



**GEORGE FOX
UNIVERSITY**

**School of Social Work
Bachelor of Social Work (BSW)
Field Education Manual
2018-2019**

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This manual is designed to provide information to the students and field instructors who participate in the Field Education program at George Fox University. As a reference guide, it covers the objectives, policies and procedures of the field program and is a complement to the BSW STUDENT HANDBOOK.¹

¹ Available at the GFUSSW website: georgefox.edu/social-work/bsw

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I. Introduction

Greetings and welcome to the George Fox University School of Social Work Field Education Program and BSW Field Manual.

The motto of the George Fox University School of Social Work is “*Scholarship and Service.*” We seek to train students who are interested in studying and working with diverse populations in a variety of social service settings. Our goal is for students in the BSW program to graduate prepared for a professional life of advanced social work practice with strong and grounded personal and professional identities.

The School of Social Work seeks to integrate Christian scholarship within the discipline of social work. Within the context of a Christian University, this program is dedicated to providing a community environment where each individual is viewed as unique and valuable with varied gifts and abilities to use in service to others. Students are provided the opportunity to integrate personal faith within the program’s curriculum and understand how this impacts personal and professional development and practice. It is the program’s goal that students graduate with the ability to differentiate personal beliefs from their client’s beliefs and as ethical and competent social workers, respect and serve diverse and vulnerable populations in a variety of settings.

Upon completion of the prescribed curriculum students will be able to demonstrate competency through the mastery of the theories, methods, techniques, and values of the social work profession as prescribed by the Council on Social Work Education (CSWE) and the National Association of Social Workers (NASW). George Fox University's Bachelors of Social Work Program is accredited by CSWE.

This manual is prepared as a guide for the undergraduate social work field program. The objectives of this manual are to:

1. Aid in orienting students, Agency Field Instructors, and new Field Faculty to the structure and process of the field program.
2. Outline the policies and procedures that govern the field program, and define the roles of field director, Field Faculty, Agency Contact, Agency Field Instructor, and the social work student intern.
3. Explain the responsibilities and expectations designed to provide an educationally oriented field internship for bachelor level social work students in generalist social work practice.

The current *George Fox University Graduate Catalog* and the *School of Social Work BSW Student Handbook* should be consulted for additional and relevant information.

The BSW Field Coordinator welcomes suggestions for revision of this field manual.

School of Social Work Mission

The mission of the George Fox University School of Social Work focuses on educating students to promote human well-being, human rights and social justice. The School’s commitment to excellence in education and scholarship is

built upon professional social work values, the Quaker educational tradition and its emphasis on social justice, and the Christian gospel message of loving God and our neighbor. The School prepares competent social work professionals and instills in students a strong ethical approach to practice while helping them develop skills necessary to serve effectively in a broad range of social service settings.

Mission Statement

The mission of the George Fox University School of Social Work is to prepare graduates for worldwide leadership and service as social work professionals who integrate the values, knowledge, and skills of social work and with the highest competence and ethical integrity.

Our mission statement is consistent with the profession's purpose and values as outlined in the Council of Social Work Education's (CSWE) Educational Policies and Standards (EPAS) (CSWE, 2015) and National Association of Social Workers (NASW) Code of Ethics (NASW, 2008).

The purpose of the social work profession is to promote human and community well-being. Guided by a person and environment construct, a global perspective, respect for human diversity, and knowledge based on scientific inquiry, the purpose of social work is actualized through its quest for social and economic justice, the prevention of conditions that limit human rights, the elimination of poverty, and the enhancement of the quality of life for all persons, locally and globally (CSWE, 2015 p. 5).

The Bachelors program is built on the values, knowledge, skills, and the cognitive/affective processes that undergird the purpose of the social work profession. Competent practitioners are being prepared at generalist levels of practice to serve and to lead as social work professionals who are intent on promoting human and community wellbeing.

Bachelor of Social Work Program Goals

The curriculum that prepares students to contribute as generalist social workers reflects the mission and values of George Fox University, the mission of the School of Social Work, and the priorities of the Council on Social Work Education. It is structured around five goals and fourteen objectives that direct course objectives, student competencies, course content, process, and assignments, and program evaluation. As generalist social work practitioners:

Goal 1: Social work graduates will acquire the social work ethics, values, skills, and knowledge needed to analyze and understand the development and interrelationship of diverse world views, issues in social justice, and basic human needs.

Goal 2: Social work graduates will develop the knowledge, skills, and values necessary to understand and affect the interrelationship between an individual and his/her environments at macro, mezzo, and micro levels.

Goal 3: Social work graduates will understand and effectively work within diverse social contexts, structures and change processes in their practice with communities, organizations, groups, families, and individuals.

Goal 4: Social work graduates will understand the interface between personal faith and social work, and understand the Christian worldview, as modeled through Jesus Christ, and be able to make appropriate applications to social work practice.

Goal 5: Social work graduates will be prepared for graduate social work education and are expected to be lifelong learners who take personal responsibility for continued professional growth and development by continuing to improve upon the knowledge and skills required of them as professional social workers.

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II. BSW Program Curriculum

The George Fox University Bachelors of Social Work Program builds its curriculum upon solid liberal arts foundation. It is designed to facilitate the acquisition and integration of knowledge, skills, and ethics in order to form a foundation for lifelong learning. Students admitted to the BSW Program must have completed the required pre-requisite classes, a 2.5 GPA, letters of recommendation, personal interview with BSW faculty, and BSW program application.

BSW Program Curriculum Plan

The BSW Program courses are structured to provide all students with a set of common values, generalist skills, and knowledge base about the social work profession, human behavior and the social environment, conceptual and practice theories (e.g., trauma-informed, ecological systems theory, developmental theory, strengths perspective), research and statistics, values and ethics, diversity, policy, and social work practice. The content of the BSW courses are then applied to practice through field internships.

Courses

General Education Courses Required for Social Work Degree:

PSYC 150: General Psychology.....	3 credits
SOCI 150: Principles of Sociology.....	3 credits

Core Social Work Courses Required for a Social Work Degree (42 hours):

SWRK 180: Introduction to Social Welfare.....	3 credits
SWRK 220: Writing for Social Work Practice.....	3 credits
SWRK 290: Diversity Issues in Social Work.....	3 credits
SWRK 331: Human Behavior in the Social Environment I.....	3 credits
SWRK 333: Human Rights and Social Justice.....	3 credits
SWRK 340: Statistical Procedures.....	3 credits
SWRK 370: Developing the Professional Social Worker.....	3 credits
SWRK 391: Social Work Practice I (Micro).....	3 credits
SWRK 392: Social Work Practice II (Mezzo).....	3 credits
SWRK 393: Social Work Practice III (Macro).....	3 credits
SWRK 4xx: Social Work Elective.....	3 credits
SWRK 4xx: Social Work Elective.....	3 credits
SWRK 440: Social Work Research Methods.....	3 credits
SWRK 460: Social Work Policy.....	3 credits
SWRK 475: Field Practicum I.....	3 credits
SWRK 476: Field Practicum II.....	3 credits
SWRK 477: Field Practicum III.....	3 credits
SWRK 490: Senior Seminar.....	3 credits

Council on Social Work Education (CSWE) 2015 Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable performance descriptors comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

The nine core competencies listed below are used to operationalize the curriculum and assessment methods.

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 in 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 Ethical Integration of Faith and Social Work Practice*

The following link: <http://www.cswe.org/File.aspx?id=81660> can be accessed for a full description and explanation of the CSWE Core Competencies.

*The School of Social Work has added Competency 10 to reflect more clearly the mission and goals specific to George Fox University.

III. Field Education Program and Curriculum

Nature of Field Education

Field Education is a central part of the academic preparation for Masters Level Social Work. Its role in the curriculum provides the vital agency based learning experience of participation in professional practice. The structure and curriculum of our field education program adhere to the 2015 Accreditation Standards (EPAS) of the Council of Social Work Education (CSWE).

To maximize the direct integration social work theory and knowledge into the practical skills and practice of social work, our field internships extend throughout three (Spring Semester Junior Year: Placement 1, Fall and Spring Semester of Senior Year: Placement 2) fifteen week semesters and are concurrent with academic coursework. Agency based field experience is designed to provide student interns with the opportunity to develop professional social work competence and to engage in professional tasks that complement and reinforce classroom learning. This purpose is reinforced in a faculty led integrative field seminar that each student attends weekly to reflect on the intersection of course work and agency field experience.

Field Education sites are social service agencies; federal, state, county and non-profit; that work in close collaboration with the School of Social Work to plan learning opportunities. These provide individual students with ongoing training, supervision, and professional engagement that reflect the educational mission and goals of the School of Social Work and serve the service mission of the partnering agencies. Our affiliated agencies represent the broad range of social work practice in the Portland-Metro Tri-County area, Yamhill County, and the greater Salem area. Agency affiliations also include more distant areas of Oregon and Southern Washington when this best suits the needs and professional goals of individual students.

The George Fox University School of Social Work Field Education Program is rooted in a relational approach and values the strengths, resources and skills that all participants bring to the experience.

Goals of Field Education

Goals of field education are derived from the School of Social Work Mission. Field Education provides students with supervised practice experience within the context of service. Through field internships the School of Social Work seeks to prepare graduates of the BSW Program who:

1. Practice in advanced areas of concentration (direct practice and community practice) that build upon a generalist practice foundation and a commitment to professional social work values.
2. Practice with diverse individuals, families, communities and organizations to promote wellbeing and social justice.

3. Evaluate research and apply evidence-based knowledge, skills and interventions.
4. Practice with competence and autonomy that is guided by an identity grounded in professional values and ethics and a commitment to ongoing learning and development.
5. Possess a balanced commitment to holistic care for self and others.

Field Education Curriculum Structure and Purpose

Field curriculum and classroom academic curriculum are considered a whole, as they are designed to complement, inform and strengthen each other. Theory and practice skills learned through course assignments, class discussion and simulation are applied to the agency practice setting. Students within the program and the Agency Field Instructors who offer to guest lecture in our classes bring current examples and experiences from agency program and intervention to the classroom setting.

The BSW academic and field curriculum are thus informed by the following factors:

1. Awareness of clients and their needs
2. Contexts of social work practice
3. Structure and program of partnering service organizations
4. Students as unique participants in learning
5. The knowledge and practice of the Agency Field Instructors

The purpose of the Field Education Curriculum is to graduate generalist social work practitioners who have studied, critically reflected, learned and practiced in both academic and agency based field settings, and who demonstrate a generalist level of competence as described through the Core Competencies of EPAS 2015. While we recognize individual students differ in terms of work and life experience, educational background, vocational interests, learning styles, and pace of development; and that social work practice is varied across practice settings and service populations, nevertheless there is a unified manner of understanding and approach that can be identified by the certain performance criteria expressed through the holistic requirements of the Core Competencies.

Purpose of Field Internships

In accord with 2015 Educational Policy and Accreditation Standards (EPAS) and the Social Work School's mission, agency-based BSW internships are intended to:

- Develop the student's commitment to the professional values and ethical standards of social work.
- Provide students with a generalist view of social work in agency- based practice in micro, mezzo, and macro spheres.
- Help students identify best practice through research and apply theory to work with individuals, families, groups and communities, in program development, administration and evaluation.
- Provide experiences that help students appreciate the impact of diversity of culture, ethnicity, class, and circumstances and the importance of a trauma-informed understanding.
- Provide students with opportunities to participate in engagement, assessment, intervention and evaluation with diverse client populations.
- Increase student awareness of the challenges to social service posed by social, economic, political, environmental and organizational pressures, and help them learn to work with systems and oppose injustice.
- Provide students with opportunities to identify policy at the local, state, and federal level that connects with vulnerable populations served by their agencies and take action through lobbying and advocacy.

Placement Process for Social Work Student Interns

Placements are coordinated through the Social Work Field Education Program. Students may not contact agencies

independently to arrange a placement. When a student is aware of a particular agency that might meet their needs that does not have a current affiliation with the school, the student should provide the BSW Field Director the information of the agency and a contact. In turn, the BSW Field Director will explore the viability of the new placement site and make a determination as to whether the agency is able to provide a comprehensive educational experience.

The following process outlined below is individualized and collaborative. While this process is initially time intensive, it is an effective way to provide a relationship focused foundation and smooth transition for the student's social work field internship. It is respectful of the agencies time and professionalism, which the School of Social Work holds in the highest regard.

Field Fair

This is an annual event where agency representatives come to Newberg's Cultural Center to interview BSW students for internships within their agencies. Current sophomores interview for their spring semester placement as juniors and current juniors interview for their yearlong placement as seniors.

Placement Process for Junior and Senior Internship

1. All students complete a Student Field Application (Appendix A) for Field Education upon as part of their application to the BSW Program. (Freshman or Sophomore year/upon acceptance for all transfer students). The Application to Field Internship requires students to complete the application and a background check, sign a Release of Information for the School of Social Work, agree to the NASW Code of Ethics and submit a professional resume.
2. Incoming Junior students attend a Social Work Field Education Information Night/BSW Field Educator attends class of incoming Senior social work students (current junior social work students) to give presentation:
 - a. Students receive outline of placement process and overview of Field Fair (Appendix B)
 - b. BSW Field Coordinator reviews placement process for students
 - c. Students receive an electronic link to database of partnering agencies as well as a list of these agencies to review
 - d. Students receive an Application for Field Fair to complete and turn in by an assigned date
 - e. All students sign up for a one-on-one meeting with the BSW Field Director to discuss students' past experiences, areas of interest, transportation, strengths and areas for focused growth, and possible internship options.
3. Students review agency information through documents shared with students through Google Drive link, visiting agency websites, and talking with current social work students who are internship at agencies students are interested in.
4. Students schedule meeting with BSW Field Director to review student choices, discuss areas of student's interests, strengths, and areas for growth and development. During this meeting students will review options that will be a good fit for interviewing with at Field Fair.
5. Students will schedule a meeting or attend a Resume Workshop with the IDEA center to review resume and prepare it for professional interviews.
6. Students will return the Agency Interest Form (Appendix C) to BSW Field Director.
7. BSW Field Coordinator works to create schedule for Field Fair. Students will interview with 3 agencies attending Field Fair. BSW Field Director, with the assistance of the Administrative Assistant will inform students of scheduled interviews via email.
8. Students will prepare for interviews with assigned agencies by gaining more information about the agency and developing 3-4 questions per interview for the agency representative.
9. Students will attend Field Fair and complete 3 interviews as scheduled. During interviews students will learn about the internship placement, and discuss its suitability for the student.
 - a. Agency will also learn about student's goals, previous experiences and qualifications to determine a goodness of fit.

