      3      2      1      Lowest Rating

Please describe:

5. Rate the involvement of the student's field faculty and its helpfulness to you.

Highest Rating 6      5      4      3      2      1      Lowest Rating

Please describe:

6. Rate the overall quality of your experience with the School of Social Work Field Education Program at George Fox University.

Highest Rating 6      5      4      3      2      1      Lowest Rating

Please describe:

*Please make specific suggestions of how this field internship experience might be improved.*

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

**Please email a copy of your evaluation to the following:  
George Fox University BSW Program Director, Christine Saladino, PhD at  
[csaladino@georgefox.edu](mailto:csaladino@georgefox.edu)**