- b. Student should form a solid understanding of the agency mission, the internship role, expectations and requirements such as availability, screenings and pre-internship training/orientation.
- 10. Students follow up with one agency to set up a secondary interview at one of the agencies they interviewed with during field fair. At this time agencies may also contact students and invite students for a second interview. The process works in both directions, giving students and agencies opportunities to peruse one another.
- 11. Students attend scheduled on-site interview. During this interview student and agency will assess the goodness of fit between the student and the agency environment, organizational culture, location, and commute time/accessibility.
- 12. At this time, if both student and agency wish to pursue a placement the placement is confirmed with the BSW Field Director.
- 13. Student will review the Agency Affiliation Agreement. Student will then sign Attachment A for this document and return to the BSW Administrative Assistant.
- 14. If either the student of the agency does not accept the student of placement the student will meet with the BSW Field Director and begin process again starting at step 10 until step 13 is reached.

Timeline for Student Placements

November	Early Application to BSW Program and Field Education Due Date
November	Applicant interviews
January	Late Application to BSW Program and Field Education Due Date
February	Applicant interviews
February	Field Fair/Internship Orientation Meetings for all incoming Junior and Senior Social Work Students
February	Individual student meetings with BSW Field Coordinator
February	Field Fair Registration Forms due to Social Work Office by 12:00pm
March	Field Fair Interview Assignments gives to students via email
March	Field Fair
March	Students schedule on-site second interview with agency of choice from interviews. Inform Erin Johnson (BSW Program Director) date and time of interview with chosen agency.
April	On-site secondary interviews take place
April	Confirmation of internship Placement is finalized
April/May	Finals Week

Students may volunteer, attend trainings, or agency events prior to the official start date of their internship experience. These hours and roles do not fall under a learning agreement and are not credited towards the required semester hours of internship for the student. The student is acting as an individual separate from the School of Social Work BSW program during any time at the agency outside of the school semester and while engaging in activities with the agency or agency personnel not delineated on the learning agreement.

Student Field Readiness and Professional Behavior Expectations

A student's readiness for field placement is determined through the student's BSW Program and Field application process for both junior and senior placements. The BSW Field Coordinator, in conjunction with other relevant faculty, will assess each student's readiness for field placement.

For the senior year internship placement, the student's evaluation for the junior year placement will also be factored into the determination of the student's readiness for field placement.

A student must show readiness for field placement in the following areas:

- Academic performance
- Capacity to meet the physical demands of the internship
- Communication Skills
- Emotional stability and maturity
- Interpersonal Skills
- Past and/or Current Legal Issues
- Professional Behavior
 - Communication skills
 - Conduct
 - Performance
 - Use of technology
 - Self-awareness and self-control.
- Safety

Field Internship Student Time Commitment Requirements

Junior Year Placements

- 10 hours per week minimum
- 15 weeks during term
- 150 hours per term minimum

Senior Year Placements

- 10 hours per week minimum
- 15 weeks each term (30 weeks for a year)
- 150 hours per term minimum (300 hours for year)

All Internships:

- Days of internship: Monday, Wednesday and Fridays
- Field Faculty-led 1-hour Integrative Field Seminar at GFU Newberg Campus weekly
 - Seniors: Tuesdays from 10:45-11:45am
 - Juniors: Thursdays from 10:45-11:45am
- GFU Academic Calendar and Agency Setting set Holiday schedules. Internship hours are to be completed on alternative days(s) when a holiday is observed on a scheduled internship day.

Expectations for Internship Experience

With the understanding that each internship placement and relationship between the student and agency personnel are unique, it is the goal of the BSW program to provide these universal experiences for students while they serve as interns at their assigned agencies. The School of Social Work Field Faculty are available to discuss with students and agency personnel how these different experiences can be integrated into each placement.

- Agency orientation and introduction to agency policies and procedures

- Focus on professional development and ethical practice
- Opportunity to develop documentation skills and according to agency's policies and procedures
- Development of understanding of interconnectedness of oppression and human rights violations and understanding that each person has fundamental human rights regardless of his/her position in society.
- Opportunities to work with diverse groups of individuals (focused on different dimensions of diversity) different from the social work student intern
- Connect the elements of direct practice with research, evidence-based practice, and policy practice
- Interaction and practice skills development with individuals, families, and groups that follow generalist model of practice (engage, assess, intervene, evaluate)
- Interaction and practice skills development with agencies, organizations, and community activities that follow generalist model of practice (engage, assess, intervene, evaluate)

Performance Descriptors for Core Competencies

The knowledge, theoretical foundations, values and ethics, and practice skills of students are developed through classroom and internship curriculum in the 10 areas of competence upon which the BSW program is built. Students' learning experiences and growth are enhanced and formed through the unique experiences students receive from their place of internship. The following list provides information regarding performance descriptors to be developed in each area of competency within the agency setting. These performance descriptors and competencies are drafted from the CSWE 2015 Educational Policy and Accreditation Standards (EPAS). These competencies and performance descriptors form the scaffolding for the internship plan (Learning Agreement) and intern assessment (Semester Evaluation).

The outline for the Learning Agreement and Semester Evaluation are presented in the Social Work Education Assessment Project (SWEAP) *Field Placement/Practicum Assessment Instrument (EPAS 2015)* (Christensen, Gerritsen-McKane, DeLong-Hamilton, Farrel, Freeman, Harris-Jackson, Krase, & Panos, 2015). This instrument will be used to develop a Learning Agreement for each internship placement and will be used as the final evaluation for each semester of internship.

By identifying specific activities (based on agency services, internship roles and responsibilities, clientele served, training opportunities, etc.) to be carried out by the intern in relation to the different performance descriptors for each competency, the student will demonstrate knowledge, values, and skills in each area of competency. Students will work with the BSW Field Coordinator, Field Faculty, and Agency Field Instructors to identify activities, roles, and responsibilities they will engage in related to each area of performance descriptors in each area of competency.

The following is a typed version of the competencies and performance descriptors identified in the *SWEAP Field Placement/Practicum Assessment Instrument (EPAS 2015)* (Christensen, et al., 2015).

Competency 1: Demonstrate Ethical and Professional Behaviors

- 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 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

- g) Intern uses technology ethically and appropriately to facilitate practice outcomes
- h) Intern uses supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice

- a) Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the micro level
- b) Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the mezzo level
- c) Intern applies and communicates understanding of the importance of diversity and difference in shaping life experiences in practice at the macro level
- d) Intern presents themselves as learners to clients and constituencies
- e) Intern engages clients and constituencies as experts of their own experiences
- f) Intern applies self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

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

- a) Intern applies their understanding of social justice to advocate for human rights at the individual and system levels
- b) Intern applies their understanding of economic justice to advocate for human rights at the individual and system levels
- c) Intern applies their understanding of environmental justice to advocate for human rights at the individual and system levels
- d) Intern engages in practices that advance social justice
- e) Intern engages in practices that advance economic justice
- f) Intern engages in practices that advance environmental justice

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

- a) Intern uses theory to inform scientific inquiry and research
- b) Intern uses practice experience to inform scientific inquiry and research
- c) Intern applies critical thinking to engage in analysis of quantitative research methods and research findings
- d) Intern applies critical thinking to engage in analysis of qualitative research methods and research findings
- e) Intern uses and translates research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

- a) Intern identifies social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- b) Intern assesses how social welfare and economic policies impact the delivery of and access to social services
- c) Intern applies critical thinking to analyze policies that advance human rights and social and economic and environmental justice
- d) Intern applies critical thinking to formulate policies that advance human rights and social and economic and environmental justice
- e) Intern applies critical thinking to advocate for policies that advance human rights and social and economic and environmental justice

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

- a) Intern applies knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- b) Intern uses empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

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

- a) Intern collects and organizes data, and applies critical thinking to interpret information from clients and constituencies
- b) Intern applies knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks in analysis of assessment data from clients and constituencies
- c) Intern develops mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- d) Intern selects appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

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

- a) Intern critically chooses and implements interventions to achieve practice goals and enhance capacities of clients and constituencies
- b) Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- c) Intern uses inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- d) Intern negotiates, mediates, and advocates with and on behalf of diverse clients and constituencies
- e) Intern facilitates effective transitions and endings that advance mutually agreed-on goals

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

- a) Intern selects and uses appropriate methods for evaluation of outcomes
- b) Intern applies knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- c) Intern critically analyzes, monitors, and evaluates intervention and program processes and outcomes
- d) Intern applies findings to improve practice effectiveness at the micro level
- e) Intern applies findings to improve practice effectiveness at the mezzo level
- f) Intern applies findings to improve practice effectiveness at the macro level

The School of Social Work has added Competency 10 to reflect more clearly the mission and goals specific to George Fox University.

Competency 10: Demonstrate Ethical Integration of Faith and Social Work Practice

- a) Intern demonstrates knowledge about the role of spirituality and religion in social work practice;
- b) Intern is able to incorporate knowledge about the role of religion and spirituality when working with individuals, families, groups, organizations, and communities;
- c) Intern is attentive to ways others (e.g. clients, co-workers, supervisors, other helpers) express spiritual and religious matters and concerns; and
- d) Intern understands and follow guidelines for appropriate integration of faith and practice in agency contexts.

Integrative Field Seminars

Students participating in field internships are enrolled in field seminars (SWRK 475/476/477). These classes meet weekly during the academic year for one hour and are taught by Field Faculty who also serve as field liaisons between the social work program and the agency. Seminars meet on Tuesdays (seniors) and Thursdays (juniors) at Newberg Campus of George Fox University. The overall purpose of the seminars is to assist students in the integration of their agency based fieldwork with the academic coursework. They assist the social work student in developing a professional identity, promote self-awareness and encourage resource sharing and collaborative problem solving.

The BSW Field Director assigns students to a field seminar class based on students' internship placements. Students are assigned to seminars based on the attempt to create a diverse representation of social work experience. Students remain in the same seminar throughout the entire academic year and the Field Faculty is engaged with the students over the course of two semesters.

The interactive field seminar enables students to actively participate and contribute to the development of their peers and their own development as professional social workers. In order to be prepared for discussion students' required or recommended readings are posted in the syllabus and on FoxTALE, and are connected with the intended topic for each seminar session. Extensive papers and exams are not required. Instead, students are required to complete practice-oriented assignments that prepare them for professional practice. Junior students are required to complete a progress note based on agency procedure and format. These progress notes will be reviewed and discussed with the students' supervisors and submitted to Field Faculty for further feedback. Senior students will complete a field-based process recording during their fall semester. These process recordings will be reviewed and discussed with the students' field instructor (MSW Supervisor) and submitted to Field Faculty for further feedback. During the Spring Semester senior students will complete and prepare a case presentation to be given during the field seminar. This allows students to engage in professional practice of case presentations, receiving feedback through collaboration with peers, and development of new intervention strategies. The students will also be encouraged to give their case presentation to their supervisor and our colleagues at their internship. All students are required to keep a reflective journal throughout the year that is posted for feedback from the Field Faculty and other students within the field seminar.

IV. Roles and Responsibilities of Field Education Personnel

Collaboration in Field Education

Field agencies, students and the BSW Social Work Field Program all have important responsibilities and are vital to the collaborative nature of the field education curriculum. To formalize and emphasize the commitment of mutual support, an affiliation is formed between the university and agency partners to mutually support the professional development of social work students in agency-based field internships. A plan for developing social work skills in all areas of professional competence that meets the specific needs of the student and serves the agency mission to clients is designed by the student, the field agency and our social work field education program. Professional research supports the centrality of supportive and engaged professional relationships for successful outcomes in field education. The field program is designed to bring students, field instructors, task supervisors and faculty together for learning and reflection.

BSW Field Director

- Serves as an administrator of the BSW Field Education Program.
- Oversees and maintains the BSW field internship program within the School Social Work at George Fox University.
- Assists the Field Faculty, Agency Field Instructors, and students in meeting the educational objectives of the BSW field curriculum.
- Identifies, develops, and evaluates appropriate BSW field practicum sites.
- Develops and monitors placement forms (i.e. agency agreements, student learning agreements, student and agency evaluations).

- Oversees Field Faculty and Agency Field Instructors.
- Monitor Field Faculty qualifications, credentials, and training.
- Provides appropriate training and supervision of Agency Field Instructors.
- Collaborates with Program Director to ensure integration of field and classroom theory and practice.
- Designs and updates field education curriculum.
- Evaluates outcomes of field education program.
- Plan, prepare for, and host BSW Field Fair.

Field Faculty

- Advises a student in planning for field internship, identifying goals and objectives and creating the learning agreement.
- Directs monitoring of student work and development through site visits to the agency each semester (An initial site visit and a final site visit are required. Additional site visits may be made as needed).
- Consults with Agency Field Instructors to develop supervisory skills and integration of course material.
- Assists agencies and students in problem solving and mediation of any difficulties that may arise.
- Advocates for the student in the agency.
- Assists the Agency Field Instructor and students with evaluation.
- Provides weekly field seminar for students and provides group supervision reinforcing social work values, ethics and professional competencies.
- Assists student integration of course work and theoretical concepts with student experience in the agency.
- Provides relevant information to BSW Field Director.
- Encourages student development in a manner consistent with the *NASW Code of Ethics*.
- Evaluates student progress in the field and assigns semester field internship course grades.

Field Agency

- The agency administration should be aware of the need to provide time for the field instructor to fulfill internship related activities such as weekly supervision, site visits and meetings.
- The agency should be able to provide service consumers, assignments consistent with the social work program's curriculum, opportunities to attend staff meetings, in-service trainings and other activities that provide professional development. Foundation and advanced direct practice internships should include substantial client contact, whether on a short-term or long-term basis.
- A student's time in placement should be focused on educational experiences and professional development and dedicated to working with and on behalf of individuals, groups, families, or communities.
- The agency is responsible for making an accommodation to provide students with workspace and access to necessary materials and resources.
- Agencies providing student placements are expected to be committed to viewing students as learners and to recognize that the workload and expectations are not that of employees.
- Agencies provide orientation to agency policies and safety procedures.
- Agency mission and context are respected and limitations caused by space, staffing, budgetary circumstances are understood. Learning assignments of students should not impede or hamper the agency's everyday functioning.
- Agencies need to inform the social work field education program of the following changes: address, telephone, or email contact information; absence of field instructor from agency for more than one week, student absence for more than two days, significant program or agency changes that affect internship.
- Agencies are expected to adhere to the *NASW Code of Ethics* and to have written policies and be in

compliance with those policies regarding sexual harassment, affirmative action, non-discrimination and ADA.

Agency Contact

- Meets with BSW Field Director to explore and plan an agency field experience for interns.
- May assist students in their field practicum agency (e.g. volunteer coordinator, agency or program director).
- Works with the Agency Field Instructor and Task Supervisor to provide an appropriate internship experience for students.
- Provides assistance with projects students need to complete for academic credit (i.e. copies of policies on confidentiality, a mission statement, objectives, organizational chart).
- May contribute information to the Agency Task Supervisor and Agency Field Instructor regarding students' completion of learning objectives for the evaluations.
- May attend training through the George Fox University School of Social Work.
- Works with appropriate agency personnel to complete and return the Affiliation Agreement to George Fox University.
- Identifies and chooses the Agency Field Instructor and agency task supervisor for each school year to work with George Fox University School of Social Work interns.

Agency Field Instructor

Social work field instructors play an important role in the shaping of a student's learning experience, growth, and development as a professional social worker. The social work field instructors are chosen by the agency contact and are designated to the role in collaboration with the BSW Field Director for the George Fox University School of Social Work. Agency field Instructors must meet the following criteria in compliance with CSWE Accreditation Standards:

1. A minimum of 2 years' post-social work degree experience in social work.
 2. Education:
 - a. Preferred: Holds a BSW or MSW degree from an accredited school of social work.
 - b. Accepted: Professionals with a master's degree in a related field such as psychology, counseling, Marriage and Family Therapy, Human Development, Education, Master of Divinity, and Criminal Justice.
 - i. In this instance the School of Social Work at George Fox University is required by the CSWE to provide students with a perspective of professional social work. This requirement is met through monthly group supervision provided by a contracted individual with an BSW and/or MSW degree or a Field Faculty with an MSW degree.
 - ii. Agencies may also provide BSW/MSW support from contracted or volunteer MSW professionals.
 - iii. Resources are available for field instructors from the School of Social Work Field Director to support integration of the social work perspective, theories, practice, values and ethics.
- Serves as a professional role model for the student.
 - Establishes a learning agreement with the student and the Field Faculty.
 - Coordinates student internship placement and experience.
 - Collaborates with student and task supervisor to complete Mid-Term and Final Evaluation.
 - Collaborates with task supervisor to receive and incorporate feedback based on observation and experience with student.

- Communicates first with the Field Faculty and secondly the BSW Field Coordinator in a timely manner about students when questions or concerns arise.
- Attends training opportunities relevant and supportive to supervisory role.
- Provides formal supervision for a minimum of one hour each month for the assigned student appropriate to the student's learning style and need.
- Contacts the Director of Field Education when changes occur in the field agency that affects the student or field program requirements.
- Teaches and models specific and general areas of knowledge and skill.
- Provides a stimulus for the student's systematic and reflective thinking about social work theory and practice and serves as a source of feedback and direction. The special kind of educational relationship that is established in this tutorial encounter is crucial for the learning and developing social work intern.
- Relates not only to the specific practice models of their agency but teaches other practice models and broader concepts. Moves from the specific case to general professional experience and relates to the theories underpinning practice
- Encourages the student to think critically, to draw upon the professional evidence base, and to use and test the various areas of the academic curriculum.
- Sets clear goals with student and fosters a systematic progression in learning related to the student's individual learning needs.
- Completes end of year evaluation of BSW Field Program to assist Field Director in program improvement.
- Provides feedback to student related to student's work in assigned area. Engages in discussion centered on student's growth and development as a professional social worker.
- Observes student's work and provides feedback, correction and reflective discussion of supervised and observed tasks.
- Provides supportive instruction in area, program, and role of expertise to support the student intern in learning through specific tasks, projects, or assignments as identified on the student's Learning Agreement.
- Supports and responds to the day-to-day tasks of assigned student intern projects or tasks, and provides feedback and evaluation to the student on the assigned projects and tasks.
- Communicates regularly with Agency Task Supervisors and BSW/MSW Supervisor (if applicable) regarding the student intern's progress, growth and development of specific skills related to observation of student's completion of tasks and projects.
- Attends School of Social Work Field Training opportunities if able.

Agency Task Supervisor

- Identified by Agency Field Instructor to train and supervise student intern in individual and specific tasks and areas of learning and development. These should be specific to the task supervisor's role and responsibility at the agency.
- Collaborates with student and field instructor to complete Mid-Term Evaluation and Final Evaluation.
- Collaborates with Agency Field Instructor to receive and incorporate feedback based on observation and experience with student.
- Provides the student with appropriate learning experiences in the agency.
- Relates not only to the specific practice models of their agency but teaches other practice models and broader concepts. Moves from the specific case to general professional experience and relates to the theories underpinning practice

- Encourages the student to think critically, to draw upon the professional evidence base, and to use and test the various areas of the academic curriculum.
- Sets clear goals with student and fosters a systematic progression in learning related to the student's individual learning needs.
- Provides feedback to student related to student's work in assigned area. Engages in discussion centered on student's growth and development as a professional social worker.
- Observes student's work and provides feedback, correction and reflective discussion of supervised and observed tasks.
- Provides supportive instruction in area, program, and role of expertise to support the student intern in learning through specific tasks, projects, or assignments as identified on the student's Learning Agreement.
- Communicates regularly with Agency Field Instructor regarding the student intern's progress, growth and development of specific skills related to observation of student's completion of tasks and projects.
- Attends School of Social Work Field Training opportunities if able.

BSW/MSW Supervisor

- When the Agency Field Instructor does not hold a BSW or MSW degree a BSW or MSW supervisor is provided for the student. The supervision can be provided by the agency or the George Fox University School of Social Work.
- Provide monthly supervision for student intern focused on the student's personal and professional growth in areas of CSWE identified competencies, ethical social work practice, and social work perspective.
- Relates not only to the specific practice models of their agency but teaches other practice models and broader concepts. Moves from the specific case to general professional experience and relates to the theories underpinning practice
- Encourages the student to think critically, to draw upon the professional evidence base, and to use and test the various areas of the academic curriculum.
- Sets clear goals with student and fosters a systematic progression in learning related to the student's individual learning needs.
- Provides feedback to student related to student's work in assigned area. Engages in discussion centered on student's growth and development as a professional social worker.
- Observes student's work and provides feedback, correction and reflective discussion of supervised and observed tasks.
- Provides supportive instruction in area, program, and role of expertise to support the student intern in learning through specific tasks, projects, or assignments as identified on the student's Learning Agreement.
- Communicates regularly with Agency Field Instructor regarding the student intern's progress, growth and development of specific skills related to observation of student's completion of tasks and projects.
- Attends School of Social Work Field Training opportunities if able.

Social Work Student Intern

- Fulfills agency responsibilities as agreed upon with the Task Supervisor, Agency Field Instructor and Field Faculty as specified in the learning agreement.
- Reads and reviews the Affiliation Agreement for Agency. Signs Attachment A and returns to Field Director.
- Completes class assignments, weekly journals, and attends the weekly field seminar as scheduled.
- Completes assigned readings and participates in trainings provided by Agency.
- Maintains confidentiality of the client according to agency policy.
- Participates in appropriate meetings including supervision as scheduled.

- Is punctual in attendance and professional in dress and demeanor.
- Contacts the Agency Field Instructor as soon as possible when illness or emergency requires absence.
- Collaborates with Agency Field Instructor to complete Learning Agreement, Mid-term Evaluation, Observations, and Final Evaluation.
- Communicates and consults with the Agency Field Instructor regarding any questions or concerns that arise.
- Gives conscientious attention to social work values, ethics, and principles.
- Provides honest reflection of agency experiences and professional and personal growth.
- Provides feedback to the agency and field education program by completing evaluation at end of internship.

V. Agency Field Sites

Process for Development of School/Agency Partnership

Step 1: Initial Contact

Contact between an agency and the BSW Field Director occurs by phone or email to discuss the possibility of a partnership. The BSW Field Director or the agency can initiate this contact.

Prospective field agencies are identified through a number of ways. An agency representative may contact the school to request students. Current field instructors, faculty members and students, in the course of their academic and service work, often provide the BSW Field Director with contacts to possible placements.

Topics for initial contact discussion:

- Agency mission and programs
- Availability of an Agency Field Instructor
- Agency pre-field requirements, trainings, qualification of applicants, opportunities and expectations
- School of Social Work BSW Program and Internship Program Mission, approach to internships, time frame, and expectations.

Step 2: Scheduling a Meeting

An on-site meeting is scheduled for the BSW Field Director with the Agency Contact and other agency personnel interested in partnership.

- BSW Field Director emails Agency Application to Provide Internship and School of Social Work Program Information to Agency Contact.
- BSW Field Director provides information to Agency Contact to access BSW Field Manual as an electronic resource.
- Agency Contact develops an Internship Description and completes the Agency Application to Provide Internship (Appendix D) that outlines the student role and identifies a Field Instructor.

Step 3: On-site Meeting

An on-site meeting is held and attended by BSW Field Director, Agency Contact and interested agency personnel. The goal of this meeting is for mutual information sharing and planning between the School of Social Work and the Agency.

The BSW Field Director will share about:

- Environment and structure of the School of Social Work BSW program, mission, goals, internship program and requirements
- Student population, coursework and preparation.

- Affiliation Agreement between George Fox University and the agency

The Agency will share about:

- The environment and structure of the agency
- Populations served
- Programs for student involvement
- Agency mission and goals.
- Theoretical approach and Evidence-based Practice modalities
- Internship vision

Other areas discussed:

- Supervision
- How the agency's work helps to inform School of Social Work Curriculum
- Scheduling and time commitment of student and agency personnel
- Orientation and training for student
- Screening and application procedure for the student
- Clarification of agency process and time-frame for acceptance of interns
- Professional development opportunities for Field Instructors, Social Work CEU's and library access.

A George Fox University Affiliation Agreement will be given to Agency Contact for Administrative personnel's review, approval, and signature.

Step 4: Affiliation Agreement

The Affiliation Agreement is an agreement between the agency and George Fox University and is valid for a 5-year period and is not specific to students or programs within the agency.

1. Agency returns signed Affiliation Agreement to BSW Administrative Assistant by mail (hard copy).
2. BSW Administrative Assistant submits Affiliation Agreement to George Fox University's Chief Operating Officer (COO) for review, approval, and signature.
3. Process for completion of Affiliation Agreement acceptable to both parties will be conducted through the Administrative Personnel of the agency and the COO of George Fox University.
4. If an agency requires the use of an agency Affiliation Agreement, George Fox University will work with agency to accommodate this documentation.

Step 5: Confirmation of Partnership

A partnership between the agency and School of Social Work is confirmed and agency is now considered a placement site for a BSW student intern. (Please see Section V. Student Placement Process for Practicum).

Criteria for Agency Field Sites

Following is a list of criteria for field internship sites:

1. Non-profit status. Private practices are not utilized.
2. Function/mission of the agency
3. Mission and service delivery consistent with social work values.
4. Qualified staff available to provide field instruction
 - a. Field instructors, with some exceptions (see section IV), have an MSW degree, and are experienced in the practice area and services for which they will supervise the student.
5. Available for a welcome luncheon, orientation meeting, and Field Fair facilitated by the social work program Field Faculty.

- a. Topics covered include field requirements and documentation, social work curriculum and field related academic assignments, reflective journals and process recording.
- b. If field instructors do not have prior experience in providing BSW field instruction, the social work program will provide training in structuring the placement, training and task assignment, supervision, reflective feedback, and evaluation.

Orientation, Trainings and Supports for Agency Personnel

Field Instructor Training

Each year in August and January the BSW Field Director will offer trainings in local settings for individuals and small groups of Agency Field Instructors, Task Supervisors and BSW/MSW Supervisors who are new to the George Fox University BSW Field Education Program. Existing Field Instructors are welcome to attend as they wish or feel necessary.

With deep respect and acknowledgement of all supervisors' trainings and experiences all field instructors are encouraged to attend trainings as a refresher and to generate new strategies for supervision and instructing interns. First-time field instructors are required to attend the training.

The Field Instructor Training will cover the following areas:

- Orientation to the BSW Field Education Program
- Academic Requirement for students
- Collaborative Evaluation of Student Process used for:
 - Learning Agreement
 - Mid-term evaluation
 - Final evaluation
- Seeing and Being Seen: Observation, Feedback, Reflective Practice
- BSW Supervision requirements and supportive resources
- Overview of program paperwork, interactive journal format, and process recording
- Review of relevant syllabus
- Resource list for Field Instructors (books and articles)
- Process of orienting student to an agency
- Request for Library Access Forms

The BSW Field Director will offer trainings for Field Instructors on information provided in the Agency Field Instructor Survey. These trainings are offered in small group or individualized settings focused on developing and supporting the Agency Field Instructors and cover topics including:

1. Basics for Getting Started
 - a. Social Work Education
 - b. Social Work Field Internship Structure and Coordination
2. Documentation
 - a. Learning Agreement
 - b. Weekly Logs
 - c. Supervision Logs
 - d. Process Recordings
3. The Weekly Supervision Hour
4. Evaluation
 - a. Ongoing reflection
 - b. Mid-Term Evaluation

- c. End of Semester Evaluation

VI. The Internship Experience and Field Forms

Timeline for Student Internship

Students are responsible to complete internship hours over 15 weeks each semester.

Fall Semester:

In the Fall Semester George Fox University is closed one Friday in October for a Mid-semester Holiday and the Thursday and Friday of Thanksgiving.

Spring Semester:

In the Spring Semester George Fox University is closed on the Martin Luther King Jr. Day in January and for one week of Spring Break in March.

Junior Year Fall Semester:

These requirements are connected to pre-field education assignments found in SWRK 391, Practice I.

- Complete 25 hours of pre-field orientation, training, observation, and volunteer hours.
- Complete a rough draft of the Learning Agreement with support from Agency Field Instructor and BSW Field Director (professors assigned to teach SWRK 391).
- Complete 16 hours of Personal Safety Training (provided in weekend seminar format).
- Complete Self Evaluation.
- Complete Agency Safety Questions in collaboration with Agency Field Instructor.

Junior Year Spring Semester:

Weeks 1-2 Student Intern and Agency Field Instructor finalize Learning Agreement.
Weeks 3-4 Field Faculty completes first on-site field visit with student and Agency Field Instructor.
Weeks 8-9 Student Intern and Agency Field Instructor complete Mid-Term Evaluation.
Weeks 14-15 Student Intern and Agency Field Instructor complete Final Evaluation and Student Observation (prior to final site visit by Field Faculty).
Weeks 14-15 Field Faculty completes final on-site field visit with student and Agency Field Instructor.

Senior Year Fall Semester:

Weeks 1-3 Student Intern and Agency Field Instructor complete Learning Agreement.
Weeks 2-3 Field Faculty completes first on-site field visit with student and Agency Field Instructor.
Weeks 7-8 Student Intern and Agency Field Instructor complete Mid-Term Evaluation.
Weeks 14-15 Student Intern and Agency Field Instructor complete Final Evaluation and Observation (prior to final site visit by Field Faculty).
Weeks 14-15 Field Faculty completes final on-site field visit with student and Agency Field Instructor.

Senior Year Spring Semester:

Weeks 1-2 Student Intern and Agency Field Instructor update existing Learning Agreement.
Weeks 7-8 Student Intern and Agency Field Instructor complete Mid-Term Evaluation.
Weeks 14-15 Student Intern and Agency Field Instructor complete Final Evaluation and Observation (prior to final site visit by Field Faculty).
Weeks 14-15 Field Faculty completes final on-site field visit with student and Agency Field Instructor.

- Weekly logs should be signed by Student Intern and Agency Field Instructor on a weekly basis and submitted on a weekly basis.

- The student should fill out Supervision logs monthly. Supervision logs are then signed by the student and Agency Field Instructor (BSW/MSW Supervisor when applicable) and submitted on a monthly basis.
- Reflective journals are completed weekly and submitted to Field Faculty via FoxTALE.
- Progress Note (Juniors) Process Recordings (Seniors – Fall Semester) and Case Presentations (Seniors – Spring Semester) are completed and submitted in accordance with due dates on course syllabi.

Learning Agreement

In order to structure and focus a student intern's learning experience the student intern and the Agency Field Instructor work together in the first weeks of a student's internship to create a Learning Agreement (Available in BSW Field Paperwork Reference Guide). The Learning Agreement is structured around the 9 areas of competency identified by the CSWE and the 1 area of competency specific to the George Fox University School of Social Work. Performance descriptors for each area of competency are identified in the Learning Agreement. Students work with their Agency Field Instructor to identify activities, roles, and responsibilities the student will engage in to develop and demonstrate the identified performance descriptors, which connect to each competency. In turn, when these activities are engaged in, the student develops proficiency in the behavior to show they are competent in the identified areas.

The student intern and Agency Field Instructor work together to identify learning tasks, roles, trainings, and opportunities according to the areas of competency and performance descriptors. Once the Learning Agreement is completed with designated learning tasks and experiences it is reviewed during the First Site Visit completed by the Field Faculty, approved and signed. The student and Agency Field Instructor are encouraged to utilize the Learning Agreement throughout the internship in order to focus the student's learning experience.

The Student and Agency Field Instructor revisit the Learning Agreement for the student's mid-term evaluation and final evaluation each semester. For the senior year, at the start of the student's second semester the Learning Agreement is updated to reflect the learning goals of that semester.

First Field Faculty Site Visit

A plan is made for the assigned Field Faculty to visit during weeks 2-4 of the placement to review and establish the learning agreement, support the student's orientation into their agency role and assist as needed. The Agency Field Instructor, Field Faculty and the student attend this visit. The agency contact, Task Supervisors, and BSW/MSW Supervisor (when applicable) are invited to attend the meeting if they are able.

The Field Faculty and Agency Field Instructor remain in contact throughout the year and all ongoing inquiries about the student and the social work program are channeled through the Field Faculty. A second site visit is scheduled for end of the semester to review the final evaluation. Other visits can be scheduled upon request if needed.

Weekly Hour Log

Students are required to complete weekly hour logs on the Intern Placement Tracking (IPT) electronic database to document their field internship hours. The weekly log is signed on IPT by the student and Agency Field Instructor. Agency Field Instructors also initial the student performance in one of three categories each week: Exceeds Expectations, Meets Expectation, or Needs Improvement. When "Needs Improvement" is initialed the Field Faculty will follow up with the Agency Field Instructor to learn about the areas where improvement is needed and follow up as determined necessary with student and/or BSW Field Director.

MSW Supervision

Students meet with their Agency Field Instructor or BSW/MSW Supervisor (when applicable) at a monthly scheduled time for a minimum of one hour. This can be individual or group supervision as determined by the agency procedures. This time should be prioritized and interruptions avoided.

Students are required to submit a Supervision at the end of each semester on IPT. The form is signed electronically by the student and Agency Field Instructor (and BSW/MSW Supervisor's signature when applicable).

During the student's placement at the agency, the Agency Field Instructor should be accessible to the student for brief periods outside scheduled supervision time, but this may not take the place of the individual field supervision hour.

The time given by the Agency Field Instructor for coordination of the internship, e.g., selecting assignments, reading student's records or planning for students should be outside of individual supervision time.

Supervision sessions should be planned for and prepared by both the student and the field instructor in order to balance the participation, responsibility, and discussion. The session time is focused on the student's thinking and understanding, ethical dilemmas the student perceives or encounters, planning for future actions by the student, and other areas of student growth and experience. Progress in competencies should be regularly reflected upon and ways of enhancing development discussed and rehearsed.

The student should be able to connect learning experiences at the internship with theory, practice, assessment and evaluation skills, and the NASW Code of Ethics within supervision sessions. The Agency Field Instructor teaching should be focused on specific situations and tied to appropriate principles and concepts so the student is helped to integrate theory and practice.

Criticism should be given constructively in the manner of on-going feedback and in the amount that the student can assimilate. The focus should be kept on the case material so the student may understand the relevancy of the criticism and not personalize it. Thus, the field instructor may suggest better use of self in the helping process and strengthen the student's professional self-confidence. In this way, the students will be helped to develop a professional self and to feel free to look at their own attitudes and feelings that effect their work. Students may have difficulty understanding and accepting themselves as a social worker, and the field instructor is supportive in the forming of this professional identification.

Agency Field Instructors are encouraged to contact the Field Faculty when clarification is needed about a student request for input or learning opportunities related to course requirements. Course syllabi are available on the School of Social Work website as a resource for field instructors. It is not the responsibility of the field instructor to assist a student in course assignments nor is a student to work on course assignments during internship hours.

Progress Note

Junior students are required as an integrative seminar assignment to complete one progress note during the spring semester of their internship experience. Students will use a progress note format utilized at their agency. If the agency does not have a form the student will use the progress note template provided by the school. Students will complete the progress note documentation based on an encounter or an observed encounter with a service user. Students are required to review the completed progress note with the Agency Field Instructor for feedback prior to submitting the assignment to the Field Faculty. Students are required to uphold confidentiality of client and agency information in progress notes documentation.

Process Recordings

Senior students are required as an integrative seminar assignment to complete one process recording during the fall semester of their internship experience. Students should use the School of Social Work's Process Recording Form for these assignments. Students are required to review completed Process Recordings with their Agency Field Instructor for feedback during a supervision session prior to submitting the assignment to the Field Faculty. Students are required to uphold confidentiality of client and agency information in process recordings.

Case Presentations

Senior students are required as an integrative seminar assignment to complete one case presentation to their field seminar class during the spring semester of their internship experience. Students will identify a client need, ethical dilemma, or agency or community concern and present it to their field seminar class with the goal of creating discussion, planning, collaboration, development of an intervention or response plan. Students are required to uphold confidentiality of client and agency information in case presentations.

Reflective Journals

Students complete weekly reflective journals on the George Fox University's FoxTALE system and submit for review, commentary and discussion with their Field Seminar student colleagues and Field Faculty. Students may also send an emailed copy of their journals to the Agency Field Instructor. Students are required to uphold confidentiality of client information in reflective journals and in discussions with their student colleagues and Field Faculty.

Mid-Term Evaluation

Midway through each semester, the Agency Field Instructor and the student engage in a joint assessment of the student's work and of the supervision process so far. There is a brief two-page mid-term evaluation form to guide this process that is completed on by the Agency Field Instructor on IPT.

The student and Agency Field Instructor review the learning agreement to focus the discussion on the progress and growth of the student as well as areas for continued focus.

This evaluation is one of the first steps in ensuring that the student and the field instructor are working in tandem to achieve the learning goals previously identified by both in the Learning Agreement. The mid-term evaluation sets the stage for the end of semester evaluation since learning needs as well as emerging strengths can be noted. This early assessment also allows amendments to be made before the end of semester. Early identification of any problem area gives the Agency Field Instructor and student the opportunity to devise a plan of action to correct the situation. Even if direct intervention from the Field Faculty is not needed at this time, the Agency Field Instructor should alert the faculty to any serious problems that have been discussed.

Observation of Student Intern by Field Instructor

Growth and development of the student as a professional social worker comes from direct observation of the student at work. Agency field instructors and task supervisors are encouraged to observe the student intern on a consistent basis in order to provide direct and helpful feedback to the student.

At the end of each semester the Agency Field Instructor and student plan for a formal observation of the student in a practice context. First, they plan together to identify an opportunity to observe the student. The Agency Field Instructor then observes the student and completes the Observation of Student Form on IPT and reviews it with the student.

Student Final Evaluation

Field Evaluation forms provided electronically through the Social Work Education Assessment Project (SWEAP) are completed digitally at the culmination of each semester on internship (Junior Spring Semester, Senior Fall Semester, Senior Spring Semester). The Agency Field Instructor and student review the semester's work in light of the Learning Agreement tasks and collaboratively discuss and complete the evaluation. Students are evaluated on a scale that ranges from "Lacking Performance" to "Mastered Performance" for each competency and related performance descriptors that demonstrate social work competencies. This final evaluation gives the student and Agency Field Instructor a chance to review the student's progress towards learning goals and the development of the student as a professional social worker. Students are expected by the end of the spring semester of the senior year internship to be evaluated as competent in all 10 areas of competency. Printed copies of Field Evaluations are kept in the student academic file in the social work administrative office.

Student Evaluation of Field Education Program

At the end of each internship year a student will complete an evaluation of the field agency (Available in BSW Field Paperwork Reference Guide) and the student's experience within the placement. This information is collected in order to present feedback to the agency and inform future students about the placement and student experiences. Students are encouraged to share the evaluation with the field instructor for collaborative feedback and discussion around the student's experience within the field agency.

Agency Personnel Evaluation of the Field Education Program (On-line)

At the end of each internship year the field instructor, task supervisor, and BSW/MSW Supervisor (when applicable) will complete an evaluation of the School of Social Work BSW Field Program (Available in BSW Field Paperwork Reference Guide). This evaluation information is distributed to field agency personnel by the BSW Program Director upon the completion of the school year during the month of May. The field agency personnel then submit completed evaluations to the BSW Program Director via google survey by the end of June each year. The collected data will be used to inform procedures, policy and curriculum and to strengthen the BSW Field Program.

Final Site Visit

At the end of each semester the Field Faculty will conduct an on-site visit. The student and Agency Field Instructor both are required to be present at the final field visit. The agency contact, task supervisor(s), and BSW/MSW Supervisor (when applicable) are invited to attend the visit.

During this time the Field Faculty meets with the student and Agency Field Instructor to review the student's progress towards learning goals, the observation of the student, and the final evaluation. The student and Agency Field Instructor are given time to reflect and share about the experience and internship. The student, Field Faculty, and Agency Field Instructor discuss areas for future growth and development of the student, strengths of the student, and any ongoing concerns regarding the student's professionalism, skills, and understanding of the social work profession.

The forms used in the School of Social Work Field Education are found on the IPT electronic database. The forms can be downloaded into a PDF if the student or agency field instructors wants a paper copy of the form. The forms must be completed on IPT as assigned.

VII. Evaluation and Feedback Process

Evaluation is an important part of the educational process and should be ongoing throughout the year. Comprehensive competency-based evaluations are done at the end of each semester of field placement. These formal evaluations enable the school and the student to see how well the student is applying social work knowledge, values, and principles to practice and the level of competency achieved in each of the ten areas. They provide the opportunity for both field instructor and student to reflect on the student's skill development and on the supervisory process. It provides useful feedback to the student. The evaluation form can also serve as a planning tool for future areas of focus and development for the student. This competency-based evaluation guides the field instructor in making relevant assignments and monitoring the student's work. The end of semester evaluations assess the student's performance on ten core competencies, thresholds for professional practice, established by the Council on Social Work Education's Educational Policy and Accreditation Standards (EPAS) (Competencies 1-9) and the George Fox University School of Social Work (added competency 10).

Throughout the course of the semester evaluation within the field education program occurs. The following evaluations (Mid-term evaluation, observation of student intern by field instructor, semester evaluation, program evaluations, and final site visit) described on pages 33 – 35 of this manual show the importance of the evaluation and feedback process within a field internship.

Assignment of Field Internship Grades

Field Internship (SWRK 475, 476, 477) is a semester long course and is assigned a letter grade by the Field Faculty who has served as the student's seminar instructor and liaison. Specific grading criteria are listed in the course syllabus. Any event disruptive to the field internship prior to completion of the semester will result either in an extension of the placement or withdrawal from the field course for that year, with the expectation that the field seminar course the student is enrolled in (SWRK 475, 476, 477) will be repeated in its entirety the following year. Examples of such events that disrupt the flow of fieldwork include, but are not limited to, pregnancy, illness, and personal difficulties.

If a student does not complete the field course, receives a semester grade below a C, or chooses to withdraw, the course must be retaken. The completed field hours cannot be transferred when the course is retaken.

VII. Field Education Policies and Procedures

Social Work Field Practicum Admissions Procedure

(Minimum of 9 credit hours and 450 clock hours required)

To be eligible for a social work practicum, students must have completed the Social Work Program formal application process and be accepted to the Social Work Program. The Social Work Program determines eligibility for field practicum based on a specific set of criteria. Below are the requirements that must be met in order to be eligible for consideration for field practicum. In addition, students must submit a *Field Practicum Application* that may be obtained from the Social Work Department office or from the GFU web site.

- 1) Successfully complete the following required courses: PSYC 150, SOCI 150, and SWRK 180 (preferably prior to application to the major) with a "C" grade or above in each course.
- 2) The student must be accepted into the social work major.
- 3) After a student has been formally admitted, the student must have completed or plan to complete the prerequisites for Field Practicum prior to enrolling for the following courses.

Field Practicum	Course Prerequisites
SWRK 475 Field Practicum I	SWRK 391 Practice I
SWRK 476 Field Practicum II	SWRK 392 Practice II SWRK 475 Field Practicum I
SWRK 477 Field Practicum III	SWRK 393 Practice III SWRK 476 Field Practicum II

- 4) Demonstrate appropriate interpersonal skills and interpersonal adjustment.
- 5) Read and give a written commitment to the *Code of Ethics* of the National Association of Social Workers. Copies are available for purchase in the George Fox University bookstore or may be read on line at www.naswdc.org.
- 6) Complete the social work field practicum admission application. The BSW Field Director will review all applications.
- 7) Applicants not meeting the minimum requirements and qualifications of the social work field practicum may request to appear before the field practicum selection committee. This request should be included in the letter accompanying the application. After the field practicum committee completes its review of the applications, each student will be informed, in writing, of the committee's decision.

Field Internship at Place of Employment

Students may be able, if desired, to meet their field internship requirement through the social service agency where they are employed. Students interested in this option complete the field instruction planning forms indicating this preference. They are asked to speak first to the director of their agency, or agency department, to gain approval for this request. The BSW Field Director will then discuss with the agency its ability to meet the requirements as a field internship site for graduate social work students.

In order to be approved as work/internship placement the following considerations must be met:

- Students must have been employed by the agency for at least six months prior to the start date of field internship.
- Students must have a learning experience new and different from their work responsibilities for the hours spent in their field internship.
- The Agency Field Instructor must meet qualification outlined in this BSW Field Manual. The Agency Field Instructor and task supervisor(s) must not be the student's work supervisor and must have practice experience related to the internship tasks. The prospective Agency Field Instructor must have taken or be able to participate in the Field Instructor Orientation and Training. To ensure the role of student as learning, student assignments and field education supervision are not the same as those of the student's employment.

After the BSW Field Director meets with the agency contact ensuring that these requirements can be met, an Internship at Place of Employment Agreement form (Appendix G) is established and an Affiliation Agreement signed. Each Internship at Place of Employment Agreement is for one academic year only. If an agency where the student is employed is large enough to accommodate a second year of internship with a change of assignment, task supervisor, and field instructor, a new request can be made.

Avoidance of Dual Roles and Conflicts of Interest

The *NASW Code of Ethics* (Appendix H) emphasizes the need to avoid conflicts of interest that potentially may interfere with the exercise of professional discretion and impartial judgment. In accordance with this directive, The School of

Social Work reserves the right to deny permission for a student to intern at an agency where issues of dual roles or other conflicts may be problematic. This may include not allowing students to enter an internship agreement where they or a close family member or friend currently or has previously received services, or where a close family member or friend is employed. Large agency settings with multiple programs may be considered appropriate on a case-by-case basis.

Hours, Holidays, Absences

Junior year internships require a minimum of 150 hours and Senior year internships require a minimum of 300 hours (150 per semester). Every week students are expected to be present at their field placement for 10 hours and for the full 15 weeks of each term. Lunch hour is not included in the computation of internship hours. Hours are to be tracked, signed and submitted to Field Faculty on a weekly basis.

At all times, students should communicate to the Agency Field Instructor the need to be absent from their internship as soon as possible. A plan to make-up missed hours should be constructed between the student and the Agency Field Instructor. Students should also inform Field Faculty of the plan to compensate for missed hours due to absences.

Official school holidays and breaks when a student is excused from field placement are listed in the academic calendar available on the George Fox University website, www.georgefox.edu. Students are not credited with fieldwork hours for official holiday breaks (these breaks are not calculated into the required minimum hours) unless this time has been established as part of the internship schedule and the student agrees to be present at the agency.

Guidelines for Personal Safety

The agency should provide security to students in the same measure as provided to employees. Policies and procedures should be established to protect students from violence in the workplace, harassment, or situations with potential danger. Agencies are expected to provide a specific orientation to agency policies and procedures regarding risk assessment and management. This includes orienting students to procedures they should follow for their own safety within the agency, and outside the agency while performing the duties of their field placement (such as home visits). Generally, students should not be in the agency alone. When in the agency, students should always have access to an emergency phone.

Home visits are an important part of social work and should be included when appropriate. The agency and student need to make provisions for safety. The agency needs to make provisions for safety in high-risk areas, for example, providing students with cell phones or escorts.

In the event of an emergency during the placement the Agency Field Instructor should be notified as well as the Field Faculty. The BSW Field Director should be notified if the Field Faculty is not available.

Each student takes 16 hours of safety training during the fall semester while enrolled in SWRK 391, Practice I.

Student Travel for Field Internship

Students who drive must have a valid driver's license and automobile insurance. The agency is expected to reimburse students for travel expenses or to provide use of a staff vehicle when travel is part of the required fieldwork assignment. Students are prohibited from transporting agency clients at any time in their own vehicles unless the agency covers the student under its insurance and assumes full liability in case of an accident while transporting a client. Documentation of this insurance must be on file with the School of Social Work Field Education Program prior to the student providing transportation of clients in the student's personal vehicle.

Student Identification

Students should always identify themselves to clients and staff in their placement agencies as “social work interns.” If agency protocol requires student interns to have identification badges it should be arranged that these be issued during the students’ first week of internship placement. Students are required to follow agency protocol in wearing identification badges.

Statement of Nondiscrimination

All students who meet the minimum requirements for admission to the Social Work Program at George Fox University as stated in the application for admission are invited to apply to the Field Education Program. No student will be denied admission on the basis of race, color, national or ethnic origin, gender, age, marital or veteran status, disability, religion, political affiliation or sexual orientation. All students are expected to be in compliance with the standards set forth in the University Standards of Conduct.

In addition, it is the policy of George Fox University that all employees and students work in an environment where the dignity of each individual is respected. Harassment due to race, color, sex, marital status, religion, creed, age, national origin, citizenship status, political affiliation, workers’ compensation status, physical or mental disability, veteran’s status, or any other status protected under applicable local, state or federal law is prohibited. Such harassing behavior should be avoided because conduct appearing to be welcomed or tolerated by one employee or student may be very offensive to another employee or student. *Inquiries about the University Nondiscrimination and Diversity Policy may be directed to the University Department of Human Resources*

Professional Conduct

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

1. Maintain grades of C or above 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 (Appendix H), 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 the 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.

Students will read these expectations and sign the Professional Expectations for Social Work Students (Appendix I) and submit to their Field Faculty the first week of classes.

Confidentiality

Students are required to follow the standards and guidelines within the NASW Code of Ethics (Appendix H) in regards to confidentiality. Social work student interns recognize their role as mandatory reporter and follow the guidelines and requirements of this role.

Students are also required to follow agency confidentiality guidelines and relay these to clients per agency protocol and procedures. Students are responsible for learning and understanding agency confidentiality policy during their orientation to the agency/internship. Students should review and sign any agency confidentiality form(s) during their orientation to the agency/internship.

BSW Social Media and Technology Guidelines

Social media and technology are tools which can be a great benefit for social workers and clients, but it can also possess hazards in regards to confidentiality, privacy, and other standards within the NASW *Code of Ethics*. As social workers, we must be mindful of the legal and ethical responsibilities we have as professionals, including but not limited to, privacy and confidentiality, conflicts of interest and dual relationships, informed consent, and private conduct of the social worker. The distinction between personal and professional self is paramount to professionalism in the social work vocation.

Students should prudently consider their online communication as they reflect themselves, their field agency, the George Fox University School of Social Work, and the social work profession itself. All online communication should be professional and respectful in tone and nature. Violations of the NASW *Code of Ethics*, can result in disciplinary action including possible dismissal from the social work program. Social work students are expected to be knowledgeable of and follow the NASW *Code of Ethics*, the NASW, ASWB, CSWE, & CSWA *Standards for Technology in Social Work Practice*, agency policy, and School of Social Work policy and standards.

Students should not establish social media accounts or public pages using the George Fox University School of Social Work name or the names of the George Fox University BSW or MSW programs.

Guidelines for Field Placements

1. Students should be competent in the technologies that they utilize with clients to ensure client confidentiality and safety are protected.
2. Students should understand and agree to follow agency policies and state and local regulations related to technology and social media.
3. Students should not refer to any field agency, client, or client situation on their personal social media pages, regardless of the level of privacy settings.
4. Students should not post any photographs or videos of clients on their personal social media (regardless of permission from a client or agency).
5. Students should use the highest privacy settings available on any social media pages in order to safeguard personal information. Clients, colleagues, faculty, supervisors, future employers, etc. can easily search for students. Please keep in mind that even the highest security settings are not absolute and all information posted on the Internet is permanent. Students should, therefore, be cautious regarding what they post and should regularly monitor their own Internet presence in order to make sure that professional and personal

information online is, to the extent possible, appropriate and accurate.

6. Students should not perform Internet searches on agency clients without their consent, unless there is a compelling professional reason as outlined in the 2017 NASW *Code of Ethics*.
7. Students should avoid dual relationships with clients, which includes avoiding social media relationships with them. Students will not add, accept, maintain or follow clients as friends on social media sites.
8. Students should not share personal contact information, including personal cell phone numbers, emails, address etc., with current or previous clients.
9. Students should consult with supervisors and/or faculty if they are concerned about ethics in their own practice or in that of a colleague/fellow student. This includes situations when clients may attempt to contact students via social media.

Sources: Florida International University, Carthage College, MacMurray College

Personal Liability Insurance / University Insurance

All students enrolled in the BSW program are covered through the George Fox University liability insurance. The insurance covers students in roles and time commitments of the field internship during each semester. Agencies and George Fox University both sign an Affiliation Agreement (Appendix E) to this affect.

Transfer of Credits and Life Experience

Transfer of Credits

The BSW Program Director (based upon review of syllabi) may approve up to 12 hours of course work for inclusion into the BSW standard degree requirements. In this case, the student does not have to substitute elective hours for each hour of credit approved. This transfer policy may include field education internships.

No credit will be given toward required BSW courses unless the following conditions apply:

1. The courses were taken in an undergraduate program accredited by the Council on Social Work Education.
2. A course description and syllabus is available and BSW Program Director determines the courses to be an appropriate substitution for a specific course in the graduate program.
3. Once the Director has advised the student concerning which courses are approved for transfer credit, the student prepares a letter of petition specifying how the courses will be applied to the degree plan.

A petition for transfer credit must fulfill the conditions listed below:

1. The work must have been done while the student was enrolled in good standing as an undergraduate student.
2. The work must have been done within five years prior to the award of the bachelor degree from George Fox University.
3. The school from which the credits are transferred must be accredited by a regional accreditation agency.
4. No earned grade for transfer is less than a B-.
5. None of the transfer coursework consists of extension or workshop courses.
6. Petition for transfer of credit occurs after enrollment in the School of Social Work graduate program.

The BSW Program Director will make decisions about acceptance of transfer of credit.

Life Experience Course Credit

The Social Work Program does not grant credit for either life or work experience in lieu of any required social work courses or the internship. Students who have completed social work courses at other CSWE accredited programs will have their materials reviewed on a case - by - case basis by the Registrar and BSW Program Director to determine comparability with CSWE social work requirements.

While past professional experiences will strengthen an application, no academic credit will be given for life experiences.

Termination with Clients

Clients with whom a student works while in a field placement are clients of the agency, and not the student. Students must terminate appropriately in compliance with agency policy and procedures with all clients at the end of the field placement.

Disruptions to Placements Based on Agency Challenges

If a circumstance occurs that prevents an agency from fulfilling the requirements for an internship, the Field Faculty will meet with the agency to discuss whether supportive assistance or a change of placement is required. Examples might be the illness or departure of the field instructor or the cancelling of a program essential to the internship.

Reasons for change of placement may include, but are not limited to, problems with the site's ability to provide a sound educational environment, problems with the student's progress within the learning environment, or the conduct-related termination of a student from the field placement.

In the event of a student continuing in the field internship course, a solution will be sought that supports the appropriate learning context for the student. A student will receive a to-date evaluation and be able to apply the accrued hours to a new placement setting.

Field Incidents or Concerns

When a student, Agency Field Instructor or Field Faculty brings an incident or concern to the attention of the BSW Field Director, the BSW Field Director will document the incident and coordinate follow up as needed.

Internship Remediation Plan

In an instance when a student intern needs to develop strength and proficiency in an identified area(s) due to not meeting agency or BSW program expectations within the internship setting and role, an Internship Remediation Plan (Appendix J) will be constructed through the collaboration of the student, Agency Field Instructor, and Field Faculty. This document should be completed and utilized when an elevated concern related to a student's area of competence (as identified by the CSWE or George Fox University School of Social Work) is present.

Prior to the utilization of this form the area of concern should be addressed in supervision by the Agency Field Instructor or in the classroom or an individual meeting with the student's Field Faculty. Students should be empowered to be active within the process in order to support their understanding of the concern and the growth needed in the area of competency.

The goals for change and development in professional behavior and skill should be written in measurable and time specific format. The student, Agency Field Instructor, Field Faculty, and BSW Field Director should sign the Remediation Plan. The original copy should be submitted to the BSW Field Director by the Field Faculty. The student, Agency Field Instructor, and Field Faculty should retain copies of the plan.

The Remediation Plan should be reviewed at the date determined at the initial development and signing of the remediation plan to ensure follow-up and feedback occur in a timely manner.

Grounds for Dismissal, Appeal Procedures, and Grievance Policy

1. The George Fox University Policy on Academic Honesty

It is assumed that you and all other students at George Fox University will endeavor to be honest and of high integrity in all matters pertaining to your university life. A lack of respect and integrity is evidenced by cheating, fabricating, plagiarizing, misuse of keys and facilities, removing books and other property not one's own, defacing and altering property, and disrupting classes.

Cheating is defined as "intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise." It is assumed that whatever work you submit is your own work and is new work for that course. Fabrication is defined as "intentional and unauthorized falsification or invention of any information or citation in an academic exercise or form." Plagiarism is defined as "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise." One who facilitates any of the above is equally responsible with the primary violator.

Penalties may include restitution, a failing grade on an individual paper or exam, loss of campus position or employment, a failing grade for the course, disciplinary probation, suspension, or dismissal. The Office of Academic Affairs handles academic dishonesty issues in conjunction with the Office of Student Life.

2. Criteria for Possible Dismissal or Termination from the George Fox University Social Work Program

All social work students of George Fox University are expected to abide by the National Association of Social Workers *Code of Ethics*, the Standards of Conduct, as stated in the University catalog, and the Expectations and Responsibilities, stated in the University Student Handbook. Along with these expectations the Social Work Program expects students enrolled in the Social Work Program to comply with the following guidelines:

1. The student shall not destroy or conceal library holdings or other resources needed by others.
2. The student shall not misrepresent himself/herself professionally (e.g. events surrounding an incident involving professional conduct or fabrication of client data pertaining to course or internship assignments).
3. The student shall not misrepresent his/her professional qualifications, education, experience, or affiliations.
4. The student shall not engage in the practice of social work while under the influence of drugs, alcohol, or other chemicals.
5. The student shall not commit breaches of professional confidentiality.
6. The student shall not verbally, physically, or sexually harass, threaten, stalk, etc. patients/clients, colleagues, or supervisors.
7. The student shall not exploit professional relationships for personal gain.
8. The student shall not engage in any form of discrimination on the basis of political affiliation, race, color, gender, sexual orientation, age, religion, national origin, or physical/mental disability.
9. The student is expected to comply with the George Fox University Nondiscrimination and Diversity policy.
10. The student shall comply with the department policy on plagiarism and cheating. A copy of this policy is in all social work syllabi.

3. Dismissal of a Student from the Social Work Program – Non Academic Issues

Social work is a difficult, challenging, and very rewarding profession for those interested in others and are willing to give of themselves. Professional social work requires a high level of emotional and intellectual resources, as well as an acceptance of the values and ethics of the profession. Many students find themselves initially attracted to social work for a number of reasons. Later, however, they may come to realize that they are unsuited for the profession for various reasons (e.g. their own values, academic ability, or degree of emotional strength which is often required which make this career choice inappropriate for them.) Such a decision demonstrates wisdom and real caring for the needs of potential clients and co-workers. The social work faculty always stands ready to assist students in considering their best academic alternatives in such situations.

This process is designed to resolve complaints against students, facilitate students' professional growth, and help correct unprofessional behavior when possible. As such the goal of this process is to restore students to professional functioning as deemed reasonable and possible by the faculty. An alleged violation of George Fox University policies as stated in the *Student Life Handbook* will be handled by the GFU Student Life Office with procedures as noted in the handbook.

Consistent with the National Association of Social Work's *Code of Ethics* (2017), it is strongly recommended that informal resolution be the first step in resolving a conflict or concern with a student. When concerns arise, the complainant should contact the student in question and frankly discuss the concerns. If resolution is not reached, one may engage in the following formal complaint process.

Complaints may be made against students for the following reasons:

1. Alleged violation of the NASW *Code of Ethics* or state law.
2. Concerns about a student's suitability for the practice of generalist social work
3. Concerns about a student's physical, intellectual, or emotional abilities to perform the essential functions of a generalist social worker.
4. Alleged violation of the Social Work Program's "Criteria for possible dismissal or termination from the George Fox University Social Work Program," found in the Social Work Program Student Handbook and the Field Experience Manual

Complaints may be made by a faculty member, George Fox University student, Agency Field Instructor, Agency Coordinator, or client. Because of the nature of a formal complaint, the confidentiality of the complainant cannot be maintained. A complainant must be willing to submit the complaint(s) in writing and be interviewed by the appropriate parties. Written documentation of the complaint and outcome are kept in the student's permanent file. Complaints against students will be handled in the following manner:

1. Complaints against a student must be written, signed, dated and sent to the BSW Program Director, with a copy sent to the BSW Director of Field Education.
2. The BSW Program Director sends the written complaint to the Social Work Program committee within five working days of receipt of the complaint.
3. The Committee Chair notifies the student that a complaint(s) has been made within two working days of the complaint from the BSW Program Director.
4. The Social Work Program Committee gathers necessary information from faculty, concerned students, Agency Field Instructors, Agency Coordinators, or the client.
5. The BSW Program Committee provides the student with written documentation of the specific complaint(s) and concerns of the Committee within 20 working days of receipt of complaint from the BSW Program Director.
6. The BSW Program Committee interviews the student to obtain additional information and his/her response to the allegations within 10 working days of written notification to the student of specific complaint(s). The student may offer the Committee names of persons who may provide information on behalf of the student. This is not a litigious process, and attorneys should not be involved at this level.
7. The BSW Program Committee recommends a decision to the BSW Program faculty within ten working days of the student interview. Possible recommendations include:

- a. Dismiss complaint
 - b. Letter of reprimand
 - c. Remedial actions without probation. The student must submit documentation of satisfaction of remedial recommendations by a specific date. The student will be informed in writing of what he/she must do to be reinstated to good standing. Remedial actions may include, but are not limited to, a mental health assessment, a drug or alcohol assessment, counseling, additional courses, additional practicum experience, or additional supervision.
 - d. Remedial actions as above with probation. Probation implies on-going monitoring of the student's functioning by the BSW Program Committee or its representative for a length of time determined appropriate by the Committee.
 - e. Dismissal from the Social Work Program.
8. The BSW Program faculty decides on the committee recommendation and notifies the student in writing within three working days.
 9. The BSW Program Director notifies the Dean of the College of Behavioral and Health Sciences, the School of Social Work Director, and the Director of Field Education. The Director of Field Education notifies the Agency Field Instructor and Agency Coordinator.
 10. Students who are dismissed from the Social Work Program may not continue in the Field Practicum and lose credit for the current semester.

4. Appeal Process – Non Academic Issues

Decisions by the faculty that come through the student complaint process can be appealed. In the event of an appeal the following process must be followed:

1. The student makes a written appeal to the BSW Program Director within ten working days of receipt of the faculty decision. Copies of the appeal are sent to the BSW Director of Field Education, School of Social Work Director, and the Dean of the School of Behavioral and Health Sciences.
2. The chair appoints an ad hoc committee composed of three faculty members, at least one of which must be from the School of Social Work, to review the appeal and the faculty decision.
3. The ad hoc committee investigates the decision to the extent the committee believes it is necessary, which may include interviews of the student and those involved in the complaint.
4. The ad hoc committee makes a decision to support, modify, or overturn the faculty decision within 30 working days of receipt of the appeal. Written notification is provided to the student, School of Social Work Director, BSW Program Director, BSW Director of Field Education, the Agency Field Instructor, Agency Contact, and the Dean of the School of Behavioral and Health Sciences. The decision of the ad hoc appeal committee is final.

5. Academic Warning, Probation, Suspension, and Dismissal for Undergraduate Students

The following are University policies guiding Academic warning, probation, suspension and dismissal

Academic Warning

Whenever the GPA for a given semester is below 2.0, but the cumulative GPA is at or above the required minimum for satisfactory academic progress, the student receives an academic warning. This warning alerts the student to potential difficulties and to potential loss of financial aid eligibility. The student is encouraged to contact his or her academic advisor, who will assist in the development of improved study plans.

Academic Probation

A student is placed on academic probation when his or her cumulative GPA falls below the following standard: 1.7 (1-15 hours), 1.8 (16-31 hours), 1.9 (32-47 hours), and 2.0 thereafter. The standing of probation will be in effect for the subsequent semester with enrollment. The student is given one semester of probation to achieve the above

standard, after which a student may be suspended. Beginning freshmen may be allowed up to three semesters of academic experience before being suspended. Students who are in their third calendar year and later may be given additional semesters of probation rather than suspension if they show a reasonable chance of meeting graduation standards.

For example, a student whose cumulative GPA at the end of spring semester falls below the defined standard would be assigned a standing of academic probation. If the student's next term with enrollment is the following fall semester, the standing of probation would be in effect for the duration of the fall semester. At the end of fall, the student's academic standing would be reevaluated. If the student's cumulative GPA meets the defined standard, the student would return to good standing in the subsequent term with enrollment.

Academic Suspension

A student not making satisfactory academic progress may be suspended. The suspension will be in effect for the duration of the subsequent required semester. After one or more semesters have elapsed, the student may apply for readmission and, if admitted, reenter provisionally. The university may suspend any student who fails to earn a GPA of 1.0 during a semester, regardless of classification or number of hours completed.

Academic Dismissal

A student not making satisfactory academic progress may be dismissed from the university. Students who are dismissed may not apply for readmission to George Fox University. The university may dismiss any student who fails to earn a GPA of 1.0 during a semester, regardless of classification or number of hours completed.

In addition to the above policies, violations of the BSW program's Academic Honesty policy may result in probation or dismissal from the program.

6. Procedures for Appealing an Academic Disciplinary Action

1. Student meets with faculty member to discuss rationale for reversing the disciplinary action. The student wishing to appeal a disciplinary action must meet with the faculty member within the first three (3) academic weeks, excluding May term, following the imposed disciplinary action. After meeting with the faculty member, the student may elect to pursue the appeal.
2. Student sends written appeal to the Academic Affairs Office. Students wishing to pursue an appeal must do so within five (5) working days of meeting with the faculty member.
3. Academic dean discusses appeal with the faculty member and student. The decision from the academic dean will be rendered in writing to the faculty member and student.
4. The academic dean's decision may be appealed to the Academic Appeals Board. To request a hearing, the student or faculty member must submit a written appeal to the Academic Appeals Board within two (2) working days after receipt of written decision from the academic dean.
5. Academic Appeals Board decides whether or not to hear the appeal. If the Board meets to consider the appeal, then the decision is submitted in writing to the Vice President of Academic Affairs, faculty member, academic dean, and the student. The decision of the Academic Appeals Board is final.

7. Student Complaint Procedures

Informal Process

It is the wish of the University to provide an education and services of high quality to its students and to provide equity and harmony in the application of policies and procedures. When a student has a complaint, the University would encourage resolution be sought through informal communication with the appropriate instructor, college dean, staff member, or administrative officer who may be able to help rectify or clarify the situation before a written complaint is initiated.

Formal Complaint Procedures

This Complaint Policy does not supersede specific policies involving special cases such as grade appeals, sexual harassment, appeal and due process, etc. that are further defined in the Student Handbook, Catalog, BSW Program Policies or elsewhere.

Lodging a Formal Student Complaint: A student who wishes to lodge a formal complaint must complete and submit the formal complaint form to the BSW Program Director. A copy of the Formal Complaint form is at the end of this appendix or can be obtained from [here](#).

Generally, the BSW Program Director will send a written acknowledgment to the student within **five working days** of receiving the complaint indicating that: (1) the formal complaint form has been received, (2) the nature of the complaint, and (3) that the student will receive a written response after deliberation within fifteen working days. (Please note that response time may be longer over the summer or holidays.) Copies of the written student complaint and the acknowledgement letter will be sent to the Director of the School of Social Work and the Dean of the College of Behavioral and Health Sciences.

Administrative Deliberation and Response: If the administrator to whom the complaint is forwarded determines that the nature of the complaint is beyond his/her area of supervision or expertise, the next level administrator in the area should be consulted and may be requested to respond to the student. Administrative disposition of the complaint will generally consist of investigation into the source of the complaint, previous efforts to resolve the issue, and any contingencies that will aid in the deliberation and disposition of the problem. The responding administrator will send to the student a written statement of attempted resolution to the problem. A copy of the deliberation response will be sent to the appropriate Director, Dean, Chair, Vice President, or Provost.

Student Appeal Process: Upon receiving a deliberation response to the written complaint, the student has the right of appeal to successive levels of administrators within the area. **This appeal must be made in writing within five working days of receiving the Administrative response.** In each case, the student will generally receive an acknowledgement of the appeal within five working days upon receipt of the complaint and a deliberation response within fifteen working days from the date of the acknowledgment letter. (Please note that response time may be longer over the summer or holidays.) (Appendix F)

Appendix A-K

- A. Student Field Application
- B. BSW Field Education and Field Fair Information Meeting Hand-out
- C. Field Fair Student Registration Form
- D. Agency application to provide internship
- E. Affiliation Agreement
- F. Formal Complaint Form for Students
- G. Internship at Place of Employment Agreement Form
- H. Request for Distant Internship Placement
- I. NASW Code of Ethics
- J. Professional Expectations for Social Work Students
- K. Internship Remediation Plan

BSW Student Field Application

George Fox University School of Social Work

Student Information (Part 1 of 3)

Name: _____ Date: _____

Current Street Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell: _____

Email: _____

Please attach a **résumé** that reflects career goals, educational background, and a summary of your volunteer and work experience.

Please thoughtfully respond to the questions:

What are your current areas of professional interest?

What type of social work employment do you want to obtain after graduating with your BSW?

What experience and skills do you want to obtain during your field practicum(s)?

What special skills/abilities/resources do you have that you would be able to offer in your work with an agency?
(For instance, bilingual/cultural proficiency)

Please mention the commitments that you will carry in addition to being an BSW student and describe your plan for balancing these parts of your life.

Do you have a driver's license? Yes No If yes, what state? _____

Do you have reliable access to an automobile? Yes No

Do you have automobile insurance? Yes No

If you do not have access to an automobile, what is your plan for transportation?

Are you interested in completing an internship at your current place of employment?

Yes No If yes please give the name of your current employment agency:

Do you have any physical needs or limitations that should be considered in the selection of an agency?

Yes No If yes, please explain:

Background Check Statement: I am aware that many agencies require criminal background checks, child abuse registry clearance and health screenings (including drug testing, ATB and Hepatitis-B tests) prior to a student's acceptance to a practicum placement. I understand that to decline agency requests or requirements for a criminal background check or health screening may limit my placement options or may lead to my inability to be placed in an agency setting. I understand that if I have on my record any conviction for sexual offenses against children or vulnerable adults, I am not eligible for continuation in or completion of the field education program.

Student Signature _____ Date _____

BSW Student Release of Information (Part 2 of 3)

I, _____, give the BBSW Program Director, and/or Field Faculty at George Fox University permission to mutually exchange information with potential agencies, my field instructor or other designated field practicum personnel for the purpose of coordination and support of my internship. Information to be released may include information contained in the field practicum application, resume, narrative, year in school, courses completed, transcripts, academic strengths or limitations, and problems and resolutions that may arise in the field practicum experience. Permission will expire after the final grade for the last field instruction course has been submitted to the registrar's office by the social work faculty.

Please list any past or current legal issues you have been/are involved in:

Student Signature _____

Date _____

Witness _____

Date _____

Student Agreement Contract (Part 3 of 3)

Personal Safety

Students must recognize that the social work context has increasing potential for risk to personal safety. When in the field, the student should be alert to environmental factors relative to personal safety.

1. Students are expected to conform to the standards established by the field agency regarding personal safety.
2. Students are expected to use discernment regarding personal safety, particularly when making visits in the community and in the homes of clients.
3. Students are to leave an itinerary with an immediate supervisor with destinations and time of return whenever working outside of agency offices.
4. The university assumes no liability for the personal safety of students in the context of all educational activities on or off campus.
5. Students who are required by their field placement agency to provide limited transportation services to their assigned clients in the student's vehicle must check to see if the agency has insurance coverage that includes the student's personal vehicle. In the case that the insurance is not provided by the agency, the student must be aware that in the event of an accident his or her personal insurance company is notified first, and the student is responsible for the deductible. Students should receive mileage reimbursements for agency travel that is in keeping with agency policy.

Confidentiality Agreement

As a student in the Social Work Field Education Program at George Fox University, I understand that the nature of field work, whether observation or practicum placement, is confidential. I therefore agree to the following:

- A. I will never reveal the identity of clients or provide any identifying information about clients or confidential program information under any circumstances, including discussions that take place for the purposes of education such as in practice and field seminar classes.
- B. I will never take client files or confidential program information outside of the agency/organization setting.
- C. I will only read client files or confidential program information given access to me by my field supervisor.
- D. I will notify the field supervisor of any previous relationship with a client, such as a friend, relative, or fellow George Fox University student. I will never read such files.

- E. I will keep all client information and sensitive program data confidential during and after the field placement and during and after my Social Work Field Education experience at George Fox University.

Further, I understand that a breach in confidentiality may constitute grounds for immediate termination from field placement, for denial of admission to the Social Work Program or Field Placement, and for disciplinary action in the Social Work Program.

A Social Work faculty member has explained the concept of confidentiality to me, and I have had the opportunity to ask questions about confidentiality.

Social Work Code of Ethics

As a student of the Social Work Program at George Fox University, I understand that the primary responsibility of all social workers is to practice ethically and to accept the National Association of Social Workers (NASW), (2017) Code of Ethics as the criteria for ethical practice. I understand that it is the responsibility of all social workers to assure that this professional code of ethics is maintained and incorporated into their professional practice with colleagues, clients, and other individuals who could be affected by the social worker's professional judgment.

I have read and understand the aforementioned statements and agree to abide by them.

Name (Printed) _____

Signature _____ Date _____

BSW Field Education and Field Fair Information Meeting *For Incoming Juniors and Seniors*

What is Field Fair?

This is an annual event where agency representatives come to Newberg's Cultural Center to interview BSW students for internships within their agencies. Current sophomores interview for their spring semester placement as juniors and current juniors interview for their year-long placement as seniors.

Junior Year:

Fall term: 25 pre-field hours required in SWRK 391 Practice I for volunteer training and orientation

Spring Term SWRK 475; internship 10-12 hours per week, for 15 weeks, 150 hours (MWF); Social work classes will be Tu/Th. Avoid scheduling other classes on MWF that will conflict with internship hours

Senior Year:

Fall term: SWRK 476; internship 10-12 hours per week, for 15 weeks, 150 hours (MWF); Social work classes will be Tu/Th. Avoid scheduling other classes on MWF that will conflict with internship hours

Spring Term SWRK 477; internship 10-12 hours per week, for 15 weeks, 150 hours (MWF); Social work classes will be Tu/Th. Avoid scheduling other classes on MWF that will conflict with internship hours

When is Field Fair?

Monday, March 12, 2018 Cultural Center; interviews will be held from 1:45-3:45 pm; it is mandatory to attend. Bring 3-5 copies of your resume and dress professionally for a professional job interview.

Process:

1. Review Agency information through documents shared with you on Google Drive, visiting agency websites, and talking with current social work students who are interning at agencies you are interested in.
2. Schedule meeting with Erin Johnson (week of February 26-March 2, 2018) to review your choices and discuss areas of interest, strengths, and areas you want to grow and develop in. During this meeting you will review options that might be a good fit for you, your skills, and your areas for interest. You are not guaranteed a local placement; the arrangement and cost of transportation is the student's responsibility.
3. Schedule a meeting or attend a Resume Workshop with the IDEA center to review your resume and prepare it for your professional interviews.

4. Return the Field Fair Registration Form to the Social Work Office (Meridian Street House) by **12:00pm, Friday, March 2, 2018**. This indicates areas of interest; you will not be guaranteed specific agencies. You will be informed by Wednesday, March 7, 2018 of the agencies you have been matched to interview with.
5. Prepare for each interview by gaining more information about the agency; know their mission statement, services provided, client populations served, agency values, and other important information. Prepare 3-4 questions you have for each agency for the interview.
6. Attend field fair, arriving between 1:30 and 1:40 for interviews to begin at 1:45 on Monday, March 12, 2018.

A. Information you want to pass on about yourself at Field Fair

1. Resume
 - a. Education and skills such as foreign language, CPR
 - b. Volunteer roles (visits to elderly, food bank work, soup kitchens, urban ministries, community youth)
 - c. Mission trips
 - d. Paid employment
2. In conversation with agency representatives
 - a. Level of student commitment
 - b. Availability, scheduling, transportation
 - c. Desire to work with population served at agency
3. Passions – why social work and what do you hope to offer? What are your strengths and experience?

B. Information you want to obtain from the agency representative

Nature of services to clients
 Environment of agency
 Intern learning opportunities and tasks
 Staff involvement with intern
 Optimal schedule
 Necessary intern qualities and skills
 Information about field instructors' professional journeys

6. After Field Fair

- a. Schedule on-site visit to agency no later than **March 23, 2019**. On-site, secondary interviews should be scheduled to be completed between **April 2 -13, 2019**.
- b. Inform Erin Johnson of your appointment date no later than **March 23, 2019**.
- c. Inform Erin Johnson of your decision to pursue or decline the agency you have your second interview with and Erin will contact agency to confirm the internship. Agencies may also send an email to Erin with their decision about acceptance of a student.
- d. If declined or not accepted, repeat steps 1-4 with final decision and acceptance no later than **April 20, 2019**.
- e. Contact agency field representative to clarify tasks to be accomplished during pre-field in fall 2018 (incoming juniors) or over summer background checks needed for incoming seniors beginning placement in fall semester. Tasks may include: applications, criminal background check, orientation and training in addition to volunteer service.

- f. Seniors: In August 2018 confirm starting day of senior field internship. / Juniors: In September 2018 clarify time, location and assigned supervisor. Follow plan as outlined in SWRK 391.

**FAILURE TO FOLLOW THIS PROCEDURE MAY RESULT IN
PROBATIONARY STATUS OR REMOVAL FROM
THE SOCIAL WORK PROGRAM**

TIMELINE FOR INTERNSHIP PLACEMENT

November	Early Application to BSW Program and Field Education Due Date
November	Applicant interviews
January	Late Application to BSW Program and Field Education Due Date
February	Applicant interviews
February	Field Fair/Internship Orientation Meetings for all incoming Junior/ Senior Social Work Students
February	Individual student meetings with BSW Field Director
February	Field Fair Registration Forms due to Social Work Office by 12:00pm
March	Field Fair Interview Assignments given to students via email
March	Field Fair
March	Students schedule on-site second interview with agency of choice from interviews. Inform Erin Johnson (BSW Field Director) date and time of interview with chosen agency
April	On-site secondary interviews take place
April	Confirmation of internship Placement is finalized
April	Finals Week
April	Graduation

Field Fair Student Registration Form

Name: _____ Email: _____

Spring Placement: _____ Fall/Spring Placement: _____

Populations of interest:

Locations: Rank in level of interest

- ____ Urban (Portland, Salem)
- ____ Rural (McMinnville, Newberg)
- ____ Suburban (Sherwood, Hillsboro, Beaverton)

Agency Setting Rank in level of interest

- ____ Community Non-profit
- ____ State / County Agency
- ____ Faith Based Organization

Bilingual skills: _____

Agency Internship Ideas:

Applications must be returned
on Feb. 22, 2019 between
8:00am and 5:00pm.

Office Only:

Date/Time Submitted:

_____ By _____

Appendix D: Agency Application to Provide Field Internship

Agency Application to Provide Field Internship

George Fox University School of Social Work

Thank you for your interest in partnering with us to provide a social work internship at your agency. We value this collaboration and seek to serve your work and mission while providing a practical learning opportunity for our students. Please complete the form below so that we might obtain information that will assist us in identifying students who are most appropriate to the needs, tasks, and environment of your agency setting. It is also necessary that your agency context meet the requirements of our accrediting body, Council for Social Work Education (CSWE). We look forward to partnering with you in an effort to meet both of our specific considerations.

Agency Information:

Agency Address _____

Phone _____

Agency Website _____

How many interns will be appropriate to your agency setting?

_____ MSW Students _____ BSW Students

Which intern levels best serves your agency? Please indicate first, second and third preferences.

_____ No Preference

_____ MSW Foundation Year (2 15-week terms, fall and spring/ 240 hours each)

_____ MSW Advanced Concentration Year (2 terms, fall and spring/ 300 hours each)

_____ BSW Junior Year (1 15-week term/150 hours+ fall term 20 volunteer hours)

_____ BSW Senior Year (2 15-week terms, fall and spring/ 150 hours each term)

Check the population(s) your agency serves:

Infants/Children

Adolescents

Adults

Seniors

Community

From the following lists please identify types of service(s) your agency provides.

Micro- Level Services

- Residential Treatment
- Bio-Psycho-Social Assessments
- Case Management
- Client Intake
- Discharge Planning
- Education
- Family Counseling
- Group Counseling
- Individual Counseling
- Crisis Intervention
- Information and Referral
- Mediation
- In-home Services
- Other

Macro- Level Services

- Administration
- Advocacy
- Education/ Training
- Fund Raising
- Grant Writing
- Management
- Community Organizing
- Policy
- Program Evaluation
- Research
- Program Development
- Social Planning
- Collaboration
- Other

From the following lists please indicate your agency's areas of practice focus.

- Aging/ Gerontology
- Child Welfare
- Community Organizing
- Criminal Justice
- Developmental Disabilities
- Physical Disabilities
- Domestic Violence
- Employment
- Foster Care/ Adoptions
- Health Care
- Public Health
- HIV/AIDS
- Hospice
- Other

- Immigration
- International Social Work
- Legal Services
- LGBTQ Services
- Maternal/ Child Health
- Mental Health
- Housing/Homelessness
- Poverty
- Public Health
- Government
- School Social Work
- Substance Abuse
- Gang Outreach

Does your agency offer varied work hours for interns? Weekend Evening

Are there orientation and training required by your agency? Yes No

If so, when are these offered?

Please indicate skills and qualities that you would expect an intern to possess prior to entering into an internship agreement with you and your agency.

The academic calendar includes a three-week break between terms in December. Please indicate if this is acceptable for an intern in your setting or if this needs to be discussed.

Field Instructor Information:

Please include a professional CV or resume and complete the following.

Your name _____ Title _____

Phone _____ Email _____

Do you have a MSW degree? Yes No

Professional Licensure: State _____

LCSW LMSW LPC

LMFT Other _____

Other professional certifications:

Have you attended training(s) to provide field supervision for social work students in BSW programs?

Yes No

If yes, where/when?

Have you supervised BSW student interns? Yes No

If yes, when and from what programs?

Have you supervised BSW student interns? Yes No
If yes, when and from what programs?

Are there other MSW staff in your agency who want to supervise interns?
 Yes No

Please use this space to communicate any additional information.

If you have any questions, please contact:
Erin Johnson, MSW
BSW Field Director
George Fox University School of Social Work
Phone: 503-554-2747 Email: ejohnson@georgefox.edu

Appendix E. Affiliation Agreement

Affiliation Agreement

This Student Affiliation Agreement ("Agreement") is entered into this _____ day of _____ (the "Effective Date"), between George Fox University ("School") and _____ ("Agency"), located at _____.

Agency is willing to provide educational experience to students of School in accordance with the terms of this Agreement. School desires to use the Agency as an opportunity for its students to obtain practicum learning experience as required by their curriculum. Students are not and shall not be considered employees of the Agency.

The consideration for this Agreement is the mutual promises contained in this Agreement and the mutual benefits expected from entering into this Agreement.

1. Responsibilities of the School

1.1. Preparation. Ensure that the student is knowledgeable concerning and has made preparations for:

- (a) Transportation needed to fulfill responsibilities at the Agency.
- (b) Room and board during the time of practicum assignment (if applicable).
- (c) Scheduling arrival at and departure from the Agency.

1.2. Scheduling. School shall notify agency of specific student referrals no less than ten (10) working days in advance of the students' arrival, however:

- (d) A Student may be referred with shorter notice in emergency circumstances, the agency reserving the right to accept or reject such referrals.
- (e) A Student may be canceled with shorter notice for academic or other good cause, with or without replacement by another student.

1.3. Student Experiences. It shall be the responsibility of the Director of Social Work Field Education of the School, after consultation with Agency, to help plan the practicum program for student experiences.

1.4. Program Description. School will provide Agency with an annual announcement or description of the program, curriculum and objectives to be achieved at Agency.

1.5. Student Compliance. School will instruct students to abide by the policies of Agency while using Agency facilities, including policies related to confidentiality of client and program data information. School will instruct students not to copy or remove confidential information from Agency premises. Students will be expected to conduct themselves in a professional manner; their attire as well as their appearance will conform to the accepted standards of Agency. School will ensure that each student shall sign and deliver to agency a copy of the "Confidentiality Understanding," attached hereto as Attachment A and incorporated herein by this reference, prior to the beginning of the practicum.

1.6. **HIPAA**. Agency shall ensure that students are trained on HIPAA rules and regulations and are familiar with and agree to comply with the Social Work Code of Ethics.

1.7. **Student Qualifications**. School will refer to Agency only those students who have met the academic and reference requirements for admission into the social work program.

1.8. **Student Health**. Inform Students, and enforce the requirements that Students shall meet the health-related criteria as required of Agency personnel including any medical examinations, tests and immunizations.

2. **Responsibilities of the Agency**

2.1. **Field Instruction**. Agency shall provide suitable experience for students as prescribed by the School's curriculum and in accordance with any written objectives provided by School to Agency. Students will be assigned to Agency upon the mutual agreement of Agency and School. Agency will inform appropriate personnel about the role of students and provide identification or security clearances, where appropriate. Agency retains full responsibility for the care of its clients and administrative programs. Students will receive no monetary compensation under terms of this Agreement, and are not deemed an employee under Worker's Compensation statutes.

2.2. **Agency Personnel**. Agency will designate appropriate personnel to support the student's learning experience. This will involve planning and coordination between responsible School faculty and designated Agency personnel for the assignment of students to specific client cases or administrative projects and experiences including selected conferences, clinics, courses and programs conducted under the instruction of the Agency. In every case, the Agency's designated Field Instructor who will be supervising students will have earned an MSW degree and have at least two years of practical experience. Agency will designate and submit in writing to the School the name, professional and academic credentials, and the practice experience of the Field Instructor responsible for the Student Affiliation Program.

2.3. **Site Visit**. Agency will permit, on reasonable request, a visit to the agency site by School or faculty charged with ensuring compliance with the field practicum requirements as set by its accrediting body, the Council on Social Work Education.

2.4. **Exclusion of Students**. Agency reserves the right to terminate the continuation of any student who is not complying with applicable Agency policies, procedures or directions from Agency personnel involved in the Student Affiliation Program or who is deemed by Agency not to have adequate qualifications or ability to continue in the program, or the health of the student does not warrant a continuation at Agency, or whose conduct interferes with the proper operation of Agency.

2.5. **Emergency Care**. Agency shall provide necessary emergency care or first aid required by an accident occurring at Agency for students participating under the terms of this Agreement, and, except as herein provided, Agency shall have no obligation to furnish medical or surgical care to any student. The student bears responsibility for the cost of such care as well as any follow-up care.

2.6. **Regulations**. Agency will provide the student with access to the written regulations that will govern the student's activities while at Agency.

2.7. **Records and Reports.** Agency will maintain records and reports on each student's performance as specified by each program and provide an evaluation to the School on forms provided by the School.

3. **Terms and Conditions.**

A. Insurance:

School shall maintain, in the amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate, professional and general liability insurance for itself and those students participating in the Student Affiliation Program, and shall name Agency as an additional insured with respect to any risks that are the responsibility of School or its students under the terms of this Agreement.

Agency shall maintain, in the amount of \$1,000,000 per occurrence and \$3,000,000 in the aggregate, professional and general liability insurance and shall name School as an additional insured with respect to any risks that are the responsibility of Agency under the terms of this Agreement.

B. Status of Students: The employment status of students and the responsibility for insurance coverage for student activities depends upon the status of the students as set forth below:

a. Students Participating in Unpaid Internship not at Student's Place of Employment: It is understood by the parties that the School's students are fulfilling specific requirements for internship experiences as part of a degree requirement, and therefore, the School's students do not thereby become employees or agents of the School or Agency by virtue of their professional training. The School shall be responsible for providing general liability and professional liability coverage for such students, pursuant to Section 3. A. (Insurance) of this Agreement.

b. Students Participating in Unpaid Internship at Students Place of Employment: It is understood by the parties that the School and Agency shall keep the professional training and work duties of the School's students strictly separate. The School shall be responsible for providing general liability and professional liability coverage for such students' professional training; pursuant to Section 3.A. (Insurance) of this Agreement, and the Agency shall be responsible for providing insurance coverage for such students' activities as an employee.

c. Students Participating in Stipendiary Internship: If the School's students are provided with a nominal stipend from the Agency intended to reimburse them for estimated expenses related to their professional training, the School's students do not thereby become employees or agents of the Agency, and the School shall be responsible for providing general liability and professional liability coverage for such students pursuant to Section 3.A. (Insurance) of this Agreement; however, Agency shall be responsible for issuing a Form 1099 reporting the stipend to the Internal Revenue Service. If, however, the University's students are paid by the Agency for their services, then they become employees of the Agency, and Agency is responsible for all employee obligations and for insuring the activities of such students, notwithstanding Section 3.A. (Insurance) of this Agreement.

4. **Indemnity.**

School agrees to indemnify and hold harmless Agency, its affiliates, officers, directors, agents, employees, and representatives ("Indemnified Parties," jointly and severally) from and against any and all liabilities or related costs (including reasonable attorney fees), arising out of or in connection with

this Agreement, incurred by the negligent or intentional acts or omissions, or willful misconduct of School or its employees or agents, including students and faculty.

Agency agrees to indemnify and hold harmless School, its affiliates, officers, directors, agents, employees, and representatives ("Indemnified Parties," jointly and severally) from and against any and all liabilities or related costs (including reasonable attorney fees), arising out of or in connection with this Agreement, incurred by the negligent or intentional acts or omissions, or willful misconduct of Agency or its employees or agents.

5. FERPA Re-Disclosure

Both parties recognize that they are bound to comply with the Family Educational Rights and Privacy Act (FERPA) in their handling of education records of any students which may be enrolled in any program related to this Agreement. It is also understood and recognized that employees and agents of each party will need to have access to the educational records maintained by the other party in properly administering any duties and obligations to students. It is agreed that each party shall thoroughly orient their employees and agents of their obligations under the Family Educational Rights and Privacy Act and shall maintain their practices in strict accordance with the requirements of that act. Neither party shall be permitted to authorize any further disclosure of educational records of students to persons or entities not a party to this Agreement without first having received permission of the other party and having obtained assurances that the other party has fully complied with the provisions of the family Education Rights and Privacy Act. Any permitted re-disclosure to persons or entities not a party to this Agreement, shall be under the condition that no further disclosure by such party shall be permitted. Each party agrees to save, indemnify, and hold harmless the other party and their officers, employees, and agents from any liability, damages, claims, actions, causes of actions, demands, judgments, or awards of whatsoever kind or nature, arising out of any failure by the other party or its officers, employees, or agents to abide by the Family Education Rights and Privacy Act or its implementing regulations.

6. Term and Termination.

6.1. Term. This Agreement will be in effect beginning _____ and ending _____. This Agreement may be renewed for an additional five (5) year term upon the written agreement of both Agency and School *5 years

6.2. Termination. Either party may terminate this Agreement at any time by giving 30 days written notice of termination to the other party. If Agency terminates this Agreement by giving such notice to School, students currently participating in the Student Affiliation Program at Agency will be allowed to complete the program.

7. Nondiscrimination.

Agency and School agree that neither will discriminate in the performance of this Agreement against any individual on the basis of age, sex, race, color, national origin or physical handicap unless such is a bona fide occupational criteria. Agency and School agree that neither shall tolerate any acts of sexual harassment.

8. Non-assignability.

Neither party may assign the rights or the duties of this Agreement without the prior written approval of the other party.

9. Notices.

When required by the terms of this Agreement, the parties shall give notice by personal delivery or by Certified Mail, return receipt requested, postage prepaid, and addressed as indicated below:

To School: George Fox University
414 N. Meridian, Box 6029
Newberg, OR 97312
Attn: COO

To Agency: _____

Attention: _____

IN WITNESS WHEREOF, the parties have signed this Agreement on the date written above.

GEORGE FOX UNIVERSITY

Agency Name: _____

By: _____

By: _____

Signed

Signed

Its: _____

Its: _____

Title

Title

ATTACHMENT A

TO STUDENT AFFILIATION AGREEMENT

Confidentiality Understanding

By signing and dating this Confidentiality Understanding, the undersigned student indicates an understanding of, and agrees to be bound by, the applicable terms and conditions of the Student Affiliation Agreement between

(“Agency”), and George Fox University. The student acknowledges that, as a material part of the consideration provided to Agency in exchange for Agency allowing the Student’s field practicum at Agency, student agrees that any client information or confidential program data acquired during the field practicum is confidential, and that the student shall maintain the confidentiality of and not disclose this information at all times, both during the field practicum and after it has ended. Student further agrees to abide by the applicable rules and policies of Agency and School while at Agency. Student understands that, in addition to other available remedies, Agency may immediately remove the student and terminate the student’s field education if, in the opinion of Agency, the student endangers a client, breaches client or program data confidentiality, disrupts the operation of Agency, or refuses to comply with the requests of Agency or its supervisory staff.

I have read and understand the Student Affiliation Agreement and this Confidentiality Understanding, and I agree to abide by their terms.

Student’s Signature

Date

Student’s Name (Print)

Witness (Signature)

Date

Appendix F: Rubric for Student Self-Assessment of Professional Development



**GEORGE FOX
UNIVERSITY**

Formal Complaint Form for Students

_____ Name of Student Filing Complaint	_____ Today's Date
_____ Signature of Student Filing Complaint	_____ Student Phone Number
_____ Student Mailing Address, City, State, Zip Code	
_____ Student's GFU ID Number	_____ Student's E-Mail Address

Description of complaint (Date, place, time, details – attach additional description if needed):

Attempts made to resolve as an informal complaint:

Statement of desired outcome:

.....
Administrator receiving complaint completes items below this line.

Date complaint received: _____

Action taken:

_____ <i>Signature of Administrator Taking Action</i>	_____ <i>Date Response Sent to Student</i>
_____ <i>Signature of Vice President/Provost/Dean</i>	_____ <i>Date Copy Sent to VP/Provost/Dean</i>

Application for Field Placement at Place of Employment

GEORGE FOX UNIVERSITY SCHOOL OF SOCIAL WORK

The School of Social Work recognizes that students may be employed at agency settings that would meet the criteria for a field placement. Or it may occur that students are offered employment with the agency in which they are completing their field internship. In both of these cases, the School of Social Work may approve a student's formal request to have concurrent employment and field internship at the same agency **if** the proposal meets certain criteria established by CSWE's Accreditation Standard 2.1.6.

Briefly, there must be a clear differentiation between the student employee's job responsibilities and the education-focused tasks assigned the student intern. The intern role and learning tasks must be different from the work that constitutes the employment. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student's employment. Though training and activities assigned as part of the student's employment will also promote professional development, these hours may not be applied to required hours for the Field Internship. The educational focus and opportunities of the internship, that is, the social work student's learning, must not be compromised by the employee status.

The field instructor should maintain the responsibility and authority to coordinate and evaluate the student's field internship assignments.

Student _____ Email _____
Phone _____

Agency _____ Email _____
Phone _____

Agency Field Instructor _____ Email _____
Phone _____

Supervisor for Employment _____ Email _____
Phone _____

A. Job Title and description of Job-Related Duties/Responsibilities (Attach Job Description)

Weekly schedule for Employment

Hours _____ Days _____
Hours _____ Days _____
Hours _____ Days _____

B. Description of Social Work Field Internship Responsibilities/Tasks (Attach Learning Agreement)

Weekly schedule for Field Internship

Hours _____ Days _____
Hours _____ Days _____
Hours _____ Days _____

C. Signatures

Student _____

Agency Field Instructor _____

Agency Director _____

Field Faculty _____

Director of Field Education _____

Appendix H: Request for Distant Internship Placement

Request for Distant Placement

George Fox University School of Social Work

Student Name _____ Date _____

Student Phone Number: _____

Student Email: _____

Student Address:

Reason for request of distant placement:

Preferred State of Placement: _____

Preferred County of Placement: _____

Preferred City of Placement: _____

I, _____, agree to pay the fee charged for placements greater than 50 miles from George Fox University Portland Center to cover travel expenses of Field Faculty for required site visits to agencies.

Student Signature: _____ Date: _____

Please submit form to Erin Johnson, Director of Field Education at ejohnson@georgefox.edu

Appendix I: Code of Ethics Website Address

NASW Code of Ethics

The National Association of Social Worker (NASW) provides this overview on their website, <http://socialworkers.org/pubs/code/default.asp>.

Overview

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly

The NASW *Code of Ethics* is intended to serve as a guide to the everyday professional conduct of social workers. This *Code* includes four sections. The first Section, "Preamble," summarizes the social work profession's mission and core values. The second section, "Purpose of the NASW *Code of Ethics*," provides an overview of the *Code*'s main functions and a brief guide for dealing with ethical issues or dilemmas in social work practice. The third section, "Ethical Principles," presents broad ethical principles, based on social work's core values, hat inform social work practice. The final section, "Ethical Standards," includes specific ethical standards to guide social workers' conduct and to provide a basis for adjudication.

(Retrieved August 22, 2018.)

The NASW *Code of Ethics* is foundation to professional social work and should be understood and applied by all practitioners and students.

You can review a the NASW *Code of Ethics* in English or Spanish at the following link on the NASW website:

<http://socialworkers.org/pubs/code/code.asp>

Professional Expectations for Social Work Students

George Fox University School of Social Work

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 C or above in all social work classes 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, material 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: _____

Internship Remediation Plan

George Fox University School of Social Work

Instructions:

In an instance when a student intern needs to develop strength and proficiency in an identified area(s) due to not meeting agency or BSW program expectations within the internship setting and role, an Internship Remediation Plan will be constructed through the collaboration of the student, field instructor, and Field Faculty. This document should be completed and utilized when an elevated concern related to a student's area of competence (as identified by the CSWE or George Fox University School of Social Work) is present.

The student intern and the field instructor should complete the following form collaboratively. The form should be submitted to the Field Faculty for review. All three parties should retain copies of this plan.

All three parties should review the plan in 4-5 weeks in a scheduled site visit to the agency by the Field Faculty.

Student Performance Report:

On (DATE) the following individuals (Names of persons in attendance of meeting) met to discuss (student's name)'s performance in the internship placement at (agency name).

Currently (student's name) displays the following strengths, skills, and knowledge in the field internship:

In addition to the areas of strength, the following areas of competency have been identified for (student's name) that need focused and immediate attention:

Current factors impeding (student's name)'s growth have been identified as follows:

In order to support (student's name) development as a professional social worker in this internship context the following remediation plan has been created:

Remediation Plan:

(List requirements for student to complete to increase competency in identified areas. These requirements should be measurable and time-specific).

Identify the role of the Field Instructor in helping the student meet the goals.

Identify the role of the Field Faculty in helping the student meet the goals.

In order to show growth in the identified areas listed above the following performance descriptors will be demonstrated to exhibit improvement. These performance descriptors are connected to an identified competencies needing development. This table is a tool for the student in order to help guide the student in attending to the listed expected performance descriptors and identified competencies.

Performance Descriptors to be Demonstrated to Exhibit Improvement:	Identified Competency Needing Improvement:

Another visit will be scheduled in 4-5 weeks from the date of this remediation plan. At this time the student, field instructor, and Field Faculty will meet to discuss progress toward growth in the above areas and decide whether (student's name) will move forward in (her/his) internship placement. The evaluation of this remediation plan, as well as completed semester evaluations will determine whether (student's name) will receive a passing grade in the Field Practicum class and continue in the student's current placement.

By signing this I am stating that I have read and understood the remediation plan, my responsibilities, and the possible outcomes set forth in the plan.

Field Instructor Signature: _____ Date: _____

Field Instructor Printed Name: _____

Field Faculty Signature: _____ Date: _____

Field Faculty Printed Name: _____

By signing this I am stating that I have read and understood the remediation plan, my responsibilities, and the possible outcomes set forth in the plan. I understand that I must show appropriate progress in the above areas in order to successfully move forward toward the completion of this internship.

Student Signature: _____ Date: _____

Student Printed Name: _____